

**Master of Arts in Linguistics
(M.A. Linguistics)**

**Programme Project Report (PPR) &
Detailed Syllabus (Revised)**

**Non-Semester Pattern
From Calendar Year 2020 onwards**



**TAMILNADU OPEN UNIVERSITY
577, Anna Salai, Saidapet
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School of Humanities

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Master of Arts (Linguistics)

Programme Project Report (PPR)

Programme's Mission and Objectives:

This Post Graduate Programme is open to all the Graduates, who are interested in Linguistics that is a subject with its link in mathematics, anthropology, medical, etc.,. This gains popularity due to the developments in the digital environment. This 2 year PG Programme will help the learners deepen their knowledge in the language and linguistics and promote the interdisciplinary research in language and literature.

Relevance of the Programme with HEI's Mission and Vision:

Linguistic is the study of a language. There are different types of styles and forms in a language based on its usages in the society. This Programme will be helpful for the learners to understand the evolution of a language and its existence in the society.

Nature of prospective target group of Learners:

Any graduate who is interested / working in the field of translation, journalism, subtitling, language centres teaching and research etc. After successful completion of the Programme, the students will be able to conduct the scientific study of English Language that would provide employments in the ITES, language research centres, etc.

Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:

The Master of Arts (Linguistics) is appropriate in offering through Open and Distance Learning, because only a few Universities in the state have this Programme in the regular mode. It is offered with a view to promoting technical and research skills of the learners and to make them employable in various bodies that are mainly dealing with languages. As Linguistic is listed as a

subject in the UGC NET/SLET exams, the learners can aim for teaching posts in the Colleges and Universities.

Instructional Design:

M.A Linguistics is a two year Post Graduate Degree Programme and it has two semesters. The curriculum of this Programme has been developed with a view to inculcating English language and literature among the learners of distance education.

The Programme is mainly transacted through the recognised Learner Support Centres (LSCs) which are functioning in the Arts and Science colleges in Tamil Nadu that run the Programme in regular mode.

The teachers of the Department of English at the University with specialisation in Linguistics and the respective LSC will become the Academic Counsellors to deliver the Programme.

As per the UGC (ODL) Regulations 2017, the credit is assigned to each course.

The Self-Learning Materials are provided to the learners, in addition to e-contents, if required.

Procedure for admissions, curriculum transaction and evaluation:

Eligibility: Candidates should have passed a Bachelor's Degree from any recognised University.

The Programme fee for two years is Rs. 6,600/- excluding the registration and other charges.

Admissions will be done by the University through its Regional Centres within Tamilnadu. The approved LSCs will conduct the academic counselling classes and the evaluation will consist of Continuous Internal Assessment through spot assignment and the External Assessment through Term End Examinations.

Financial Assistance:

While the scholarship is provided for SC/ST learners, the tuition fee is waived for differently abled learners as per the norms of the Government of Tamil Nadu.

Policy of Programme delivery:

The Academic Calendar for the Programme will be made available for the learners to track down the chronological events/ happenings. Subsequently, the Academic Counselling schedule will be uploaded in the TNOU website and the same will be also sent to the learners through SMS.

Evaluation System:

Evaluation is made for maintaining quality in distance education. While the Term End Examinations will be conducted at the approved Examination Centres, the learners will be permitted to write the assignments with the help of books/materials for each course. The approved Examiners will evaluate the assignments and the answer scripts of TTE.

Continuous Internal Assessment (CIA): Assignment

A learner has to submit one assignment for two credits. If a course is of 6 credits, a learner has to submit 3 assignments. Total marks for each assignment is 30. An average of total assignment will be taken into account for awarding marks in CIA.

Part-A	One out of Three Questions in 1000 Words	1x30=30 Marks
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Question Pattern for Term End Examination:

Time: 3 hours

Maximum : 70 Marks

Part- A	Five out of Eight Questions in 300 words. Equal distribution shall be given for all the Blocks [For each Question: 5 Marks]	5 x 5 = 25 Marks
Part- B	Answer any Three questions out of Five Questions in 1000 words. Equal distribution shall be given for all the Blocks. [For each Question: 15 Marks]	3 x 15 = 45 Marks
Total		70 Marks

Passing Minimum:

A candidate shall be declared to have passed in the examination, if he/she secures not less than 32 Marks in the TEE in each course and overall 50 Marks in both the CIA and TEE taken together.

Continuous Assessment (CIA)		Internal Term End Examinations		Overall Aggregated Marks (CIA+TEE)	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
13	30	32	70	50	100

Classification of Successful Candidate:

A candidate, who secures 60% and above, will be placed in the first class and those who secure 50% and above but below 60% in aggregate, shall be placed in Second Class.

Requirement of Laboratory and Library Resources:

There is a University library in the Headquarters that has about 2082 volumes for English Language, Literature and Linguistics. This apart, the University is coordinating the Tamil Nadu Digital Library scheme through which the learner can access the libraries of the state Universities through online. As regards the Lab, the Foreign Language Laboratory is functioning within the School of Humanities. In addition, as this Programme is being delivered through the approved Learner Support Centres (LSC) by Tamil Nadu Open University, the learner can also utilise the library resources available at the respective LSCs.

Cost estimate of the Programme and the provisions:

S.No.	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	- 25, 40, 000
2	Programme Fee charged for 2 years per student (Income)	6,600
3	Examination Fee charged for 2 years (Income) per student	1750
4	Examination expenses per student for 2 years per student (Expenditure)	- 3,600

Quality Assurance Mechanism:

Designing of Curriculum and writing Course materials are done, involving the internal and external experts. This Programme is offered with due approval of the Board of Studies (18.06.2020) and Academic Council (29.06.2020) As a part of Quality assurance the curriculum of the Programme will be updated/revised once in three years. Initiatives will be taken to obtain feedback from the learners and the Academic Counsellors for improving the quality of the curriculum and the SLMs.

PG PROGRAM STRUCTURE

Course	Course Code	Course Title	Evaluation			Credits
			CIA	TEE	Total	
I Year						
Core I	MAL - 11	Introduction to Linguistics	30	70	100	8
Core II	MAL - 12	Phonetics and Phonology	30	70	100	6
Core III	MAL - 13	Morphology and Syntax	30	70	100	6
Core IV	MAL - 14	Sociolinguistics	30	70	100	6
Core V	MAL - 15	Psycholinguistics	30	70	100	6
II Year						
Core VI	MAL - 21	Semantics and Pragmatics	30	70	100	6
Core VII	MAL - 22	Stylistics and Discourse Analysis	30	70	100	6
Core VIII	MAL - 23	Historical and Comparative Linguistics	30	70	100	6
Core IX	MAL - 24	Computational Linguistics	30	70	100	8
Core X	MAL - 25	Lexicography	30	70	100	6
Total			300	700	1000	64

FIRST YEAR

Course Title	:	Introduction to Linguistics
Course Code	:	MAL-11
Course Credit	:	8 Credits

COURSE OBJECTIVES:

- **CO1:** Introduce various branches of Linguistics and focus on the history of language
- **CO2:** Analyse language at the level of sound organization
- **CO3:** Discuss the components of languages
- **CO4:** Explain the semantic component of language
- **CO5:** Situate language in the context of sign, mind, society and culture

Syllabus

Block-1 An Introduction to Language

Language - Features and Functions-Spoken and Written Language: Similarities Spoken and Written Language: Differences-Variation in Language-Variation and Physical Features -Language Variation and Context

Block- 2 Descent of the English Language

Indo-European Languages – Origins-Influences on Old English-The Norman conquest-Middle English Literature-An Introduction- Transitional Period: From Old to Middle English- Vocabulary Expansion -Change of Meaning -Grammar-Growth of Vocabulary - Spelling and Pronunciation – Punctuation- Standard English: An Introduction Spread of English Indian English

Block -3 What is Linguistics?

The Study of Language - Aspects -Speech Acts - Discourse Analysis -Applications of Linguistics

Block-4 Morphology and Syntax

Morphology -Some Terms -Word Formation Process -Sentence/Phrasal Ordering - Basic Division of a Sentence- Phrases: Internal Structure

Block -5 Semantics and Pragmatics

Semantics - Properties of Meaning- Pragmatics

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Illustrate the uniqueness and functions of human language
- Explain the existence of a variety of languages
- Trace the origin of the English language from the Indo- European parent language.
- Examine the word formation processes
- Demonstrate the application of linguistics on other related disciplines

References:

1. Fasold, R. & J. Connor-Linton. *An introduction to language and linguistics*. Cambridge: Cambridge University Press, 2006.
 2. Fromkin, V., and R. Rodman and Nina Hyams. *An Introduction to Language*. New York: Cengage Learning. (10thEdition), 2013.
 3. Hall, Christopher, J. *Introduction to Language & Linguistics*. Delhi: Viva books, 2008.
 4. Lyons, John. *Language and Linguistics-An Introduction*. Cambridge Univ. Press, 1986.
 5. Verma, S.K., and N. Krishnaswamy. *Introduction to Modern Linguistics*. Delhi: Oxford University Press, 1993.
 6. Pinker, Steven. *Language and Linguistics*. UK: Cambridge University Press, 1981.
- language

Web Link:

<https://www.youtube.com/watch?v=DF679Ks8ZR4>
<https://www.youtube.com/watch?v=rjHXM9kPFuA>
https://www.youtube.com/watch?v=A7pUbA_96Dw

Course Title : **Phonetics and Phonology**
Course Code : **MAL-12**
Course Credit : **6 Credits**

COURSE OBJECTIVES:

- **CO1:** Identify the speech sounds of natural languages
- **CO2:** Discuss how sounds are produced, transmitted and perceived
- **CO3:** Familiarize with the basic symbols of the International Phonetic Alphabet
- **CO4:** Critically evaluate the interaction of rules within sound systems
- **CO5:** Analyse phonological data from English and other languages

Course Learning Outcomes:

After successful completion of this Course, the learners shall be able to:

- demonstrate the expertise in analyzing phonological phenomena
- describe `syllable and its kinds
- explain the main characteristics of intonation in English
- use phonetic transcription effectively
- describe phonetic patterns

Block- 1 Phonetics and Phonology

Physiological Phonetic - Organs of Speech- Articulator Phonetics - Sound Classifications -Indian Variations in Speech Sounds

Block -2 Supra-segmental Phonemes

Syllable – Accent- Stress -Types of stress -Word Stress -Intonation -Tone

Block -3 Transcription

Phonetic Transcription - Broad and Narrow Transcription -Transliteration

Block -4 Phonetics and Phonology

The Phonetics and Phonology relationship - Variation -Phonology: Grammar of phonetic patterns -Redundant and contrastive features

Block- 5 Prosodic Phonology

Phoneme - Allophones Allophonic - Phonetic similarity -Phonemic Principles -
Speech Act

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Demonstrate expertise in analysing phonological phenomena
- Reproduce the challenging phonemes accurately and fluently
- Label the organs of speech required for the production of speech sounds
- Use every phoneme accurately and practice phonetic transcription effectively
- Discriminate between voiced and voiceless, and vowels and consonants phonemes

References:

1. Abercrombie, D. *English Phonetic Texts*. London: Faber and Faber, 1964.
2. Carney, Edward, *A Survey of English Spelling*. London and New York: Routledge, 1994.
3. Crystal, David. *Phonology*. ed. Erik C. Fudge, England: Penguin, 1973.
4. Cruttenden, A. (ed.), *Gimson's Pronunciation of English*. London: Edward Arnold, 1994.
5. Hawkins, Peter. *Introducing Phonology*. London: Hutchinson, 1984.
6. *Introduction to Linguistics*. CIEFL, Hyderabad.
7. Jakobson, R. and M. Halle. *Fundamentals of Language*. London: OUP, 1996.
8. Jakobson, R. *The phonemic concept of distinctive features*. In A. Sovijärvi and P. Aalto, eds. *Proceedings of the Fourth International Congress of Phonetic Sciences*. Mouton & Co., 1992.
9. Jones, D. *Outline of English Phonetics*, 8th edn. Cambridge: Heffer. 1956.
10. Langacker, Ronald, W. *Language and its Structure*. Chicago: Brace & World, inc, 1968.
11. Lass, R. *Phonology: an introduction to basic concepts*. Cambridge University Press, 1984.

12. Verma, S.K. & Krishnaswamy, N. *Modern Linguistics An Introduction*. New Delhi: OUP, 1999.

13. Wells, J.C. second edition 2000. *Longman Pronunciation Dictionary*. Harlow: Longman, 1990.

Web sources

www.agendaweb.org/phonetic.html

www.wikipedia.com

http://lettere2.unive.it/linque/lingua_ING/English_Pronunciation.pdf

Course Title : **Morphology and Syntax**
Course Code : **MAL-13**
Course Credit : **6 Credits**

COURSE OBJECTIVES:

- **CO1:** Examine the basic concepts in Morphology and Syntax and the interrelationship between them.
- **CO2:** Develop understandings of the nature of human language and identify differences with other systems of communication
- **CO3:** Discuss linguistic typology with regard to morphology and syntax
- **CO4:** Examine morphophonemic processes in language
- **CO5:** Enumerate the phrase structure rules and the grammatical categories

Course Learning Outcomes:

After successful completion of this Course, the learners shall be able to:

- explain morphology and syntax with examples
- illustrate the elements of the clauses and types of clauses
- discuss transformational generative grammar
- explain the different forms of sentence structure
- enumerate the phrase structure rules and the grammatical categories

Block -1 Morphology

Morphology and Morpheme – An Introduction- -Words and morphemes- identifying morphemes-Clause- Elements of the clauses- Type of clauses - Properties of basic clause patterns

Block -2 Models of Morphology Analysis

Models of Morphology Analysis -Types of Phrases -X-Bar Theory

Block -3 Syntax

Origin and Meaning - Sentence Structure- Deep and surface structure - Parsing and chunking -Structural ambiguity- Recursion Symbols used in Syntactic analysis

Block-4 Phrase Structure Rules

Phrase structure rules – an Introduction-IC Analysis

Block -5 Grammatical and Functional Categories

Grammatical Categories–Functional Categories -Syntactic

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Undertake a morphological analysis to identify morphemes and allomorphs
- Identify constituent structure at an advanced level
- Establish and justify the lexical and grammatical categories for any given language
- Discuss transformational generative grammar
- Articulate understandings of the nature of language

References:

1. Anderson, S.R. *A-morphous Morphology*. Cambridge, Massachusetts: MIT, 1992.
2. Aronoff, M. *Word Formation in Generative Grammar*. Cambridge, Massachusetts: MIT Press, 1976.
3. Fromkin, V. (ed.). *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell. 2000.
4. Spencer, A. *Morphological Theory*. Oxford: Blackwell, 1991.
5. Radford, A. et al. *Linguistics: An Introduction*. Cambridge: Cambridge University Press, 1999.
6. Culicover, P. W. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford: Oxford University Press, 1997.

Web Link:

<https://www.youtube.com/watch?v=DutW1oYQvSk>

<https://www.youtube.com/watch?v=tyLnW7rwnOU>

<https://www.youtube.com/watch?v=4eztRgo4aOA>

Course Title : **Sociolinguistics**
Course Code : **MAL-14**
Course Credit : **6 Credits**

COURSE OBJECTIVES:

- **CO1:** Discuss theories on language and society and explore the relationship between language and society
- **CO2:** Examine the different sociocultural factors that are relevant for language development and change
- **CO3:** Develop analytical skills used in sociolinguistics
- **CO4:** Describe a wide range of language situations characterized by variation and change
- **CO5:** Trace the historical development of sociolinguistics

Syllabus

Block -1 Sociolinguistics

What is Sociolinguistics? - Sociolinguistics and Language Variation
Notion of Sociolinguistic Variation - Contribution of Saussure and Chomsky -
Sociolinguistic Differences-Varieties of Language and Dialects - Identifying
Language Kinds: Criteria - Dialect and Accent - Styles and Registers

Block -2 Pidgins and Creoles

Pidgin and Creole: An Exposition - Creoles and Creolization- The Pidginization
and Creolization

Block-3 Codes: Switching and Mixing

Diglossic and Codes -What is Code-Switching/Mixing? - Code-Switching:
Situational and Metaphorical -Multilingualism and Bilingualism

Block-4 Speech Communities and Speech Acts

Speech Communities -Speech Acts -Speech Events

Block- 5 Language and Gender

Social Bias - Plausible Situations -Can Language Be Sexist? Gender Differences and Social Demands

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Identify, describe and discuss phenomena of variation in language
- Apply relevant sociolinguistic theories in the study of different linguistic arenas
- Discuss in detail the pidginization and creolization process
- Analyse the code-switching process in the multilingual and bilingual speech communities
- Explain the importance of speech communities in the context of sociolinguistics

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Aitchison, J. (1981). *Language Change: Progress or Decay?* London: Fontana.

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Bernstein, B. (1961). "Social Structure, Language and Learning". *Educational Research*, 3, 163-176.

Biber, D. & Finnegan, E. (Eds.) (1994). *Sociolinguistic Perspectives on Register*. Oxford: Oxford University Press.

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- Crystal D. (1997). *The Cambridge Encyclopaedia of the English Language*. Cambridge: CUP.
- de Saussure, F. (1916). *Course in General Linguistics*. Paris: Bolis.
- Egins, S. (1994). *An Introduction to Systemic Functional Linguistics*. London: Pinter Publishers.
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- Fasold R. (1990). *The Sociolinguistics of Language*. Cambridge: Blackwell.
- Ferguson, C. A. (1983). "Syntactic Aspects of Register Variation" *Language in Society* 12:153-172.
- Fromkin, V. & Rodman, R. (1998). *An Introduction to Language*. Fort Worth, TX: Harcourt Brace College Publishers.
- Giglioli, P. P. (1972). *Language and Social Context*. Harmondsworth: Penguin.
- Holm, J. (1989). *Pidgins and Creoles, 2*, Cambridge: CUP
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: CUP .
- Hymes, D. H. (1971). *Pidginisation and Creolisation of Languages*. Cambridge: Cambridge University Press
- Hymes, D. H. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Hymes, D. (1972). "Models of the Interaction of Language and Social Life" In: Gumperz & Hymes, eds. *Directions in Sociolinguistics: The Ethnography of Communication*. London: Blackwell.
- Inglehart, R. F. & Woodward, M. (1967). "Language Conflicts and Political Community," *Comparative Studies in Society and History* 10 (1967): 27-40, 45.
- Jackson, H. & Stockwell, P. (1963). *An Introduction to the Nature and Functions of Language*. London: Edward Arnold
- Labov, W. (1972). *Sociolinguistic Patterns*. Philadelphia, PA: University of Pennsylvania Press.

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D. Boden & D. H. Zimmerman (Eds.), *Talk and Social Structure*. Berkeley: University of California Press.

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Steven, P. (1986). *The Stuff of Thought*. Cambridge, MA: MIT Press.

Tagliamonte, S. (2006) *Analyzing Sociolinguistic Variation*. Cambridge:

Cambridge University Press.

Trudgill, P. (1984). *Applied Sociolinguistics*. London: Academic Press.

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Wolff, E. (2000). "Language and Society". In Bernd Heine and Derek Nurse (eds.) *African Languages - An Introduction*. Cambridge: CUP.

Yule, G. (1996). *The Study of Language*. Cambridge: Cambridge University Press.

Web Link:

<https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/what-does-sociolinguistics-study/>

<https://www.youtube.com/watch?v=Fjd5rj9Ata8>

<https://www.youtube.com/watch?v=KCUFvjQnc1s>

Course Title : **Psycholinguistics**
Course Code : **MAL-15**
Course Credit : **6 Credits**

COURSE OBJECTIVES:

- **CO1:** Discuss important concepts and frameworks in language processing, comprehension and production, language acquisition and learning
- **CO2:** Examine the psychology of language, psychological approaches to linguistics behavior.
- **CO3:** Analyze role of social factors in second language acquisition and applied psycholinguistics
- **CO4:** Develop understanding of the relationship between language and the processes of the brain and mind
- **CO5:** Explore the major theories in the area of psycholinguistics

Syllabus

Block 1 Linguistics and Psycholinguistics

Language and Thought – Psycholinguistics- Neuro-linguistics

Block-2 Behaviourist Interactions

Language, Brain and Language Disorders-Aphasia -Hemispherectomy -Stuttering and Chattering -Deafness -Voice Disorder -Dyslexia -Autism -Down Syndrome-Aging

Block 2 Developmental Psycholinguistics

First Language Acquisition -Second Language Acquisition -Perception in Language learning

Block 3 Mental Representation of Language

Mental Representation of Language and Lexicon -Relationship between Production and Comprehension -Speech Errors in Language Production

Block 4 Cognition and Stages of Production

Conceptualization – Formulation –Articulation –Self-Monitoring

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Identify the basic areas of the brain involved in language and describe the functions carried out by these areas
- Identify and find solutions to the various problems that are associated with language learning
- Discuss aspects of language production and comprehension
- Examine the various speech errors that occur during language production
- Analyse the major processes involved in speech perception, word recognition, sentence processing, reading and language acquisition

References:

Ellis, Andrew W. Ed. 1985. *Progress in the Psychology of Language*. Vol 1, London: Psychology Press.

Field, John. *Psycholinguistics*. Routledge, 2004.

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(http://pubman.mpdl.mpg.de/pubman/item/escidoc:102470/component/escidoc:102471/Levelt_A_Theory_of_Lexical_Access_BBS_1999.pdf page 4)

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James, C. (1998) *Errors in language learning and use: exploring error analysis*. London: Longman.

Kaplan, R. B. (ed.) (2002). *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press

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<http://www.webmd.com/epilepsy/guide/functional-hemispherectomy>

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<http://english.aizeonpublishers.net/content/2015/5/eng476-480.pdf> (The theories of the models have used this website for explanation.)

<https://www.britannica.com/biography/>

www.newworldencyclopedia.org/

www.encyclopedia.com

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SECOND YEAR

Course Title	:	Semantics and Pragmatics
Course Code	:	MAL-21
Course Credit	:	6 Credits

COURSE OBJECTIVES:

- **CO1:** Analyse how language is employed to communicate various types of meaning
- **CO2:** Discuss how semantics and pragmatics interact and relate to neighbouring fields such as morphology, syntax.
- **CO3:** Examine various semantic theories and pragmatic theories
- **CO4:** Describe the different semantic component of a language.
- **CO5:** Discuss the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings

Syllabus

Block-1 Nature and Scope of Semantics

Concept and definition of semantics -Brief History of Semantics- Semantics and Other Disciplines -Major Concerns of Semantics -Approaches to the Study of Semantics -Branches of Semantics-Schools of Thought in Meaning -Types of Meaning -Theories of Meaning - Three Perspectives of Meaning

Block-2 Lexical Semantics

Approaches to Lexical Semantics -Lexical Relations -Hierarchies - Non-branching Hierarchies -Propositional Series or Grids -Clusters

Block -3 Componential Analysis of Meaning

Componential Analysis - Background to Componential analysis- How Does the Theory of Meaning Components Work? - Procedural Steps in the Componential Analysis of Meaning -Linguistic Basis for Componential Analysis -Contribution to the Study of Meaning -Basic Difficulties Encountered in the Analysis of Semantic

Components- Applicability and Universality-Apparent Advantages of Componential Analysis of Meaning -Strength and Weakness

Block -4 Dynamics of word meaning and Lexicon

Dynamics of Word Meaning - Lexicon -Dictionary and thesaurus- Semantic lexicon-Generative lexicons-Grammatical Semantics - Sentential Meaning

Block -5 Pragmatics

Pragmatics - Reference Anaphora and Dexis - Speech Acts -Implicatures

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Consider how language differs from other communication systems
- Examine the basic issues in pragmatics
- Evaluate different schools of thought in the study of meaning
- Apply the theory of componential analysis of meaning for the analysis of learners' mother tongue
- Describe and analyse how people handle and exploit various semantic and pragmatic phenomena in everyday communication

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3. Grice, H. "Logic and conversation". In Cole, P. & Morgan, J. (Eds.), *Syntax and semantics*, vol 3, New York: Academic Press, pp 41-58, (1975).
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- 11.Quirk, R, Sydney Greenbaum, Geoffrey Leech, and Jan Svartvick. *A Comprehensive Grammar of the English Language*. London: Longman, 1985.
- 12.Yule, G. *Pragmatics*. Oxford: Oxford University Press, 1996.
- 13.Halliday, M.A.K. *Language as social semiotic*. London: Edward Arnold, 1978.
- 14.Kempson, R. *Semantic theory*. London: Cambridge University press, 1986.
- 15.Searl, J.R. *Speech Acts*. Cambridge: M.I.T. Press, 1969.

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<https://www.youtube.com/watch?v=dsPswzOBsK0>

<https://www.youtube.com/watch?v=G0uuvH30Ez4>

Course Title : **Stylistics and Discourse Analysis**
Course Code : **MAL-22**
Course Credit : **6 Credits**

Course Objectives:

- **CO1:** Describe the goals of stylistics
- **CO2:** Facilitate the learners to do a stylistic analysis of a literary text
- **CO3:** Describe the skills required to identify the principles and tools of stylistic analysis
- **CO4:** Expose to the different approaches to the analysis of the communicative functions of language
- **CO5:** Provide an overview of the main, contemporary currents in the field of discourse analysis.

Syllabus

Block- 1 Introduction to Style And Stylistics

Stylistics: What Does It Mean? - The Notion Of Style -- Stylistics: Historical Perspectives

Block- 2 Discourse Analysis: An Exposition

Discourse Analysis: Meaning - Speech Acts and Discourse Structures -Discourse Analysis: The Scope - Discourse Analysis And Grammar

Block -3 Spoken Discourse

Spoken Discourse –Adjacency Pairs- Exchanges- Turn-taking- Transactional Talk- Stories- anecdotes and jokes

Block -4 Written Discourse

Written Discourse –Texts-Units of Written discourse-Discourse and The Reader

Block -5 Literary Stylistics

Literature And Stylistics - Applications of linguistic philosophy Conversational Analysis *Othello: An Analysis*

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Explain the traditional and linguistic notion of 'style'
- Describe how literary theories and modern linguistics have contributed to the growth of stylistics as a field of study
- Explain the scope of discourse analysis with reference to spoken discourse and written discourse
- Assess the role of grammar in discourse analysis
- Examine conversational analysis as a form of literary stylistics

References:

1. Coulthard, Malcolm . *An Introduction to Discourse Analysis*. UK: Longman , 2007
2. McCarthy, Michael. *Discourse Analysis for Language Teachers*. London: CUP, 2007
3. Richard Bradford. *Stylistics*. London and New York: Routledge, 1997.
4. Verdonk, Peter. *Stylistics*. Oxford: OUP, 2002.

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<https://www.youtube.com/watch?v=CYOm6v1HhjU>

Course Title : **Historical and Comparative Linguistics**
Course Code : **MAL-23**
Course Credit : **6 Credits**

COURSE OBJECTIVES:

- CO1: Describe the basic concepts in Historical Linguistics
- CO2: Discuss the basic concepts of internal and comparative reconstruction
- CO3: Evaluate the cause and the nature of language change
- CO4: Determine the linguistic innovations of a language
- CO5: Examine the sound changes, analogical changes, syntactic and lexical changes in language

Syllabus

Block 1 Historical Linguistics: An Introduction

Historical linguistics- Forms Of Linguistic Changes: An Example - Application Of The Method

Block 2 Linguistic Borrowing

What Is A Loan Word? - Why Do Languages Borrow?- How Do Words Get Borrowed? -What Can Be Borrowed? - Loan Words: Identification And Determination-Linguistic Changes- Areal Linguistics

Block 3 Sound and Analogical Change

Types of Sound Changes - Sound Changes: General Classification -Kinds Of Sound Changes- Relative Chronology And Chain Shifts- Analogical Change- Analogical Models- Other Kinds Of Analogy

Block- 4 Syntactic and Semantic/Lexical Change

Mechanisms Of Syntactic Change -The Generative Approach -Grammaticalisation - Syntactic Reconstruction- Types Of Semantic Change- The Why Of Semantic Change -The How Of Lexical Change

Block-5 Linguistic Classifications/Models

Linguistic Classification: Meaning - Family Tree Model Family - Glotto-Chronology Model- Linguistic Change: Causal Factors-Linguistic Change: Framework for Investigation- Linguistic Reconstruction: Some Guidelines

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Analyze the various kinds of changes a language could undergo over a period of time
- Explain the role of comparative method in historical linguistics
- Discuss cultural and areal interferences in the context of linguistic changes
- Understand the notion of language family and cognates
- Discuss the mechanisms of syntactic change, i.e., reanalysis, extension and borrowing

References:

1. Bloomfield, L. *Language*. New York: Holt, 1933.
2. Bynon, T. *Historical Linguistics*. Cambridge: CUP, 1977.
3. Campbell, L. *Historical Linguistics: An Introduction*. Cambridge: The MIT Press (The materials for this Course have heavily been drawn from this book), 1999.
4. Lehmann, W.P. *Historical Linguistics: An Introduction*. New York: Holt (2nd Edition), 1973.
5. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge: CUP, 1968.

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Course Title : **Computational Linguistics**
Course Code : **MAL-24**
Course Credit : **8 Credits**

COURSE OBJECTIVES:

- CO1: the fundamental concepts of natural language modelling
- CO2: Describe the relationship between computer science and linguistics knowledge
- CO3: Discuss the concept of text transfer
- CO4: Describe the current trends in computational linguistics
- CO4: Apply the techniques for Language teaching, Corpora and Speech synthesis

Syllabus

Block-1 Tracing the History

Chomskian Linguistics - Post-Transformational Grammars

Block -2 Computational Linguistics: An Introduction

Computational Linguistics: Meaning -Role Of Fundamental Science

Block -3 Computational Linguistics: Outcomes

Contribution of Computational Linguistics - Others: Information retrieval -Topical summarization -Automatic translation -Natural language interface- Further Dimensions

Block -4 Language: Meaning/Text Transformer

Language: Bi-Directional Transformer -MTT: Multi-Stage Transformation- Linguistic Sign Generative and MTT Approaches

Block -5 Linguistic Models

Some Prominent Models - Modern Models Of Language: Need For Linguistic Models

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Evaluate the contributions of Chomsky to the field of linguistics
- Develop computer programming for language processing
- Explain the advanced dimensions of language processing in the context of computational linguistics
- Compare generative linguistics and MTT
- List out a few prominent linguistic models including neurolinguistic, psycholinguistic, functional, research linguistic and MTT model

References:

1. Dash, N.S. *Corpus Linguistics and Language Technology*. New Delhi, Mittal Publications, 2005.
2. Dutoit, T. *An Introduction to Text-to-Speech Synthesis*. Kluwer Academic Publishers, 2001.
3. Hays, D. G. *Introduction to Computational Linguistics*. New York, American Elsevier Publishing Company, 1967.
4. Jurafsky, D. and J. H. Martin. *Speech & Language Processing*. Pearson, 2008.
5. Lawrence, R. *Fundamentals of Speech Recognition*. Pearson Education, 2008.
6. Mitkov, R. (ed.). *Computational Linguistics*. Oxford University Press, 2003.
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<https://www.youtube.com/watch?v=rwCwJB5UV0g>

<https://www.youtube.com/watch?v=wTtsDqbOjKI>

<https://www.youtube.com/watch?v=3mQr7rU4lnA>

Course Title : **Lexicography**

Course Code : **MAL-25**

Course Credit : **6 Credits**

Course Objectives:

- CO1: Examine Lexicography as a branch of Applied linguistics
- CO2: Illustrate the concept of meaning, types of dictionaries and stages in dictionary making
- CO3: Facilitate the students to prepare a dictionary
- CO4: Describe aspects of stylistics from lexicological point of view
- CO5: Trace the historical development of lexicography

Syllabus

Block -1 Introduction to Lexicography

Lexicology and Lexicography: An Exposition - Lexicography and Linguistics
Lexicon and Grammar- Kinds of Dictionaries rules

Block -2 History of English Dictionary

Introduction to Dictionary - English dictionaries before 1750 English dictionaries between 1750 and 1850 English dictionaries after 1850 Dictionary in modern age

Block -3 Types of Dictionaries

Classification of Dictionary - Types of Dictionaries - Bilingual/ Translation Dictionary

Block -4 Parts of Dictionary and Making Dictionary

Word Formation - Marchand's theory - Pronunciation-Grammar- collocation and Idiom – Quotation-Semantic Analysis - Varieties of Usage

Block -5 Machine Dictionary

Computational Linguistics: An Exposition - Mechanising Lexicography - Machine Translation Systems

COURSE LEARNING OUTCOMES:

After successful completion of this Course, the learners shall be able to:

- Analyse the problems of word-formation
- Describe 'practical dictionary', thesaurus
- Examine lexicographical issues such as dictionary types and size, computer dictionaries, databases
- Examine the effectiveness of bilingual dictionaries
- Apply the knowledge of lexicography to prepare a dictionary

References:

1. Grace Manonmanie Edison. *A Critical Study of Four Learner's Dictionaries in the Context of Post-School English Language Teaching in South India* (Unpublished Ph.D Thesis). Bharathidasan University, Tiruchirappalli. September, 1994.
2. Hartmann R.R.K (Ed). *Lexicography: Principles and Practice*. Academic Press Inc. Ltd, London.1983.
3. Iztok Kosem and Karmen Kosem. *Electronic Lexicography in the 21st Century New Applications for New Users*. <http://www.trojina.si/elex2011>. Bled, Slovenia. 2011.
4. Lipka Leonhard. *An Outline of English Lexicology*. Max Niemeyer, Verlag, Tübingen, 1992.
5. Minaeva Ludmila. *Quotations in the Dictionaries: Pros and Cons*. Different Lexicographical and Lexicological Topics.
6. Murray T. Wilton. *Bilingual Lexicography: Theoretical Foundations and Practical Methodology with Special Reference to French and English*. Ph.D Thesis submitted to Simon Fraser University.1978.
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