DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES AND
COMPARATIVE LITERATURE
2021

CENTRAL UNIVERSITY OF KERALA
केरल केन्द्रीय विश्वविद्यालय

M.A. LINGUISTICS AND LANGUAGE TECHNOLOGY

PROGRAMME

CURRICULUM & SYLLABUS

Programme Outcome

The M.A. Linguistics and Language Technology programme offers to equip the students with the fundamental concepts of language and linguistics and their application. It intends to provide a historical perspective on the development of linguistic theory along with the development of current ideas in many areas that make up the discipline - i.e., Phonology, Morphology, Lexical, Syntax and Semantics, and its interdisciplinary developments along with the applied areas. It enables the students to understand and evaluate different approaches in language analysis more efficiently. The course helps in exploring alternative views of language as well. The course also strives to develop the skills of relating data to theory and theory to data with scientific thinking in language analysis.

The course enables the students to:
- Attain an understanding of the essential concepts and components of linguistics

- Develop linguistic awareness.

- Develop an adequate theoretical understanding of the various approaches and their developments

- Enhance the ability to contextualize with both theoretical and pragmatic approaches

- Apply the principles of linguistic theory in language analysis

- Receive grounding in their area of linguistic specialization and learn the research methodology appropriate for their subfield of linguistics. Apart from that, the students would gain adequate skills to continue a successful career in linguistics.

They include,
- Gain academic writing, oral communication and presentation skills.

- To research on a topic, extracting and synthesizing key information from written and spoken sources

- Run appropriate experiments and computational programmes

- Develop the ability to engage in evaluative thinking and formalising linguistic facts

- Read, write and articulate about linguistic and non-linguistic aspects of languages.

- Work as a team

- Critically think and question popular beliefs/myths about language and determine whether they have any scientific validity.

The programme envisages developing an academic community as well as a professional group working towards dealing with linguistic problems. This includes various faculty and research positions in various organizations and institutes. The

graduates can contribute towards a plethora of opportunities based on various aspects of linguistics, starting from language census and linguistic survey, language documentation and studies on endangered languages, translation studies and lexicographical researches, language teaching and applied areas such as clinical linguistics, neurolinguistics and computational linguistics.

Programme Structure of Two Year
M.A. Linguistics and Language Technology
2020

Course Code	Title	L	T	P	C
Semester I					
LLT 5101	Foundations of Language and Linguistics	4	1	0	4
LLT 5102	Phonetics	4	1	0	4
LLT 5103	Phonology	4	1	0	4
LLT 5104	Morphology and Syntax	4	1	0	4
LLT 5105	Historical Linguistics	4	1	0	4
Semester II					
LLT 5201	Semantics	4	1	0	4
LLT 5202	Sociolinguistics	4	1	0	4
LLT 5203	Syntax	4	1	0	4
LLT 5204	Field Linguistics	4	1	0	4
LLT 5205	Computational Linguistics I	4	1	0	4
Semester III					
LLT 5301	Computational Linguistics II	4	1	0	4
LLT 5302	Theories of Translation	4	1	0	4
LLT 5303	Language Teaching Methods	4	1	0	4
LLT 5xxx	Elective -1	4	1	0	4
LLT 5xxx	Elective -2 (Swayam MOOC i.e. approved by BOS)	4	1	0	4
Semester IV					
LLT 5101	Advance Topic in Linguistics (Dissertation)	4	1	0	4
LLT 5402	Language Documentation and Language Pedagogy	4	1	0	4
LLT 5xxx	Elective – 3	4	1	0	4

L = Lecture, T = Tutorial, P = Practical, C = Credits

Credits from Core Courses   :   48 - 60
Credits from Elective Courses   :   12 - 24
Minimum Total Credits Required :   72

LIST OF ELECTIVES

Course	Title	L	T	P	C
Group A					
LLT 5001	Psycholinguistics	4	1	0	4
LLT 5002	Ethnolinguistics	4	1	0	4
LLT 5003	Indian Grammatical Tradition	4	1	0	4
LLT 5004	Historiography of Linguistics	4	1	0	4
LLT 5005	Philosophy of Language	4	1	0	4
LLT 5006	Language of Mass Communication	4	1	0	4
LLT 5007	Semiotics	4	1	0	4
Group B					
LLT 5008	Bilingualism	4	1	0	4
LLT 5009	Pidgin-Creole Studies	4	1	0	4
LLT 5010	Speech Recognition	4	1	0	4
LLT5011	Clinical Linguistics	4	1	0	4
LLT5012	Language Testing	4	1	0	4
LLT5013	Machine Translation	4	1	0	4
LLT5014	Discourse Analysis	4	1	0	4
LLT5015	Computational Lexicography	4	1	0	4
LLT5016	Forensic Linguistics	4	1	0	4
LLT5017	Annotation of Linguistic Corpora	4	1	0	4
LLT5018	Structure of Malayalam	4	1	0	4
LLT5019	Theories of Translation	4	1	0	4

LIST OF ELECTIVES OFFERED TO OTHER DEPARTMENTS

Course Code	Title	L	T	P	C
LLT5019	Theories of Translation	4	1	0	4

PROGRAM STRUCTURE

Preface

1.0 Central University of Kerala (CUK) offers an M. A. program in Linguistics and Language Technology from the academic year of 2012 – 2013. This booklet summarizes most details relating to that program.

Eligibility: Graduation (10+2+3 pattern) in any discipline with 50% marks in the aggregate, with a minimum of 50% marks or equivalent grade in English.

The courses of study under this program fall into three types:
- **Core courses**: these are identified and administered by the department to provide the indispensable/crucial foundation to the discipline.
- **Elective courses** are administered by the Department or any sister Department; they give required exposure to the related discipline concerned and are chosen by the student in consultation with the Faculty Advisor.
- A **Dissertation / Project** involving guided research emphasizing on application of knowledge to real life problems.

Each course carries a **credit rating** based on the weekly work load for the term.

Vice-Chancellor's Message

1.1 To be incorporated

1.2 Semester System

M.A. Degree Program consists of four semesters. Each semester extends to 16-18 five day weeks; each working day involves, on an average, 6 instructional hours. The program follows Choice Based Credit Semester (CBCS) system. It encourages innovation on the part of both students and teachers and promotes vertical integration of knowledge and equips students for achieving performance excellence in competitive tasks in any context.

1.3 ACADEMIC CALENDAR – 2020 - 21

1st Semester	Activity
01-08.2020	Induction and Registration
	Classes commence
	Internal Tests

Onam holidays	
Mid-semester exams	
Seminars/Tests	
End-semester exams	
Christmas holidays	
Publication of results	
2nd semester begins	

1.5 Objectives and Underlying Principles

The academic programs have the following principles underlying them:

1. Maximum opportunities for the student to acquire knowledge and skills relevant to the current needs,

2. Freedom to study subjects / courses in tune with the student's aptitude and talents,

3. Provision for horizontal intra and inter Department / School / Centre mobility of students,

4. Timely updating of curriculum,

5. Continuous assessment and motivation through intermittent feedback,

6. Steady progress towards excellence.

1.6 Quantification of Students' Performance

Each course carries a credit rating based on the weekly workload for the semester. One credit is assigned to one hour lecture or 2-3 continuous hours of academic work per week in the laboratory, workshop or field. Thus a credit rating of 4 for a course indicates weekly 4 hours of lecture or lesser number of weekly lecture complemented by adequate practical work in a semester.

1.7 Requirements for passing an MA degree program

Credits to be acquired	Minimum	Maximum
Core courses, including Dissertation	48	60
Electives	12	24
Total	72	

Minimum total credits required for successfully completing an MA program is 72 within 4 semesters. For Core courses including Dissertation, the minimum and maximum credits to be acquired are fixed as 48 and 60 respectively; for Electives the minimum and maximum possible credits are 12 and 24.

1. 8 General structure of an MA program:

Duration	: 4 semesters
1 credit	: 1hr lecture or
	2-3hrs practical/field work 1 course
	: Maximum 4 credits
Project/Dissertation	: 4-6 credits
Maximum credits for core courses including dissertation	: 60
Minimum credits for core courses	: 48
Total credits required for successful Completion of the MA program	: 72
Minimum attendance required for each course	: 75%

The student must register for the required number of Core and Elective courses totaling to not more than 24 credits at the beginning of each semester.

1.9 Scheme of Evaluation

Performance is evaluated on the basis of (a) Continuous Assessment (CA) and (b) End Semester Assessment (ESA). CA is based on specific components such as class tests/ sessional examinations, seminars, assignments/quiz and carries 40% weightage. ESA carries 60% weightage. For laboratory courses, the weight for CA and ESA is 75% and 25% respectively.

1.10 Grading System

The overall academic performance of a student will be indicated in Grades. Grades will be awarded to each student based on the aggregate of CA and ESA, and relative to the total marks scored by other students and class average. Minimum requirement for the ESA for a pass grade is 40%. The academic performance of every MA student will be evaluated by a Ten Point Scale Grading System. The grades are S, A, B, C, D, E & F where S denotes 'Excellent' and the others denote progressively lower performance. 'F' denotes failure in the course.

The following table indicates the point value of the grades in the Ten Point Scale Grading System.

Grade	Point Value of Grade	Qualitative Assessment
S	10	Excellent
A	9	Very Good
B	8	Good
C	7	Fair
D	6	Average
E	5	Satisfactory
F	0	Fail

1.11 Attendance required in a Course, for eligibility to appear for the end semester examination is 75% .

1.12 Overall Grade Point Average

On successful completion of a course, the student earns the credits and on acquiring the minimum prescribed credits within the prescribed period, the student will be eligible to receive the degree.

The overall academic performance of the student will be determined by a grading system and will be indicated by the Overall Grade Point Average (OGPA) in the final grade card issued by the University.

2.0 CORE COURSES

Semester I
LLT5101 FOUNDATIONS OF LANGUAGE AND LINGUISTICS (4 - 1- 0: 4)
LLT5102 PHONETICS (4 - 1- 0: 4)
LLT5103 PHONOLOGY (4 - 1- 0: 4)
LLT5104 MORPHOLOGY AND SYNTAX (4 - 1- 0: 4)
LLT5105 HISTORICAL LINGUISTICS (4 - 1- 0: 4)
Semester II
LLT5201 SEMANTICS (4 - 1- 0: 4)
LLT5202 SOCIOLINGUISTICS (4 - 1- 0: 4)
LLT5203 SYNTAX (4 - 1- 0: 4)
LLT5204 FIELD LINGUISTICS (4 - 1- 1: 4)
LLT5205 COMPUTATIONAL LINGUISTICS-I (4 - 1- 0: 4)
Semester III
LLT5301 COMPUTATIONAL LINGUISTICS-II (4 - 1- 0: 4)
LLT5302 THEORIES OF TRANSLATION (4 - 1- 0: 4)
LLT5303 LANGUAGE TEACHING METHODS (4 - 1- 0: 4)
LLT0000 ELECTIVE -1 (4 - 1- 0: 4)
LLT0000 ELECTIVE -2 MOOC Swayam Courses (4 - 1- 0: 4)
Semester IV
LLT5401 Advanced Topics in Linguistics (DISSERTATION)
LLT5402 LANGUAGE DOCUMENTATION AND LANGUAGE PEDAGOGY
LLT0000 Elective -3

3.0 ELECTIVE COURSES
Group A
LLT 5001: PSYCHOLINGUISTICS (4 -1- 1:4)
LLT5002: ETHNOLINGUISTICS (4 -1 - 0:4)
LLT5003: INDIAN GRAMMATICAL TRADITION (4- 1- 0:4)
LLT5004: HISTORIOGRAPHY OF LINGUISTICS (4- 1-0 : 4)
LLT5005: PHILOSOPHY OF LANGUAGE (4 - 1 -0:4)
LLT5006: LANGUAGE OF MASS COMMUNICATION (4-1-0:4)
LTT5007: SEMIOTICS (4- 1- 0 : 4)

Group B
LLT5008: BILINGUALISM (4- 1- 0: 4)
LLT5009 PIDGIN-CREOLE STUDIES (4- 1- 0:4)
LLT 5010 SPEECH RECOGNITION (4 - 1- 0 :4)
LLT5011: CLINICAL LINGUISTICS (4 - 1- 0:4)
LLT5012: LANGUAGE TESTING (4 - 1- 0:4)
LLT5013: MACHINE TRANSLATION (MT) (4 - 1- :04)
LLT5014: DISCOURSE ANALYSIS (4 - 1- 0: 4)
LLT5015: COMPUTATIONAL LEXICOGRAPHY (4 - 1- 0: 4)
LLT5016: FORENSIC LINGUISTICS (4 - 1- 0: 4)
LLT5017: ANNOTATION OF LINGUISTIC CORPORA (4 - 1- 0: 4)
LLT5018: STRUCTURE OF MALAYALAM (4 - 1- 0: 4)

4.0 DESCRIPTION OF COURSES

LLT 5101: FOUNDATIONS OF LANGUAGE AND LINGUISTICS
Aims and Objectives
Foundations of Language and Linguistics course offers an introduction to linguistics and the core concepts in studying the language. It also intends to provide a historical perspective on the development of linguistic theory. It explores current ideas in many areas that make up the discipline - i.e., phonology, morphology, Lexical, Syntax and Semantics, and its interdisciplinarities along with the applied areas.

It enables students to understand and evaluate different approaches in language analysis more efficiently. The course helps in exploring alternative views of language as well. The course also strives to develop the skills of relating data to theory and theory to data with scientific thinking in language analysis

The course aims to enable students to:
- attain an understanding of the essential concepts and components of linguistics
- develop an adequate theoretical understanding of the various approaches and their developments
- enhance the ability to contextualise with both theoretical and pragmatic approaches
- apply the principles of linguistic theory in language analysis

Study Skills
Including:
- Develop linguistic awareness.
- Enable to research on a topic, extracting and synthesising key information from written and spoken sources

- Develop the ability to engage in evaluative thinking and formalising linguistic facts
-Read, write and articulate about linguistic and non-linguistic aspects of languages.
- Work as a team
-Critically think and question popular beliefs/myths about language and determine whether they have any scientific validity.

Unit I
Notions of Language: Validity of common definitions of Language; Animal communication system and Human language; Design features of language: Arbitrariness of linguistic sign, 'Double Articulation', interchangeability; specialization; Functions of language; Language as a system of social behavior use of language in family, community and country; Language as a system of communication; Communicative functions Emotive, Conative, Referential, Metalinguistic and Phatic, Language as a cultural heritage- codification and transmission of cultural knowledge and behaviour, language as a marker of social identity- Language boundary, Dialect and Language; Language as a cognitive system- knowledge representation; Relation with culture and thought i.e. concept formation

Unit II
Approaches to the study of Language: Linguistics as a science; Language as an object i.e. notion of autonomy, structure and its units and components; phonocentric and script centric languages; Writing systems: pictography, ideography, alphabetical, syllabic and logographic; Language as written text- philological and literary notions i.e. norm, purity and their preservation. Semiotic approach- Interpretation of sign; code, register; Sign language; secret language; Existence of language faculty, Linguistic competence and performance.; ideal speaker-listener.

Unit III
Structure of Language: Levels and their hierarchy- Phonological, Morphological, Syntactic and Semantic; their interrelations. Universal and specific properties of language- formal and substantive universals. Synchronic vs. diachronic view of language; Language relation- Genetic, Areal, Typological and Long range. Concepts of langue and parole; idiolect, dialect and language.

Unit IV
General Linguistics, Grammatical Analysis: Distribution of linguistic units at different levels; Contrast, Complementation, Free variation; etic vs. emic; Syntagmatic vs Paradigmatic relations; Word classes (parts of speech) and grammatical categories; Grammatical relations and Case relations, Rules at different levels; Description vs Explanation.

Unit V
Branches of Linguistics: Theoretical vs Applied Interface of Linguistics and other disciplines: Anthropology, Archeology, Philosophy, Psychology, Sociology, Gender studies, Political Science, Computer Science, Mathematics, Statistics, Physics, Biology, Genomics, Education, Literature, Media(print & Electronic), Theatre Studies, Musicology, Aesthetics, Folkloristics, Forensic Science/Linguistic finger printing and legal studies.

Contemporary relevance of Linguistics: Language endangerment and revitalization/- (language Documentation and archiving), Indigenous literacy teaching, Language Technology development and Cross linguistic translation especially in a multilingual and multicultural country like India.

Reading list

David Crystal (2003). *The Cambridge Encyclopedia of language*. Cambridge University Press, Cambridge

Dinneen, F.P. 1967. *An Introduction to General Linguistics*, New York: HRW

Falk, S.J. 1978. *Linguistics and Language*: *A Survey of basic concepts and implications* (2nd edn.) New York: John Wiley & Sons.

Hockett, C.F. 1970. *A Course in Modern Linguistics* (Indian Edn.). New Delhi: Oxford & IBH Publishing company.

Lyons, J. 1968. *Introduction to Theoretical Linguistics*. London: Cambridge University.

Lyons, J. 1982. *Language and Linguistics* (reprinted) . London: Cambridge University.

Nayar,PrabodhaChandran,V.R.1987.*Looka BhaashakaL*(Mal).D.C.Books, Kottayam.

Nayar,PrabodhaChandran,V.R.2010.*Bhashaasasthra Drushtiyiluute* (Mal).Kerala State Institute of Languages

Nayar, Prabodha Chandran,V.R.2012.*Bhashaasasthra NighanDu* (Mal).Kerala State Institute of Languages

Roger Blench and Mathew Spriggs.1997. *Archeology and Language I & II*. Routledge, London

Varma, S.K. and Krishnaswamy, N. 1989. *Modern Linguistics: an introduction*. Delhi: Oxford University Press.

LLT5102: PHONETICS
Objectives
To introduce students to the three main areas of phonetics and to the phonetic script that is used in transcribing speech into symbols that can be interpreted unambiguously by linguists and other professionals interested in speech. The course is taught in English.

Course outcomes
Students will be able to produce simple phonetic descriptions and broad phonetic transcriptions of short stretches of speech. They will be able to provide appropriate structural descriptions of syllables using appropriate phonological notation. Students should be familiar with – and be able to apply – technical terms for describing and analyzing any language pronunciation and be able to read and produce phonemic transcriptions and transcription of intonation patterns.

Unit I
Role of Phonetics in the study of Language. Approaches: Articulatory, Acoustic, Auditory; Experimental, Instrumental, Postural, Dynamic; Anatomy and functions of Speech Organs; Four Processes of Speech Production: Airstream (Pulmonic, Glottalic, Velaric, Egressive and Ingressive Airstreams) Phonation, Oro-nasal, Articulatory (place vs manner); position vs place of articulation.

Unit II

Nomenclature and Classification of Speech Sounds based on air stream mechanisms and stricture; States of the glottis; Consonant vs Vowel; Contoid vs Vocoid; Theory of Cardinal vowels: primary vs secondary cardinal vowels; primary vs secondary articulation; coarticulation; double secondary articulation; diphthongs.

Ear training and practice and dictation tests in the language laboratory; exercises in transcriptions Pronunciation training.

Unit III
Prosodic and/or Suprasegmental Features: Length (Quantity and duration), Stress (Accent), Tone and Intonation (Pitch variation and Speech melody), Juncture (pause), Voice Quality and Rhythm.

Unit IV
Transliteration vs Transcription: broad vs narrow; phonetic vs phonemic;the notion reading transcription The IPA and other standard notations. Modifications to IPA for transcribing a typical speech. Supra-segmental transcription.

Unit V

Physics of speech, Acoustic Phonetics, Speech Synthesis, Instrumentation in Phonetics; Acoustic theory of speech production and transmission; speech analysis ; Speech synthesis; Reception and perception and recognition of speech.

Reading List

Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.

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

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

Collins B and I M Mees. 2005. *Practical Phonetics and Phonology: A Resource Book for Students*. London: Rutledge.

International Phonetics Association. 1999. *Handbook of the International Phonetics Association*. Cambridge: Cambridge University Press.

Johnson Keith. 1997. *Acoustic and Auditory Phonetics*. Mass: Blackwell.

Jones, Daniel. 1972. *An Outline of English Phonetics*. Cambridge: Cambridge University Press.

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

-----. 1996. Elements of *Acoustic Phonetics*. (2nd Edition).Chicago: University of Chicago Press.

-----. 2001. *Vowels and Consonants: An Introduction to the Sounds of Languages*. Mass.: Blackwell.

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

Nayar,PrabodhaChandran,V.R.1980. *Swanavinjaanam*(Mal). Kerala State Institute of Languages

O' Connor, J. D. 1973. *Phonetics*. Harmondsworth: Penguin.

Pike, K. L. 1943. *Phonetics*. Ann Arbor: University of Michigan Press.

LLT5103: PHONOLOGY

The purpose of this course is to introduce the theory and practice of phonology. It explains how the sounds of language are distributed and how those patterns can be represented and explained.

Course Objectives
1. To describe the phonological system of a language using the descriptive tools of analysis aimed at identifying phonological units and their patterning.
2. To provide an explanation of phonological knowledge that underlies the production and comprehension of speech using specific phonological theories.

Outcome of the Course
1. Developing the ability to identify the speech sounds in a language.
2. Developing basic skills for analyzing language data.

Develop an ability to understand and interpret linguistic data for a variety of purposes such as language description, theory formulation and developing scripts for a script less language.

Unit I
Phonetics vs Phonology Phonemics; Relevance of Phonology to the study of language; Principles of creating scripts for a script less language. Phonemic theory; phone allophone phoneme. Principles of phonemic analysis based on distribution.

Unit II
Principles of Phonemic Analysis; Phonetic Similarity, Contrast, Complementary Distribution, Free Variation, Economy, Pattern Congruity; Alternation and Neutralization. ; Archiphoneme; Phonotactics, Clusters, Syllable in Phonology vs that in Phonetics. Distinctive Features.

Unit III
Generative phonology: Introduction to two Levels of phonological representation; phonological rules. Distinctive features (major class, manner and etc.). Abstractness; Types of Rule ordering; Lexical Phonology.

Unit IV
Prosodic phonology: The syllable, the foot, the word, phonological phrase, the intonational phrase, generalizations based on prosodic units; Polysystemicity.

Unit V
Auto segmental phonology: Theory and practice; Tone. Nasal spread, Vowel Harmony. C-V tier; feature hierarchy. Optimality theory assumptions, constraint rankings.

Reading List

Anderson, S.R. 1974. *The Organization of Phonology*. New York: Academic Publishers.
Clark, J and Yallop, C. 1995. *An Introduction to Phonetics and Phonology*. New York: Harper and Row.
Chomsky, N and M. Halle. 1968. *The Sound Pattern of English*. New York: Harper Publishers.
Durand, Jacques. 1996. *Generative and Non-linear Phonology*. London: Long man.

Goldsmith, J.1990. *Auto Segmental and Metrical Phonology*. OUP: London.
-----(ed.).1995. *The Handbook of Phonological Theory*. Cambridge: Blackwell.
-----(ed.).1999. *Phonological Theory: The Essential Readings*. Cambridge: Blackwell.
Gussen Hover, Carlos and Haike Jacobs. 1998. *Understanding Phonology*. London: Allied Publishers.
Gussmann, Edmund. 2002. *Phonology: Analysis and Theory*. London: Cambridge University Press.
Kenstowicz, M. 1995. *Phonology in generative grammar*. New York: Blackwell
Lass, R. 1984. *Phonology: An introduction to basic concepts*. Cambridge: CUP.
Odden, David. 2005. *Introducing Phonology*. Cambridge: CUP.
Pike, K.L. 1974. *Phonemics: A technique for Reducing Language to Writing*. Ann arbor. The University of Michigan Press.
Rocca, I. and W. Johnson. 1999. *A Course in Phonology*. Oxford: Blackwell.
Schane Sanford A. 1973. *Generative Phonology*. New Jersey: Prentice Hall.
Spencer, A. 1996. *Phonology*. Blackwell Publishers.

LLT5104: MORPHOLOGY AND SYNTAX
Course Objectives:
1. To introduce the basic concepts in Morphology and Syntax and the interrelationship between them.
2. To understand the system of morphological structure and the system of syntactic structures in languages.
3. To develop the critical thinking through the analysis and interpretation of morphological and syntactic structures.

Learning Outcomes:
After successfully completing this course students will have

1. Developed understanding about the structure of morphological subsystem.
2. Developed understanding about morphophonemic and morphological processes in language.
3. Developed understanding about issues related to morphological typology.
4. Developed understanding about compositionality, constituency and dependency relations in a sentence.
5. Developed understanding about grammatical relations and their expressions.
6. Developed understanding about a variety of complex sentence phenomena.

Unit I
Relevance of Morphology in the study of language; expression-content-correlation; morph allomorph - morpheme; lexeme; types of morpheme: bound vs free; Distribution(Complimentary and contrastive), conditioning(phonological, lexical and free variation) ; root, stem, base, affix: suffix, prefix, infix, suprafix, intrafix, circum fix; protmanteau , empty, link, zero; affix vs. clitic ;Word : different approaches to the concept; content vs function word; Models of grammatical description: item and arrangement, item and process, word and paradigm; Morphological typology: isolating, agglutinative, fusional, polysynthetic

Unit II

Word formation, types and rules of word formation; productivity or generativeness in word building; Derivational vs. inflectional processes (conjugation and declension); primary vs secondary derivation; IC analysis at the morphological level. Constructions and compounding: exocentric vs endocentric endocentric (karmadhaaraya, tatpurusha), exocentric (bahuvriihi) copulative compound (dvandva) and headedness of compounds; reduplication- morphological, lexical and semantic; non- concatenative morphology; Natural morphology; stem vs. word based morphology.

Morphological structure: Paradigmatic vs syntagmatic relations; morphotactics, morphotactic rules; immediate constituent (IC) analysis of words, continuous and discontinuous morpheme; hierarchical organization of morphemes in words; lexical vs. non-lexical categories; word classes, parts of speech, lexical categories: noun, verb, adverb, adjective, pre- and post positions; grammatical categories, inflectional categories: tense, aspect, mood, person, gender, number, case; case marker and case relation. Markedness, constrains of markedness

Unit III
Morphology-phonology interface: Overlapping of Morphology with phonology; Morphophonemics: Morphological alternation (regular and suppletive alternation); Sandhi vs Morphophonemics; morphophonemic changes (assimilation, dissimilation, metathesis, syncope, apocope, epenthesis, gemination), morphophonemic rules, internal and external sandhi; morpheme boundary and word boundary; lexical phonology.

Morphology-syntax interface: Fluidity of the demarcation between morphology and syntax; syntactic linkages, concordance, governance, agreement; generative approach to word formation; nominalization and the lexicalist hypothesis; auxiliation (explicator compound verb); incorporation and the morphology-syntax interface.
Contrastive morphology of any Indian language and English.

Unit IV
Lexicon, lexis, and lexical items; lexeme formatives – deverbal nominalizers, deverbalizers, verbalizers, conversion, denominal adjectives. Lexeme Formative Rules – affixation, conversion, compounding - endocentric, exocentric and couplative compound, abbreviations, reduplication as well as acronyms, and their morphological properties; Lexis as the total word-stock or lexicon having items of lexical; formulaic, idiomatic, metaphoric, grammatical and register-specific features of lexicon; key word in context, collocation, semantic prosody, colligation, register, concordance; Growth of vocabulary in children: psychological and social issues.

Unit V
Concept and lexis, naming of concepts, universal language and scientific taxonomy; relation between words; hierarchical and non-hierarchical structure of lexis; lexicon, thesaurus, word net (as an on line lexical data base) and semantic net; mental lexicon; conceptual graphs; ontology; generative lexicon.

Reading list

Aronoff, M. & K. Fudeman. 2005. *What Is Morphology?* Oxford: Blackwell.
Aronoff. M. 1975. *Word Formation in Generative Grammar*. Cambridge: MIT press.

Bauer, L. 1983. *English Word-formation*. Cambridge: Cambridge University Press.

Bauer, L. 1988. *Introducing Linguistic Morphology*, Edinburgh: Edinburgh University Press.

Elson B and Pickett V.S. 1962. *An Introduction to morphology and syntax*. SIL

Gleason, H.A. 1976. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinehart and Winston.

Haspelmath, M. 2002. *Understanding Morphology*. London: Arnold.

Hockett, C.F. 1963. *A Course in Modern Linguistics*, Macmillan.

Katamba, F. 1993. *Morphology*. London: The Macmillan Press Ltd.

Mathews, P.H. 1974. *Morphology*. Cambridge: Cambridge University press.

Miller, G.A., Beckwith, R., Fellbaum, C., Gross, D, and Miller, K. *'Introduction to WordNet: An On-line Lexical Database'*. (Down loaded form web site).

Nida, E.A. 1949. *Morphology: The Descriptive Analysis of Words* (Second edition). Ann Arbor: The University of Michigan Press.

Palmer, F.R. 1984. *Grammar* (2nd edition). Penguin.

Pustejovsky, J. 1995. *The Generative Lexicon*. Cambridge: MIT Press.

Spencer, A. and Zwicky, A.M. (Eds.), 1998. *Handbook of Morphology*. Oxford: Blackwell.

Varma, S.K. and Krishnaswamy, N. 1989. *Modern Linguistics: an introduction*. Delhi: Oxford University Press.

Vossen, P. 1998. Euro Word Net: *A Multilingual Database with lexical semantic Net works*. Kluwer Academic Publishers.

LLT 5201   SEMANTICS

Objectives

This course is designed for PG students. It offers a comprehensive treatment of semantics for students who have little knowledge of semantics. The course provides students with a solid understanding of key concepts in semantics and methods of semantic analysis. The course also aims to encourage an active approach on the part of students toward the subject matter. The course will enable students to proceed to more specialized aspects of semantic analysis. The course is taught in English.

Course outcomes

After completing the course, students will be able to: - read and understand literature in the field - identify and explain basic semantic concepts, both at the lexical level and at the sentential and inter-sentential levels - write an essay on topics in semantics. Learned semantic theories about the understanding of different aspects of meaning in words, how they can be described, and how grammar and syntax contribute to meaning.

Unit I

Approaches to Semantics; Components of Lexical meaning; Word meanings and concepts: importance of concepts Meaning of Meaning; lexical grammatical and Social meaning Types of meaning; descriptive; emotive and phatic; sense and reference; Connotation and denotation; sense relation, synonymy; homonymy and polysemy; monosemy vs. polysemy; varieties of polysemy,types of opposition (taxonomic ,polar etc); ambiguity, specific vs generic; definite and indefinite; compositionality and its limitations; abihida; laksana; vynjana; sentence meaning and truth conditions, presupposition; entailement and implicature; speech acts; deixis; definiteness; mood and modality; tense and aspect, counterfactuals.

Unit II

Lexical Semantics: Contextual variability of word meaning: aspects of distinctness, psycholexicology; the lexical matrix: hyponymy, meronymy, synonymy; antonymy; Nouns and lexical inheritance systems; Adjectives; verbs; membership, union, intersection, cardinality; power sets: mapping and functions; propositions, truth values; sentential connectives; arguments; predicates, quantifiers; variables.

Unit III

Grammatical Semantics: Formal semantics; Syntax and semantics; Grammatical meaning; The meaning of major grammatical categories; Grammatical meaning associate with nouns and noun phrases: number, gender, animacy; Grammatical meaning associated with verb: tense, aspect, voice, functional roles (agentive, instrumental, dative, factive, locative, objective), mood and modality; adjectives and properties; quantification

Unit IV

Logical Semantics: Arguments and predicates; first order predicate logic; Sense, denotation and reference (intension and extension); Sentence, statement, utterance and proposition; Logical properties of sentences; Logical classes; Logical relations; Quantification; Use and mention. Tense and modal operators, Montague's intentional logic, The Grammar of PTQ

Unit V

Role of context in meaning; Reference and deixis; Speech acts: Locutionary, prelocutionary and illocutionary acts, illocutionary acts, classifying speech acts, conditions for the successful performance of speech acts; Implicatures: Conversational implicatures, Grice's conversational maxims, politeness (principles and maxims), relevance theory; semantics and cognition; semantics in linguistics and philosophy

Reading List

Austin,J.L.1976.*How to do things with words*. Oxford University press.
Cruse, D.A. 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.
Cruse, D.A. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.
Dowty, D.R.,Robert E. Wall & Stanley P.1988. *Introduction to Montague Semantics*.Dordrecht: Reidel
Fellbaum,C.(ed.).1998. *WordNet: An Electronic Lexical Database*. Cambridge Massachustts;MIT Press
Hurford, J.R., and Heasley, B. 1983. *Semantics: A Course book*. London and New York: Cambridge University Press.
Lappin,S.(ed.),1997,*The Handbook of Contemporary Semantics*. Oxford: Blackwell
Leech, G.N. *Semantics*. Harmondsworth: Penguin.
Lehrer, A.J. 1974. *Semantic Field and Lexical Structure*. Amsterdam: North Holland.
Lyons, J. 1977. *Semantics*. Cambridge: Cambridge University Press.
Lyons, J. 1995. *Linguistic Semantics*. Cambridge: Cambridge University Press.
Lyons, L. *Structural Semantics*. Cambridge: Cambridge University Press.

Montague,R.1973. The Proper Treatment of Quantification in Ordinary English in Hintikka,K.J.J,Moravcsik,J.M.E and Suppes,P.(eds.),1973.*Approaches to natural language*,221-242, Reidel: Dodrecht
Montague,R.1974. *Formal Philosophy: Selected papers of Richard Montague*.New Haven: Yale University Press.
Nida, E. A. 1975. *Componential analysis of Meanin*g. The Hague: Mouton.

LLT 5202 SOCIOLINGUISTICS
Objectives:
This course introduces students to Sociolinguistics, a field of study which ties language and communication to the context in which the language is being used. The basis of Sociolinguistics is that language cannot be separated from how and why it is used. Accordingly, the focus is on an investigation of how language varies according to different social contexts. Students are encouraged to engage in collecting and analyzing data related to authentic language use in their immediate surroundings. The variations of language use that are found in relation to age, gender, ethnicity, geographical location and social structure are some of the areas for investigation in the course.

- Develop an understanding of the basic themes and methods in the field of Sociolinguistics Classify different sociolinguistic theories and concepts.
- Demonstrate these concepts by providing examples from their own languages
- Identify and analyses variables that can affect language use and language attitudes in a social context.
- Define and develop an understanding of language variation in various speech communities through existing studies.
- Identify and defines language attitudes
- Develop an understanding of the notion of language as a sociopolitical phenomenon
- Recognize how language diversity and variability can lead to historical development of language.
- Recognize factors leading to language change.
- Recognize the relationship between micro-language use and social structure and shows awareness that the language creates in the social structure.
- Enable the students to carry out field linguistics research with a sociolinguistic perspective

Outcomes:
- Begin to notice how language is used and how it varies across the array of social contexts
- Understand the theoretical background of the tradition of Sociolinguistics
- Understand different perspectives on context, including identities, sociopolitical institutions and phenomena, cultural values and their relationships with language
- Engage with the technical discourse and metalanguage within the field of Sociolinguistics
- Link theory to the practical reality of language variation in the community
- Look at all the varieties of languages equally

- Generate, collect, combine and analyse samples of language use according to contexts
- Undertake small-scale research, with a focus on language variation in the community.

Unit I
Language and Society: social use of language, Sociolinguistics vs. Sociology of Language, Language community vs. Speech Community vs. Language Community. monolingual and multilingual societies, Concepts of heterogeneity and variation; Verbal repertoire, Linguistic Competence and Communicative Competence. Rules of language and rules of speaking, speech community and language boundaries, social significance of Gricean maxims and conversational implicature, pragmatics of politeness, semantics of power and solidarity

Unit II
Language, Dialect, Ideolect, Socio linguistic Variables: Definition and Structure, Ethnography of speaking; Social variables: Caste, Class, Religion, Ethnicity, Sex, Gender, Age, Geography etc…, Linguistic variables: Phonological, Morphological, Syntactic, Stylistic- linguistic, social and psychological dimensions, language and social inequality, linguistic and social attitudes and stereotypes;. variationist theory; Important issues and findings: Labovian studies, Norwich studies, Belfast studies. notions of `vernacular', `observer's paradox'. Attitudes to language variation: Bernstein's `deficit hypothesis', Language variation and language change; Social motivation for language change. Social mechanisms of language change, Socio-phonetics.

Unit III
Languages in contact: Lingua Franca, Diglossia, Elaborated code, Restricted Code, Types of Bilingualism, Multilingualism, Borrowing, Convergence, Multilingualism and its consequences: code-mixing and code- Switching – motivation and types of code switching; language loyalty, linguistic convergence – motivation and direction; language maintenance, shift and death; pidginization and creolization – common characteristics, theories of their origin. Speech and multiple identities, talk, discourse and turn taking; communication and social structure, communication networks

Unit IV
Different aspects of language in society: Language and power-: Gender and language use - `difference' and `dominance' Reappraisal of gender in variationist studies; gender, discourse and politeness, . The politics of language-Literacy –n autonomous vs ideological, Solidarity, Politeness, Language shift, Language Maintenance, Language decay, Language death, Language Planning, corpus and status planning, codification and elaboration; language movements-state and societal interventions, script development and modifications; Language policy, Standardization, Normalization, Modernization, ideology and social change, the power politics of language standardization, Implications for literacy and school education ;problems of linguistic minorities, literacy-sociolinguistic and political aspects.

Unit V
Sociolinguistic methodology-sampling and tools; identification of sociolinguistic variables and their variants; data processing and interpretation; quantitative

analysis; variable rules; ethno methodology; participant observation; qualitative analysis of data.

Reading list

Annamalai,E.(ed.) 1979,Language Movements in India.Mysore: CIIL
Chaika , Elaine, 2007,*Language: the Social Mirror* , Heinle & Heinle Publisher
Chambers,J.K., 2008, *Sociolinguistic Theory*, Blackwell Publishers
Christine Bratt Paulston & G. Richard Tucker , 2003, *Sociolinguistics: The Essential Readings*, Blackwell Publishing
Coulmas, Florian, 2006, *Sociolinguistics: The Study of Speakers' Choices* ,Cambridge
Coupland, Nikolas & Jaworski, Adam , 1997,*Sociolinguistics: A Reader* ,London, Macmillan
Di Paolo, Mario, 2010, *Sociophonetics : A Student's Guide*, Oxford Newyork
Dittmar,N.1976. *Sociolinguistics*: Edward Arnold
Downes,W.1984. *Language and Society*. London: Fontana.
Fasold, Ralph. 1999. *Sociolinguistics of Language*: Oxford: Basil Blackwell.
Gumperz,J.J.and Hymes,D.(eds)1972.*Directions in Sociolinguistics*. Holt,Rinehart and Winston.
Gupta R.S. and Aggarwal, K.(ed).1998.*Studies in Indian Sociolinguistics*. New Delhi: creative
Hudson, Richard, 1996,*Sociolinguistics* ,Cambridge University Press
Hymes, D. 1974. *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania press.
Kubchandani,L.M.1983.*Plural Languages, Plural Cultures*. Hawaii. East West Centre.
Labov,W.2001.*principles of Linguistic change*, Malden, Massachusetts: Blackwell (V.I& II)
Pearson Longman Meyerhoff, Miriam , 2011,*Introducing Sociolinguistics*, Taylor & Francis
Mesthrie, R. *2001.The concise encyclopaedia of Sociolinguistics*. Oxford: Elsevier (pergamon)
Pandit,P.B.1972.*India as a Socilinguistic Area*. Pune: University of Poona.
Peter Trudgill , 2001,*Sociolinguistics: An Introduction to Language and Society*, Fourth Edition, Edinburgh University Press
Ronald Wardhaugh Oct 20, 2009.*An Introduction to Sociolinguistics*, Wiley-Blackwell, Oxford
Singh,R,1998.*Lectures against Sociolinguistics*, New delhi: Munshiram Manoharlal
Suzanne Romaine , 2001,*Language in Society: An Introduction to Sociolinguistics* , Oxford University Press

LLT5203: SYNTAX
Objectives
Syntax is concerned with sentence structure how words are combined together to form phrases, phrases combined together to form larger phrases, clauses and sentences, and how clauses are combined together to form complex sentences. Syntax comprises the core of the grammatical structure of a language. The course will be practical in focus and will teach students essential skills for the linguistic description and analysis of a language.

- Develop an understanding of the structure of language
- Develop an understanding of morphophonemic and morphosyntactic processes in language
- Develop an understanding of compositionality, constituency and dependency relations
- Develop an understanding of grammatical relations and their expression
- Develop an understanding of both lexical and derivational valence and their implications for argument structure.
- Develop an understanding of a variety of complex sentence phenomena
- Develop theoretical foundations by providing detailed analysis of new trends in syntactic analysis
- Develop in students the ability to undertake grammatical analysis of unfamiliar languages

Outcomes:
- Identify constituent structure at an advanced level
- Establish and justify the lexical and grammatical categories for any given language
- Articulate understandings of the nature of language.
- Undertake linguistic descriptive investigation of a known or unknown language
- Write a coherent and logically argued review of a published grammar of an unfamiliar language
- Demonstrate a familiarity with widely used terminology and technical issues involved.
- Confidently approach analysis of a data set drawn from an unknown language.

Unit I
Structure and structure dependence, diagnostics for structure; reference; coreference and anaphoric reference; deixis-demonstratives, tense, pronominals, context; topic; focus; focusing devices; mood, thematic roles (agent, patient, etc); grammatical relations (subject, object etc);case (nominative, accusative etc)- their relationships

Unit II
X-bar theory; Head; compliment, specifier, binary branching: S as IP,S- bar as CP- The DP analysis of Noun Phrases- The head compliment parameter

Unit III
Some syntactic operations and constructions: Movement and trace, passive raising, Wh-movement(questions, relativisation), topicalisation, scrambling, adjunction, substitution; NP movement, Wh movement, head to head movement, movement to SPEC-deletion; gapping and VP deletion; ECM (exceptional case marking) constructions; small clauses, clefts and pseudo clefts.

Unit IV
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 infinitives – small pro, the pro-drop parameter- quantifiers; quantifier raising, scope ambiguity

Unit V
From Principles and Parameters Theory to the Minimalist Program: Reasons for discarding D-structure and S- structure. 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.

Reading List

Culicover, P.W. 1997. *Principles and Parameters: An introduction to syntactic theory*. Oxford: OUP
Fabb. N. 1994. *Sentence structure*. London: Routledge
Freidin, R.1992. *Foundations of Generative Syntax*. Cambridge. Massachusetts: MIT Press.
Haegeman, L. 1992. *Introduction to Government and Binding Theory*. London: Blackwell
Roberts I. 1997.*Comparative Syntax*, Arnold
Webelhuth (ed.). 1995. *Government and Binding Theory and the Minimalist Program*. Oxford, Cambridge & Blackwell.

LLT5204: FIELD LINGUISTICS

Objectives
The course focuses on language as it is spoken and our ability as researchers to render that language in a form that is suitable for analysis. Students will learn how to collect/record data, how to manage and store it and how to go about analysing it for a range of purposes, including language description and contrastive analysis.

- Develop an orientation towards field linguistics
- Enables the students to deal with the context in which data collection takes place and will address research ethics and protocols, the Observer's Paradox among others
- Develop an understanding of the practicalities of recording, transcribing (both broad and narrow IPA transcription), organising (tagging) and archiving data
- Enable them to look at the nature of the language data that is being recorded: oral vs written; natural speech versus elicited speech; ethnography of communication; varieties of language, borrowing, code-switching, style-shifting and diglossia
- Make awareness about a range of analytical approaches

Outcomes
- Be aware of ethical considerations and observe protocols in linguistic fieldwork
- Learn how to record and document languages
- Be able to transcribe recordings in IPA (both broad and narrow transcription)
- Be familiar with data storage and archive maintenance
- Be able to use dedicated linguistic databases and Softwares
- Be able to apply linguistic analytical procedures

- Develop strategies for language elicitation and language learning in one-on-one contexts
- Be able to identify and present a description and analysis of an aspect of a language

Unit I
Introduction to Field study, value of the context, Linguistic field work, preparation for field work, Field tools - Notebook/field diary, Camera, Tape Recorder, Dilemmas of field work - Getting access, Getting acceptance, maintaining acceptance, Collecting data, richness of data, Ethical concerns, Pains of fieldwork, Cultural shock, symptoms of cultural shock, Field ethics

Unit II
Study approaches: Overview, generate hypothesis, principles of field work, natural settings, holistic, descriptive, insider's view, Field methods, techniques of data collection, observation, question, respondent, key informant, focus groups, frequency of data collection, sampling, Test procedures - pilot study, sample survey, Major approaches, Qualitative vs. quantitative, defined by format & data collection process ("Integrated Methods"), Interrogation techniques, Translation, Techniques for polysemous words, Pictorial representation, Associative interrogation, The paraphrase method, Cross checking, Stimulus response method, Instantiation method, Phonetic transcription

Unit III
Observation method, Descriptive observation, Focused observation, Selective observation, Participation (or combinations of them), Active and Passive Participation, Observation: Participant and Non participant observation, Advantages and disadvantages, Questionnaire method, Questionnaire Surveys, Advantages, Disadvantages, Combining survey/data collection types Registered data, Non-registered data, Point data, Continuous data

Unit IV
Interview method-structured or unstructured conversational and informal), Self-reporting techniques, Structured and Unstructured Interviews, Open-ended interviewing, Ethnographic Interview, Standardized interview, qualitative interviews? In-depth Interview, Informal conversational, Topical or guided, Standardized open, Ethnographic or micro-ethnographic, Focus Group, Key informant interviews, contextual inquiry, Field notes, Documentary source method

Unit V
Data processing, Language Documentation, Types of media, video, audio, Images, Text, Metadata, Cataloguing, data formats, data encoding, physical storage medium, software tools, Archiving, Intellectual protocol and access to material.

Reading List:
Anvita Abbi. 2001, A Manual of Linguistic Field Work and Structures of Indian Languages, Lincom Europa,
Newman and Ratliff (eds) 2000, Introduction and Chapter 1 from: Linguistic Fieldwork. CUP, Cambridge
Wray et al. Arnold, 1998, Projects in Linguistics, A Practical Guide to Researching Language, London.

Text book:
Crowley, Terry & Nick Thieberger. Field Linguistics: A Beginner's Guide. (Oxford: Oxford University Press, 2007).
Samarin, W.J.1967. Field Linguistics: Guide to Linguistic Field Work. New York:Holt, Rinehart and Winston.

Essential Readings:
Abbi, Anvita. A Manual of Linguistics Field Work and Indian Language Structures. (Munich: Lincom Europa, 2001).
Briggs, Charles L. Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research. (Cambridge: Cambridge University Press, 1986).
Burling, Robbins. Learning a Field Language. (Prospect Heights, Illinois: Waveland Press, 2000).

Suggested Reading
Crowley, T. 2007. Field Linguistics. A Beginner's Guide. Oxford: OUP.
Newman, Paul and Martha Ratliff (Eds.). 2001. Linguistic Fieldwork. Cambridge.
Barnes, J.A. 1973. Some ethical problems in modern fieldwork. British Journal of Sociology 14: 118-134.
Jost Gippert (Ed)   2006   Essentials of Language Documentation. Mouton de Gruyter Berlin • New York
Longacre, Robert E. 1964. Grammar Discovery Procedures: A Field Manual. Mouton.
Newman, Paul. 1992. Fieldwork and field methods in linguistics. California Linguistic
Newsletter. XXIII.2.
Nida, Eugene. 1947. Field techniques in descriptive linguistics. International Journal of American Linguistics 13: 138-146.

LLT 5205 COMPUTATIONAL LINGUISTICS I
Course Objectives:
1. To introduce the basic concepts in Computer and programming concept from Computational Linguistics perspective.
2. To understand the system of computer to understand language structure and the system analysis of language structures.
3. To develop the language data for the machine understanding and interpretation of language and their structures.

Learning Outcomes:
After successfully completing this course students will have

1. Understanding about the encoding language in computer.
2. Understanding about basic concept of Python and Perl Programming language.
3. Understanding about issues in developing computational grammar.
4. Able to prepare like POS, Treebank language data for purpose of language technology interface.
5. Developing Computational tools for analysis of natural language for the purpose of machine translation.

1. Introduction: Computational paradigm for Natural language Analysis and synthesis. Linguistics, Applied Linguistics and Computational Linguistics, Grammar formalisms and computational modelling for Natural Languages. Computational Techniques and Tools:

2. Computational Morphology: Morphological generators and analyzers for Indian Languages. Case Studies of morphological analyzers and testing Morphological Systems. Finite State machine for morphological computation. Taggers and shallow parsers.

3. Corpora Studies in Linguistics: Corpus as a basis for linguistic studies. Chomsky's criticism of early corpus linguistics. Modern corpus studies, corpus building. Applications of corpus. Digital corpora in computational studies. Characteristics of modern corpora and Applications of corpora.

4. Machine Translation: The earliest applications of computational Linguistics. Early models and latest developments. History and the Socio-political relevance of MT. Differences between MT, MAT and HT. The architectural issues. The feasibility and the relevance. The analytical pyramid in MT. Various MT experiments in India, Anusaraka, Anglabharti, ILILMT, EILMT etc.

5. Modeling: Students are expected to practice the existing models, and also work out certain models of Generators, Analyzers and taggers. Write short Algorithms for linguistic models of computational application. Use corpus for testing of models. Students need to submit a short write up for internal assignment and appear for a written test in the class room.

Suggested Readings:

*1. Cole, Ronald et al (eds.).1997. Survey of the State of the Art in Human language Technology. Cambridge: CUP.
2. Douglas Arnold, Lorna Balkan, Seity Meijer, R. Lee Humphreys & Loisa Sadler. 1994. Machine Translation : An Introductory Guide. New York: Blackwell Ltd.
*3. Jurafsky, D. and J. Martin. 2002. Speech and Language Processing. New Delhi: Pearson Education Inc.
4. King, Margaret. 1987. A Tutorial on Machine Translation. No. 53
5. Kucera, Henry and W. Nelson F.1967. Computational analysis of Present-day American English. Providence, RI: Brown University Press.
6. Litkowski C. Kenneth. 1992. A Primer on Computational Lexicography.
7. Miller, G. A., R. Beckwith, C. Fellbaum, D. Gross and K. A. Miller.1990. Introduction to Wordnet: An on-line Lexical Database. IJL, 3(4):235-44.
8. Raskin, Victor. Linguistics and Machine Translation. In Linguistics and Translation (ed.).
*9. Ruslan, Mitkov (ed.). 2002. The Oxford Handbook of Computational Linguistics. Oxford: OUP.
10. Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. Natural Language and Computing. PGDCAIL, vol. 411. CDE, University of Hyderabad.

LLT 5301 COMPUTATIONAL LINGUISTICS II
Course Objectives:
1. To introduce the basic concepts programming language like Python and NLTK tools and Corpora
2. To understand concept of corpora and their features and to develop annotated corpora for developing NLP tools.
3. To understand the concept of probability and different approaches to POS tagging
4. Machine learning basics for text processing

Learning Outcomes:
After successfully completing this course students will be able to

1. Write a basic program and file handle in python.
2. Develop corpus and annotate them for various NLP purpose like Machine Translation.
3. Understanding approaches to POS tagging and annotation at POS level.
4. Able to prepare annotated data like POS, Treebank, speech language data for purpose of language technology.

Unit I
Python for Natural Language Processing**;** More advanced Python programming concepts**:** File handling (I/O operations); Classes and objects; Object Oriented Programming; CGI Programming; Database access; GUI programming; Introduction to the pedagogic python-based toolkit, Natural Language Toolkit(NLTK); Searching exercises using NLTK corpora, counting words, isolating concordances using python and plotting simple lexical frequency statistics.

Unit II
Definition and scope of corpus linguistics; Corpora: Description and salient features, types of corpora; Construction and annotation of text corpora: Process and issues involved in creating written corpora; Creation and annotation of speech corpora: Process and issues involved in speech corpus creation; Annotation guidelines and development of tagsets (grammatical category information for example) for encoding linguistic knowledge; Nature of annotations: Tagsets (encoding grammatical categories) used for part-of-speech tagging; Shallow and deep syntactic annotation (e.g. in Penn treebank, Verbmobil treebanks, Negra2 treebank, topological field annotation); Relevance of annotated corpora: Searching for syntactically relevant patterns in corpora annotated in different degrees; Role of Corpus in Natural Language Processing: Corpus studies in relation to POS Tagging, Morph Analyzer, Morph Generator, Machine Translation.

Unit III
Basic concepts of probability and statistics; Language modelling: Types of ngram models, estimation of ngram probabiliities from corpora and smoothing of x`probabilities; Collocations; POS tagging: Different approaches to POS tagging, viz. Tagging dictionaries, Rule Based approach, Transformation based tagger (Brill tagger), HMM tagger, CRF Taggers; Corpora and tagsets for POS tagging; Detailed examination of Hidden markov tagging models: Parameter estimation using Baum-Welch training, forward backward algorithm and Viterbi decoding; Supervised and unsupervised approaches for POS tagging; Evaluation of POS Taggers; Indian

Language Taggers and issues in Indian language POS tagging; Word sense disambiguation.

Unit IV
Computational syntax and morphology; Probabilistic context free grammars (PCFGs): Extracting rule probabilities from parsed corpora, Impact of head-lexicalization, Inside-outside algorithm for computing tree probabilities; Computational approaches to Syntax: Statistical parsing using linguistically motivated formalisms, viz. Combinatory Categorical Grammar (CCG), Head-driven Phrase Structure Grammar (HPSG) and Tree Adjoining Grammar (TAG); Computational morphology: Morphological analyzers and generators and application of finite state technology; Finite state implementation of phonological rules, item and arrangement morphology and its implementation, item and process morphology; a brief introduction to PC Kimmo; morphological analyzers, generators for Indian languages. Learning of morphology. Application of computational syntax and morphology to machine translation.

Unit V
Machine Learning basics for text processing; Text classification: Supervised approaches. Text classification applications: Gender identification, POS tagging, Document classification; Approaches to text classification: Decision trees and Naive Bayes classifiers; Conditional Random Fields for sequence classification; Maximum entropy models; Feature selection and design for classification. Generative and discriminative approaches; Evaluation of classifiers: Precision and recall.

Reading list

Akshar Bharati, Vineet Chaitanya, and Rajeev Sangal. *Natural Language Processing: A Paninian Perspective*. Prentice-Hall of India, New Delhi, India, 1995.
Christopher D. Manning and Hinrich Schutze. *Foundations of Statistical Natural Language Processing*. MIT Press, Cambridge, MA, USA, 1999.
Arnold, Lorna Balkan,D.J, Siety Meijer, R.Lee Humphreys, and Louisa Sadler. Machine Translation: an Introductory Guide. Blackwells-NCC, London, 1993.
Daniel Jurafsky and James H. Martin. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition* (Prentice Hall Series in Articial Intelligence). Prentice Hall, 2000.
Eugene Charniak and Drew McDermott. *Introduction to Articial Intelligence*. Addison-Wesley series in computer science. Addison-Wesley, 1986.
Eugene Charniak. *Statistical Language Learning*. MIT Press, 1993.
Geoffrey Sampson, editor. *Corpus Linguistics : Readings in a Widening Discipline*. Continuum, London [u.a.], 2004.
Stephan Gries. *Quantitative Corpus Linguistics with R: A Practical Introduction*. Routledge, 2008.

LLT5302: THEORIES OF TRANSLATION
This course presents the fundamental theories as tools to confront the most significant practical problems that may arise in specialized translation. The theories will focus on the acquisition of the fundamentals on translation theory to facilitate the comprehension of multidisciplinary translation and the variety of theoretical

approaches, the study and evaluation of primary methods of research to enhance future research and practices, the acquisition of necessary meta-language, which allows the textual analysis of the translation process, the approach to resolve frequent translation problems, and the evaluation of translated texts.

Objectives:

1. Evolution of Translation in global perspective and its development
2. Exposure to some basic concepts related to Translation.
3. Introduction of some Important Translation works and their contributions.
4. Introduce students to translation studies as separate discipline of knowledge
5. Increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues;
6. Enable students to deal with translation as linguistic procedure and as socioculturally constructed and oriented activity
7. Enable them to link theory and practice;
8. Develop students' contrastive knowledge and their critical thinking skills;
9. Enable them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

Skills:

1. Develop translation skills
2. To gain the basic knowledge of translation, its main theories, and paradigms.
3. Understanding of the requirements of a translator.
4. Identification of recurring problems in translation and reach at the best approach to solve them as quickly and ethically as possible, by applying strategies from the various areas of translation theory.

Unit I
Translation: concept of Translation, Problems of definition; Relevance of translation, Role of translation in building cross cultural sensitivity and knowledge updation. Brief history of translation in India, Missionary contributions, foreign language to Indian languages, Indian languages to Indian languages, source text and target text, Types of Translation- Literary, Technical, simultaneous interpretation, Machine aided Translation, media translation(dubbing, copy-editing, advertisement, slogans, jingles etc) interlingual vs intra lingual, partial vs full, total vs restricted, retelling; paraphrasing; verse to prose vs verse to verse; Translation and Transcreation, use of linguistics in translation; Linguistic affinity and Translatability; Translation as a cultural activity

Unit II
Unit of Translation; equivalence of meaning and style; Problems of Translation: Textual and translation equivalences; zero vs. nil equivalence, rules of translation; condition of translation equivalence. Formal correspondence, transference and translation shifts; limits of translatability, meter, rhyme; polysemy, synonymy; Untranslatability: linguistic, stylistic & cultural; meaning variation,

Unit III
Language varieties in translation, meaning in the translation, translation in mass media. Translation of creative literature of different genres; scientific and technical

literature, , legal, administrative, technical terminology, idioms, metaphors and proverbs, riddles, formulae, equations;; personal and place names, problem relating of borrowing; evaluation of translation; fidelity and readability;

Unit IV
Application of computer in linguistic data processing: indexing, abstracting, parsing, content analysis. Machines translation: theoretical problems; sources language analysis, dictionary consultation, structural transformation language – synthesis; pre-editing and post editing

Unit V
Testing and evaluation of translation, relevance of theoretical concepts to training of translators, practical work in translating select texts in language known to the candidates; analysis evaluation and improving upon the target language texts. Criticism of Translation; Translation of literary texts: Transcreation vs. translation in comparative literature. Cross cultural studies

Reading List
Andreyev, M. D. 1964. *Linguistic Aspects of Translation* in Proceedings of the 9th International Congress of Linguistics Ed. R. G. Lond, pp. 625-37. The Hague, Mouton.
Baker, M. 1992. *In Other Words: A Course Book on Translation* London: Routledge
Baker, Mona, ed. 1998. *Routledge Encyclopaedia of Translation Studies.* London: Routledge,
Barnwell, K. *Introduction to Semantics and Translation.* High Wycombe: Summer Institute of Linguistics
Bassnett, S. 2002. *Translation Studies* 3rd edition. London: Routledge
Casagraude, J. 1954. *The End of Translation* IJDL 20.245-258.
Catford, J.C. *A Linguistic Theory of Translation: An Essay in applied Linguistics.* London: OUP
Gentzler, Edwin, 2001. *Contemporary Translation Theories.* Revised 2nd edition. Clevedon: Multilingual Matters
Lado, Robert. 1958 *Linguistics' Across Cultures,* Ann Arbor, Univ. of Michigon Press.
Munday, Jeremy, 2001. *Introducing Translation Studies.* London: Routledge
Nayar, Prabodhachandran, V.R. 1974. *Vivarttanattinte Bhashasaastrabhuumika*: Thiruvananthapuram: State Institute of Language.
Nayar, Prabodhachandran, V. R. 1995. *Vivarthanachintakal.* Kottayam: DC Books.
Newmark, Peter, 1981. *Approaches to Translation* Oxford: Pergamon Press.
Nida, Eugine 1969. *Science of Translation* Language 45.483-98.
Nida, Eugene A and Taber, Charles R., 1974. *The Theory and Practice of Translation* Leiden: United Bible Societies.
Smith, A. H. (ed). 1958. *Aspect of Translation.* London: Sacker & Warburg.
Steniner George. 1975. *Aspects of Language and Translation.* London: OUP.

LLT 5303 LANGUAGE TEACHING METHODS
This course is designed to understand language acquisition theories and examine past and present approaches, methods, and techniques for teaching languages. Participants will analyse program models and methods of instruction for language learners; demonstrate teaching approaches based on language learning research,

develop lesson and unit planning skills; and evaluate materials, develop teaching aids, textbooks, and use other resources available in the field. It also provides a detailed account of various stages involved in language teaching/learning. The role of the language teacher in the academia will be explored.

Course Objectives:
1. Critically review language teaching approaches past and present and relate them to language theory and research.
2. Describe and provide a rationale for instructional approaches and programs appropriate for different language settings.
3. Describe and integrate the social, cultural, and learner-centred aspects of teaching in classrooms.
4. Develop techniques for teaching the four language skills, listening, speaking, reading and writing, within an integrated, content based approach.
5. Plan and demonstrate a lesson, based on a thematic unit, use of appropriate materials.
6. Locate resources in the field of language education.
7. Use technology to enhance instructional approaches in bilingual and ESL settings and to communicate with the instructor and classmates.

Skills:
1. Develop language teaching skills
2. Ability to rely on appropriate approach based on the situation
3. Use/develop appropriate materials
4. Understanding the bi/multilingual and cultural situation in language teaching
5. Testing and evaluating skills
6. Orientation for a research in language teaching

Unit I
Language Teaching and learning; process of learning; learning a language and learning through language; developing primary skills-listening and speaking-;developing secondary skills- reading and writing; language acquisition vs language learning, Language Acquisition Device(LAD), mother tongue vs second language learning; child vs adult learning, theories of learning, behaviourist and cognitive theories of Skinner, piaget and Chomsky; implications for language teaching; identity and contrastive hypothesis in learning a second language; input hypothesis; innate potential of the learner, aptitude, intelligence, attitudes, sterotypes and motivation; learning and communication strategies; conditions of learning and teaching, motivations and success; Teaching and sociocultural setting; LI vs L2,Problems of Teaching cognate vs foreign language.

Unit II
Different methods of language learning and teaching: Theories of learning, structural methods, Grammar Translation method, audio-lingual method, functional method, oral approach/ situational language learning, directed practice, interactive method, direct method,series method, communicative language teaching, language immersion, Direct, Communicative; Immersion in culture; silent way, suggestology, natural approach, total response, teaching proficiency through reading and storytelling, dogme language teaching, proprietary method: pimselur method, Michel Thomas method, learning by teaching; microwave approach,Merits, demerits and limitations of different language teaching/ learning methods; Function of repetition,

practice, revision, testing and translation and their use in language leaching, programmed learning; linguistic theory and language teaching syllabus-methods and materials; the role of the teacher and teacher training; role of self access packages; sociolinguistic and psychological aspects of language teaching.

Unit III

Preparation of language teaching materials: Preparation of teaching materials for standard language, classical language, spoken language, newspaper language, etc.; Preparation of teaching materials for different target groups; Use of contrastive Linguistics and error-analysis in language teaching; Common vocabularies and their use in language pedagogy; Specification of course material, objective, selection and grading; Language for special purpose.

Unit IV

Testing and evaluation: learner output; language interference; mistakes and errors; error as learning strategies; language proficiency in multilingual settings; , relevance of contrastive linguistics, error analysis and interlanguage; basic inter personal communicative skill(BICS) and cognitive advanced language proficiency(CALP); Principles and methods of language testing; Grammar testing vs. skill testing; translation, dictation and cloz; Types of tests: aptitude, diagnostic, prognostic, achievement and proficiency; Reliability and validity of test; Modern techniques in language testing.

Unit V

Teaching aids: Use of aids in language learning; Use of language laboratory; Technical aids; Computer aided language teaching and learning; Teaching or learning phonology, morphology, and syntax of a language using computer. Literacy and language teaching: Mass literacy, tribal literacy and preparation of teaching materials; Notion of inter language; Evaluation and analysis of language teaching text books in school and college levels; Steps to improve language teaching text books and teaching materials in school and college levels.

Reading list

Agnihotri,R.K and Khanna, A.L.(ed.) 1994. *Second language Acquisition: Socio cultural and Linguistic Aspects of English in India*. NewDelhi: Sage Publications
-------------(ed.).1995. *English Language Teaching in India: Issues and innovations*. New Delhi: Sage publications
Brumfit, C. 1984. *Communicative methodology in language teaching*. Oxford: Oxford University Press.
Brown, H.D. 1981. *Principles of language learning/teaching*. Englewood Cliffs, Prentice Hall.
Brown, H. 2001. *Teaching by principles: An Interactive approach to language Pedagogy* (2nd ed.) White Plains, NY: Longman.
Bruke, N. 1960. *Language and Language Teaching: Theory and Practice*. Newyork: Harcourst, Brace and Co.
Cook,V.1993. *Linguistics and Second Language Acquisition*. London: Macmillan
Ellis.R.1985.*Understanding Second language acquisition*. Oxford: OUP.
Halliday, M.A.K. et.al. 1964. *The Linguistic science and Language Teaching*. London. Longman

Hall, G. 2011. *Exploring English language teaching: Language in action*. London, New York: Routledge.

Johnson, K and Johnson, H. 1999. *Encyclopedia Dictionary of Applied Linguistics: A Handbook for language teaching*. Oxford: Blackwell Publishers.

Klein.W.1986. *Second language Acquisition*. Cambridge: CUP

Kumaravadivelu, B. 2006. *Understanding language teaching*. Hills dale: Lawrence Erlbaum.

Lado, R. 1951. *Linguistics across Cultures. Applied Linguistics for Language Teachers*. An arbor: The University Michigan press.

Lado, R. 1960. *Language Testing*. London: Longman.

Lado, R. 1964. *Language Teaching*. New York: McGraw-Hill.

Pitcorder, S. 1973. *Applied Linguistics*. London: Pelican

Prabhu.N.S. 1987. Second language Pedagogy. Oxford .OUP

Richards,J.C.1974. *Error Analysis: Perspectives on Second language Acquisition*. Essex. Longman

LLT 5xxx Elective-I
LLT 5xxx Elective-II (from Swayam MOOC)

The following Swayam MOOC courses were approved by the Board of Studies:

1. Applied Linguistics
2. Short fiction in Indian Literature
3. The Psychology of Language
4. Tribals in the North and North-East India
5. French
6. Python
7. Urdu
8. Soft skills
9. German
10. Russian
11. Developing soft skills and personality
12. Academic writings
13. Japanese

LLT 5401 ADVANCED TOPICS IN LINGUISTICS (DISSERTATION)
Objective:

1) Dissertation aims to make the students work independently on a relevant topic in linguistics approved by the faculty
2) Demonstrate understanding of undertaking small-scale research in one chosen area of applied linguistics
3) Develop an understanding of the different aspects of writing a research dissertation, including how to conduct a literature review, how to shape a research methodology appropriate to the research topic
4) Successfully plan and implement a research timeline across one semester of full time study, respecting key dates

Outcome:

1) Develop a detailed knowledge and understanding of the content area relating to the research topic
2) Engage in detail with the range of literature on the chosen topic of research
3) Engage with data collection, data collation, data analysis and data interpretation as part of the research process in the timeframe
4) Understand the processes involved in ethical research, including university processes for achieving ethical clearance
5) Produce a dissertation that accurately reflects the research project undertaken

LLT5402 LANGUAGE DOCUMENTATION AND LANGUAGE PEDAGOGY

India is a land of hundreds of languages yet our knowledge is limited to only a handful of these. By documenting and learning more about the many minority and indigenous languages, we can learn more about our collective histories, ethnographies, and cultures. In addition, the linguistic structures in these languages would be useful for increasing our knowledge of language and this information would be used universally for typological investigation. Finally, we know that children do much better in school when learning in their native language in the early years. We must teach literacy in mother tongue to make literacy in other languages stronger.

Course Objectives:
1. To understand how languages are endangered why and how.
2. To understand the languages in India and Indian Linguistics.
3. To develop dictionaries, grammars, text collections, audio visual documentation.

Learning Outcomes:
After successfully completing this course students will be able to
1. Surveys of Language Endangerment and teaching programs in India for unwritten languages.
2. Annotate and preserve them using annotation Software.
3. Translating Documentation and preparing for language Pedagogy.
4. Orthography development for language revitalization.
5. Materials development for tribes of India.

UNIT I
Introduction to Language endangerment; what is it, how bad is it; why does it happen? Why should we care? Types of Endangerment; introduction to survey of languages in India and Indian linguistics; Methods I: Language documentation (dictionaries, grammars, text collections, audio visual documentation);

UNIT II
Methods II: Surveys of Language Endangerment and teaching programs in India for unwritten languages; Guest lecture: Tools of Language Documentation: Software for annotation; Methods III: Data Management;

UNIT III
Methods III: Archiving; Methods IV: Community organizing and training; Translating Documentation for language Pedagogy: speaking and listening;

UNIT IV

Translating Documentation for language Pedagogy: reading and writing Guest Lecture: Grant funding for revitalization; Orthography development for language revitalization;

UNIT V

The role of literature and the media schools and materials development for tribes of India; Ethics of documentation, archiving, and open access; Conclusions; Student presentations

Texts for the course:

CoRSAL online curriculum at https://corsal.unt.edu/
&
Chelliah, Shobhana. 2021. *Why Language Documentation Matters.* In review @ Springer Publications.

Further Readings

Arkhipov, A. and Thieberger, N. (2018). Reflections on software and technology for language documentation. In McDonnell, Bradley, Andrea L. Berez-Kroeker, and Gary Holton. (Eds.) Reflections on Language Documentation 20 Years after Himmelmann 1998. Language Documentation & Conservation Special Publication no. 15. [PP 140-149] Honolulu: University of Hawai'i Press.

Bradley, D., & Bradley, M. (2019). Language Endangerment. Cambridge: Cambridge University Press.

Chelliah, S. (2018). The design and implementation of documentation projects for spoken languages. In Kenneth. Regh and Lyle Campbell (eds.), *Oxford University handbook on endangered languages,* 147-167. Oxford: Oxford University Press.

Chelliah, S. (2018). Reflections on language documentation in India. In Bradley McDonnell, Andrea L. Berez-Kroeker, and Gary Holton. (Eds.) Reflections on Language Documentation 20 Years after Himmelmann 1998. Language Documentation & Conservation Special Publication no.15., 248-255. Honolulu: University of Hawai'i Press.

England, Nora C. (2018). Training Language Activists to Support Endangered Languages. The Oxford Handbook of Endangered Languages. Edited by Kenneth L. Rehg and Lyle Campbell. Online Publication Date: DOI:10.1093/oxfordhb/9780190610029.013.39

Good, J. (2011). Data and Language Documentation. In Peter Austin and Julia Sallabank (eds.), The Cambridge Handbook of Endangered Languages, 212-234. CUP.

Good, J. (2018). Ethics in Language Documentation and Revitalization. Kenneth L. Rehg and Lyle Campbell (eds), The Oxford Handbook of Endangered Languages. DOI: 10.1093/oxfordhb/9780190610029.013.21

Henke, R and Andrea L. Berez-Kroeker. (2016). A Brief History of Archiving in Language Documentation, with an Annotated Bibliography. Language Documentation & Conservation 10. 411-457.

Lupke, F. (2011). Orthography development In Peter Austin and Julia Sallabank (eds), The Cambridge Handbook of Endangered Languages, 312-336. CUP.

Lüpke, Friederike. (2011). Orthography Development. In Handbook of endangered languages, Publisher: Cambridge University Press, Editors: Austin, Peter K and Sallabank, Julia, pp.312-336

Podesva, R. and Zsiga, E. (2013). Sound recordings: Acoustic and articulatory data. *Research Methods in Linguistics,* ed. by Robert J. Podesva and Devyani Sharma. Cambridge: Cambridge University Press, pp. 169-194.

Woodbury, A. (2011). Language Documentation. In Peter Austin and Julia Sallabank (eds.), The Cambridge Handbook of Endangered Languages, 159-186. CUP.

Woodbury, A. C. n.d. What is an endangered language?

Woodbury, A. (2014). Archives and audiences: Toward making endangered language documentations people can read, use, understand, and admire. In David Nathan & Peter K. Austin (eds) Language Documentation and Description, vol. 12: Special Issue on Language Documentation and Archiving. London: SOAS. pp. 19-36.

LLT 54xxx Elective-III

LLT5001: PSYCHOLINGUISTICS

Unit I
Linguistics and Psycholinguistics: Language and other signaling systems; Biological bases of human language: experimental studies of teaching language to primates, language in evolutionary context, brain-language relationship and its models, cerebral dominance and lateralization, bilingual brain, the critical period hypothesis; The different theoretical orientations: empiricist-behaviourist, biological nativist, and cognitive-interactionalist; Language and cognition: linguistic relativity and perceptual categories.

Unit II
Developmental Psycholinguistics: First language acquisition and second language learning; Bilingual acquisition, issues and processes in language acquisition; Three periods in the history of child language studies: diary, large sample and longitudinal; Stages of language acquisition; Acquisition of formal aspects of language: speech sounds, lexical items, grammatical and syntactic categories; Language and environmental factors: Motherese; Second language learning: implications of first language acquisition, social and psychological factors in second language learning, learning of reading and writing skills.

Unit III
Experimental Psycholinguistics: Mental lexicon: gaining access to mental lexicon: word recognition, theories of word recognition, experimental studies of word

recognition, priming and lexical processes, non-lexical 'priming'; The products of comprehension; Syntax and compositionality: empirical work on syntax, prosody and comprehension, anaphora; Discourse studies: referential coherence, story grammar, schemas and macropropositions, mental modals, causal relations, conversational coherence; Reading: access codes, eye tracking; Language production: The linearization problems, speech errors and hesitation phenomena.

Unit IV
Language Processing: The process of perception: comprehension and production; Perceptual units and perceptual strategies; Parsing and parsing strategies; Steps in comprehension; Sentence comprehension and discourse comprehension; Mental representation of language and lexicon; Relationship between comprehension and production; Speech errors as evidence of language production.

Unit V
Applied psycho-linguistics: Aphasia and its clinical and linguistic classification; Anomia and dyslexia; stuttering; Language in mental retardation; Language in schizophrenia; Language loss in aging; Language in the hearing-impaired; Data from normative and pathological language and their use for assessment of speech and language impairment; Therapeutic intervention.

Reading List

Aitchison, J. 1998. *The Articulate Mammal: An Introduction to Psycholinguistics.* Routledge.
Chomsky, N. 1959. A Review of B.F. Skinner's Verbal Behaviour, *Language* 35 (1): 26-58.
Chomsky, N. 2000. *New Horizons in the Study of Language and Mind.* Cambridge: Cambridge University Press.
Danks, J.H. and Glucksberg. 1975. *Experimental Psycholinguistics: An Introduction.* Hills dale, NJ: Lawrence Erlbaum Associates.
Foss, D.J. 1988. *Experimental Psycholinguistics.* Copy right © 1988 by Annual Reviews Inc.
Harley, T. 2008. *The Psychology of Language: From date to Theory* (3rd edition) Hove: Psychology Press.
Harley, T. 2009. *Talking the talk: Language, Psychology and Science.* Hove: Psychology Press.
Ingram, D.1989. *First language Acquisition*, New York,Cambridge University Press.
Scovel, T. 1998. *Psycholinguistics.* Oxford: Oxford University Press.
Sternberg, D.1993. *An Introduction to Psycholinguistics.* London and NY; Longman
Steinberg, D.D. Nagat, H. and Aline, D.P. (ed.) 2001. *Psycholinguistics: Language, Mind and World* (2nd edition). London: Longman.
Steinberg, D.D. and Sciarini, N. 2006. *Introduction to Psycholinguistics* (2nd edition). Routledge.

LLT5002: ETHNOLINGUISTICS

Unit I
Approaches to ethnolinguistics, Theoretical Background, Historical Background. Ethnolinguistics and Anthropological Linguistics, Linguistic Anthropology,

Sociolinguistics and Filed linguistics, Language and identity, linguistic ethnicity, ethnic group and speech community; The Relationship between Language and Culture, sociology of language;, social and cultural foundations of language, the nature of social groupings and distinctions, Forms and Parts of Culture, Culture Transmission and Acquisition

Unit II
Sapir Whorf hypothesis, ethnocentrism, new perspectives on linguistic relativity; deficit hypothesis and its critique, variability hypothesis; cultural constructions of language; kinship, colour terms, spatial cognition, ethnography of speaking; language ideology, Language and gender, language and colonialism, cross cultural linguistics, Dialects related with caste, religion, region etc. nation, language and religion and other symbols of statehood

Unit III
Ethnic diversity of India. Ethnic and linguistic affiliation of language families of India. Language, discourse and ideology; major and minor languages; languages and power; language and social inequality; scriptless languages; domains of language use and ethnic tensions; issues of language endangerment in India; tribal languages of India

Unit IV
Ethnolinguistic field study; Ethnolinguistic field work, preparation for field work, Field tools- Notebook /field diary, camera, Tape recorder, Dilemmas of field work-Getting access, Getting acceptance, maintaining acceptance, Collecting data, richness of data, Ethical concerns, Pains of fieldwork, Cultural shock, symptoms of cultural shock

Unit V
Study approaches: generate hypothesis, principles of field work, natural settings, holistic, descriptive, insider's view, Field methods, techniques of data collection ,observation, questionnaire, interview method; respondent, key informant, focus groups, frequency of data collection, sampling, Test procedures -pilot study, sample survey, Major approaches, Qualitative vs. quantitative, defined by format & data collection process ("Integrated Methods"), Interrogation techniques, Translation, Techniques for polysemous words, Pictorial representation, Associative interrogation, The paraphrase method, Cross checking, Stimulus response method, Instantiation method, Phonetic transcription

Reading List
Anvita Abbi, 2001. *A* Manual *of Linguistic* Field Work *and Structures of Indian Languages*, Lincom Europa
Bartminski, Jerzy & Jorg Zinken, Jorg 2012. *Aspects of Cognitive Ethnolinguistics*, Equinox Publishing
Boas, Franz. 1974. (n.d.) *Introduction to the Handbook of American Indian Language* from Language, Culture, and Society: A Book of Readings (Blount ed.) Waveland Press: 9 -28.
CUP, Cambridge
Duranti, Alessandro. 1997. *Ethnographic Methods out of Linguistic Anthropology*, Cambridge University Press: 84 – 121.

Gumperz, J. 1982. *Contextualization Conventions. Discourse Strategies.*

Hymes, Dell. 1964. *Language in Culture and Society: A Reader in Linguistics and Anthropology.* New York: Harper and Row

Marcia Farr, Lisya Seloni and Juyoung Song, 2009. *Ethnolinguistic Diversity and Education:*

Language, Literacy and Culture, T & F Books US, New York: Cambridge University Press

Underhill, James, 2012. *Ethnolinguistics and Cultural Concepts: Truth, Love, Hate and War*, CUP

Wray et alia, Arnold, 1998. Projects *in Linguistics, A Practical Guide to Researching Language*, London

LLT5003: INDIAN GRAMMATICAL TRADITION

Unit I
Forms of Indian grammatical tradition; Sutra;Vrutti; vartika;Bhashya;Prakriya and siddhantha ; earlier Reading List- Vēdāṁga, prātiśākya, nighaṁṭu and nirukta interrelations; Prātiśākya Texts-I – Rigvēda-Prātiśākya, Yajurvēda-Prātiśākya, Taittirīya (Kṛṣṇa Yajurvēda) Prātiśākya, Prātiśākya Texts-II – Atharvavēda-Prātiśākya, Shaunakīya Chaturādhyāyika, and other śikśā texts; Nighaṁṭu and Niruktā Texts – Etymology, derivation and rhetorics;

Unit II
Schools of Indian Linguistics: Pre-Pāṇinian Schools-I - Śākaṭāyana, Krauṣṭuki, Gārgya, Aindra, Katantra citation in Yāska and Pāṇini etc; Pre-Pāṇinian Schools-II – Sphōṭāyana, Sēnaka, Kāśyapa, Yāska; citation in Yāska and Pāṇini etc; Pāṇinian School: Aṣṭādhyāyi – date, context and life history of Pāṇini; Aṣṭādhyāyi ; Auxiliary Texts to Aṣṭādhyāyi – Shiva Sūtra, Dhātupāṭha, Gaṇapāṭha .

Unit III
Post-Pāṇinian works: Commentaries on Aṣṭādhyāyi-I – Kātyāyana's Vārtikas – a brief introduction, Commentaries on Aṣṭādhyāyi-II – Pataṁjali's Mahābhāṣya – a brief introduction; Commentaries on Aṣṭādhyāyi-III – Jayaditya and Vāmana's Kāśikā – a brief introduction, Supplementary to Aṣṭādhyāyi – Bhaṭṭi's Bhaṭṭikāvya – a brief introduction.

Unit IV
Allied Schools: Allied Schools-I – Gautama's Nyāya School and descendents; Allied Schools-II – Jaimini's Mīmāṁsa School and descendents; Allied Schools-III – Bhartṛhari's Vākyapadīya and Spōṭa Theory; Allied Schools-IV – Prabhakara and Kumārila Bhaṭṭa, Anvitābhidhāna Vs abhihitānvaya .

Unit V
Traditional Tamil Linguistics – Tolkkāppiyar's Tolkkāppiyam, Pavananthi's Naṉṉūl; Traditional Malayāḷam Linguistics – Līlāthilakam and maṇipravaḷa tradition, Rājarāja Varm's works; Traditional Kannada Linguistics – Śrīwijaya's Kawirājamārga, Nagavarma II's Karnāṭaka Bhāṣābhūṣaṇa (Saṁskṛta), Kēsirāja's Śabdamaṇidarpaṇa;   Traditional   Telugu   Linguistics   –   Kētana's

Āndhrabhāṣābhūṣaṇam, winnakōṭa peddana's Kāwyālaṁāra cūḍhāmaṇi, Āndhraśabdaciṁtāmaṇi (Saṁskṛta).

Reading List

Cardona, George. 1998. *Pāṇini: A Survey of Research*. India, Delhi: Motilal Banarsidass.

Coward, Harold G., and K. Kunjunni Raja, eds., 1990. *The Philosophy of the Grammarians*. In Potter, Karl. Ed. *Encyclopedia of Indian Philosophies*. Volume V of ed. Karl, Princeton: Princeton University Press.

Frits Staal, 1972. (1985) *A Reader on the Sanskrit Grammarians*. India, Delhi: Motilal Banarsidass. ISBN 81-208-0029-X

Hazra, K. L. 1994. *Pāli Language and Literature: A Systematic Survey and Historical Study. Emerging perceptions in Buddhist studies*, no. 4-5. India, New Delhi: D.K. Printworld. ISBN 81-246-0004-X

Kahrs, Eivind. 2005. *On the Study of Yāska's Nirukta*. India, Pune: Bhandarkar Oriental Research Institute.

Kunchunniraja, K. 1986. *Indian Theories of Meaning*. Massachusets: MIT press.

Lakshman Sarup. 2002. *The Nighantu and The Nirukta*. India, Delhi: Motilal Banarsidass. (London, H. Milford 1920-29), ISBN 81-208-1381-2.

Matilal, Bimal Krishna.1990(2001). *The Word and the World: India's Contribution to the study of Language*. Oxford University Press. ISBN 0-19-565512-5.

Staal, J. F., 1986. *The Fidelity of Oral Tradition and the Origins of Science*. Netherlands: North-Holland Publishing Company.

Vogel, C. 1979. *Indian Lexicography*. Wiebaden: Harrassowitz.

LLT5004: HISTORIOGRAPHY OF LINGUISTICS

Unit I
Place of linguistics historiography in linguistics, use of history of linguistics in the study of linguistics, types of history of linguistics; celebratory or propagandistic history of linguistics, detached history of linguistics and historiography of linguistics, principles of historiography of linguistics; principle of context or climate of opinion, principle of immanence and principle of adequation.

Unit II
Early phases of history writing, mid- 20th –century, late 20th century works; different approaches: history of linguistics and intellectual history, history of linguistics and the philosophy of science, linguistic philosophy and history, linguistic historiography and sociology of science. Problem of metalanguage and the notion of paradigm in the historiography of linguistics

Unit III
History of Linguistics- beginning to Middle ages; Near East, Far East, India, Europe (classical linguistics middle ages and Renaissance), 17th and 18th century developments in Europe; Franz Bopp (1816) and August Schleicher; William jone's contribution; Development of Historical and comparative linguistics,

Unit IV

Philology to linguistics; structuralism; American and Prague school of structuralism; Transformational generative grammar; early roots of TG and 20th century outgrowth; Noam Chomsky; development of sociolinguistics, typology and other branches.

Unit V
Status of Historiography of linguistics in India; Sanskrit and Old Tamil traditions; pre Paninian, paninyan and post paniniyan linguistics; Indian theories of meaning and phonetics, medieval grammatical traditions. Colonial linguistics; missionaries, colonial rulers and native grammarians, Orientalism and the origin of comparative linguistics, Sir William Jones (1786) Francis Whyte Ellis (1816) Robert Caldwell (1856), nationalism and modern linguistic studies; Missionary linguistics; post-independent development of linguistic studies in India, history of minor language studies; Indo-Aryan, Dravidian and Astro-Asiatic, current trends of linguistic studies in India.

Reading List:

Ezhuthachan, K. N. 2008 [1998]. *The History of Grammatical Theories in Malayalam* Abridgement of vols.1 and II. Thiruvananthapuram: Dravidian Linguistic Association.

Koerner, E. F. K. 1978. *Towards a Historiography of Linguistics: Selected essays*. Foreword by R. H. Robins. Amsterdam: John Benjamins.

Koerner, E. F. K. 1989. *Practicing Linguistic Historiography: Selected essays*. Amsterdam & Philadelphia: John Benjamins.

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

Krishnamurti, Bh. 2001.*Comparative Dravidian Linguistics: Current perspectives*. Oxford: Oxford University Press pp. 99-120, 243-260.

Kulli, J. S. 1991. *The History of Grammatical Theories in Kannada*. Thiruvananthapuram: International School of Dravidian Linguistics.

Lepschy, Giulio. 1992. *History of linguistics*, 5 vols. London: Longman.

Parret, Herman.ed.1976. *History of Linguistic Thought and Contemporary Linguistics*. Berlin: Walter de Grugter.

Purushottam, Boddupalli. 1996. *Theories of Telugu Grammar*. Thiruvananthapuram: International School of Dravidian Linguistics.

Robins R, H. 1990. *A Short History of Linguistics*. London: Longman.

Kuhn, Thomas. 1970. *The structure of scientific revolutions*. Chicago: University of Chicago Press.

Percival, Keith. W. 1976. *The Applicability of Kuhn's Paradigm to the History of Linguistics*. Language, Vol. 52, 2:285-294.

Reddy, B. Ramakrishna. 2000. 'Dravidian Tribal Language Studies since Caldwell". *International Journal of Dravidian Linguistics* 30.107-140.

Subrahmanyam, P. S. 2008. Trends in Dravidian Linguistics, *Indian Linguistics* Vol.69 No 1-4. 431-463.

Bhatia, Tej K. 1986. "Toward a Religious-Colonial Linguistic Model of Early Hindi Grammar" *Historiographia Linguistica* 13:1 .1-17

Trautmann, Thomas R. 2004. "Discovering Aryan and Dravidian in British India: A tale of two cities". *Historiographia Linguistica* 31:1.33-58.

Sreekumar, P. 2009. "Francis Whyte Ellis: and the Beginning of Comparative Dravidian Linguistics". *Historiographia Linguistica* 36:1.76-95.

Zvelebil, Kamil V. 1956. "One Hundred Years of Dravidian and Comparative Philology". *Tamil Culture* 4.53-57.

LLT5005: PHILOSOPHY OF LANGUAGE

Unit I
Philosophical Understanding of Language; nature of language: formal and informal approaches; The compositional nature of language semantic interface between Linguistics and Philosophy. Traditional semantics: Indian and western; sense and reference; lexical and grammatical meaning; sense relations and componential analysis of word meaning, the truth conditions; the invariant linguistic meaning. translation and interpretation

Unit II
Composition and parts; Nature of meaning; nature of synonymy; sentence meaning; meaning relate to truth and world; Sense and reference, Modes of presentation, sense without reference, Senses and ideas, proposition, Sense and Reference of a sentence

Unit III
Mind and language; language and thought; problems in philosophy of language; vagueness; problems of Universals and composition; Formalist and structuralist theories on Composition and parts; principle of compositionality, propositional function; Russel on denoting; Knowledge by acquaintance and by description

Unit IV
Linguistic meaning; theories of meaning- Empiricism (Locke, Berkely and Hume); Semantic internalism; truth conditional theories (Frege, Donald Davidson), Theories of language use (Witgenstein); meaning as use; Speech act theory (J.L.Austin); Semantic externalism-reference theory of meaning, Verification theories of meaning – logical positivism; Prgamatist theory of meaning

Unit V
Language and continental philosophy; phenomenology, semiotics, hermeneutics, Heideggerean ontology, existentialism, structuralism, deconstruction and critical theory.

Reading List
Blackburn, S.1995, "History of the Philosophy of Language". In *Oxford Companion to Philosophy*. ed. Ted Honderich. Oxford: Oxford University Press.
Carnap, R., (1956). Meaning and Necessity: a Study in Semantics and Modal Logic. University of Chicago Press.
Chalmers, D.. (2002) *Philosophy of Mind, Classical and Contemporary Readings*. Oxford: Oxford University Press.
Devitt, Michael and Hanley, Richard, eds. (2006) *The Blackwell Guide to the Philosophy of Language*. Oxford: Blackwell.
Gadamer, Hans G. (1989) *Truth and Method*, New York Crossroad, 2nd ed
Hale, B. and Crispin Wright, Ed. (1999). Blackwell Companions To Philosophy. Malden, Massachusetts, Blackwell Publishers.
Heidegger, Martin.(1998) *Pathmarks*. Cambridge: Cambridge University Press
Kripke, S. (1980) *Naming and Necessity*. Oxford: Basil Blackwell

Lepore, Ernest and Barry C. Smith (eds). (2006). The Oxford Handbook of Philosophy of Language. Oxford University Press.

Lycan, W. G. (2000). Philosophy of Language: A Contemporary Introduction. New York, Routledge.

Martinich, A. P. (ed). (1996) *The Philosophy of Language*. 3 uppl. Oxford: Oxford University Press.

Matilal.B.K.1990 The word and the world: India's contribution to the study of language. Delhi: Oxford university press

Peter Ludlow's 1997 *Readings in the Philosophy of Language* (MIT Press,

Lyons,J. 1968. Theoretical linguistics, Cambridge, Cambridge university press

Putnam, H. (1975) "The Meaning of 'Meaning'". In *Language, Mind and Knowledge.* ed. K. Gunderson. Minneapolis: University of Minnesota Press

Quine, W.V. (1960) *Word and Object*. MIT Press

Stainton, Robert J. (1996). Philosophical perspectives on language. Peterborough, Ont., Broadview Press.

Wittgenstein, L. (1958) *Philosophical Investigations*. Third edition. trans. G.E.M. Anscombe. New York: MacMillan Publishing Co.

LLT5006: LANGUAGE OF MASS COMMUNICATION

Unit I
Language, society and communication; Types of communication- verbal and non-verbal; Language as a means of communication , Sociology of Language, barriers of communication, communication gap, Inter personal communication, mass communication; Language in Mass communication; Formal and informal use of language; language style

Unit II
Mass Media and Society; Communication theories , Media as a Means of Public Communication Models of communication: audio visual medias, Linguistic characteristics of Mass Media, Print media- Newspapers, Magazines, periodicals, Advertisements, announcements and books, radio, television, cinema and photographic communication, Diverse style and modernization of language use in media, types of language used in mass media (news, advertisement, editorials, etc) Language and Radio; language and Television and language and cinema

Unit III
Social Approach to the study of Communication; Communication and society, the role of mass communication and mass media on public opinion formation, national and social development, inter and intra group communication, Nature of audience, homogeneous and heterogeneous audience , communication in smaller and larger social groups, social development and communication. Media and social responsibility

Unit IV
Sociolinguistics of media communication; Language use – choice of styles, register words and other structures for specific purposes in communication and their special significance, formal and informal situation and communication patterns. Role of

language in mass communication; impact of mass media on language; Language of amss media and social change

Unit V

Communication and concept of Modernization; Emerging patterns of communication – wider communication – Networks of communication, internet, Language choice of mass communication in bilingual and multilingual situations. Emerging linguistic trends in web medium, internet linguistics; mass communication and language technology.

Reading List

Arokianathan Dr S (1988). *Language Use in Mass Media*. Creative Publishers, New Delhi.

Barker, C. 1997. *Global Television: An Introduction*. Malden, MA: Blackwell.

Bell Allan et al, editors, 1998. *Approaches to Media Discourse*. Blackwell Publishers, Oxford.

Bell, Alan .1991. *The Language of News Media*, Oxford: Blackwell.

Dennis, Everette.1996. "Journalistic Objectivity is possible," *Media Debates. Issues in Mass Communication*. Ed. Everette, Dennis, Merril John. New York: Longman.

Fairclough Norman, (1985). *Media Discourse*. Hodder Headline plc, London

Fowler, Roger. 2001. *Language in the News. Discourse and Ideology in the Press*. London: Routledge,

Golding, Peter, Philip Elliott 1996. "News Values and News Production" in Paul Marris & Sue Thornham (eds.) *Media Studies: A Reader* (405-415) Edinburgh: Edinburgh University Press.

McLuhan, M. (1964) *Understanding Media: The Extensions of Man*. NewYork: Macmillan.

McQuail, Denis (2000) *Mass Communication Theory*. London: Sage.

Narayanan V K. (2000). *Bhaashayum Madhyamangalum*. State Institute of Languages, Thiruvananthapuram

Reah Danuta (1998). *The Language of News papers*. Routledge

LTT5007: SEMIOTICS

Unit I

Semiotics- definition; Founders of Semiotics; Ferdinand de Saussure , and Charles Sandres Peirce signs as perceivable aspect of communication; Semiology; Basic concepts of Saussre on Semiotics; Langue, Parole; The sign: signifier/signified; The principle of difference; Paradigmatic and syntagmatic relationships; Peirce's understanding of the sign; Philosophy of sign; communicative sign; Triadic relation; Sign-Interpretant-Object; Icon-Index-Symbol

Unit II

Words, Images, Nonverbal signs; Basic Concepts of Roland Barths-Code and message, Degree of convention; Degree of constraint arbitrary vs iconic, Denotation and connotation, Anchorage and relay, Closed and open systems, Image; Music, Text, The Photographic Message; Rhetoric of the image, Work to Text, Iconicity, Metaphor

Unit III

Vladimir V. Propp: Functional semiotics or morphology of a folktale, Roman Jakobson: Structuralism and models of communication, Roman Jakobson on Communication; Encoding ;Decoding (Sturat Hall) Dominant-hegemonic reading; Negotiated reading; Oppositional reading

Unit IV

Representations; Traditional notions of representation; images and intertextuality; Stereotypical representations; Gender as performance vs essentialist categories; Construction of Feminity; Representations of masculinity, Representation of Class, caste, the other, representation of age, rural urban, representation of consumer world

Unit V

Subfields of Semiotics; Bio-semiotics, Cognitive Semiotics; Literary semiotics, Music semiology; Social Semiotics, Visual Semiotics

Reading List

Allen, Graham. *Roland Barthes*: Routledge Critical Thinkers Series. Routledge: London.

Barthes, Roland. ([1957] 1973) Mythologies, trans. A. Lavers, London: Paladin.

Barthes, Roland (1964/1967) *Elements of Semiology*, trans. by Annette Lavers and Colin Smith (New York: Hill and Wang).

Deely, John N (1990) *Basics of Semiotics*, (Bloomington: Indiana University Press)

Eco, Umberto (1976) *A Theory of Semiotics* (Bloomington: Indiana University Press).

Greimas, A. J. and HS Gill (1989) *Structural Semantics*, New Delhi: Bahri.

Greimas, A. J. (1966) Sémantique structurale, Paris: Larousse. [Structural Sematics], tr. HS Gill

Gill, HS. (1990) *Abelardian Semiotics and other Essays*, Bahri: New Delhi.

Labov, W. (1972) 'The study of language in its social context', in P. P. Giglioli, *Language and Social Context: Selected Readings*, Harmondsworth: Penguin Books, pp. 283–307.

Levi-Strauss, C. (1977) *Structural Anthropology 1*, Harmondsworth: Penguin.

Manetti, Giovanni ([1987] 1993) Theories of the Sign in Classical Antiquity Advances in Semiotics, tran. Christine Richardson, Indiana (Bloomington: Indiana Indiana University Press.

Marenbon, John (1997) *The Philosophy of Peter Abelard*. Cambridge University Press: Cambridge.

Merrell, F. (1995) *Semiosis in the Postmodern Age,* West Lafayette: Purdue University Press.

Morris, C. (1938) *Foundations of the Theory of Signs*, Chicago: University of Chicago Press.

Saussure, F. de ([1916] 1974) *Course in General Linguistics*, trans. W. Baskin, London: Peter Owen.

Saussure, F. de ([1916] 1983) *Course in General Linguistics*, trans. R. Harris, London: Duckworth.

Sebeok, T. A. (1994) *Signs: An Introduction to Semiotics*, Toronto: University of Toronto Press.

LLT5008: BILINGUALISM

Unit I
Notion of Bilingualism, Theoretical and Methodological Background, Aspects of Bilingualism. Difference between monolingualism, Bilingualism and Multilingualism. Mother Tongue: Definitions and Problems, Measurement of Bilingualism, Degree of Bilingualism. Individual and societal bilingualism; effects of bilingualism on the individual and the society; bilingualism and the brain; bilingual language processing; bilingualism and cognitive achievement; Social Contexts

Unit II
Linguistic aspects of Bilingualism: Effect of mother tongue in the second language, Phonological changes, Morphological, Syntactic changes, Semantic changes, Contact and convergence; borrowing and interference; code-mixing and code-switching; constrains on code mixing; pragmatic aspects of code mixing; linguafranca; language loyalty, language maintenance and shift; language convergence; pidginization and creolization Literacy, Biliteracy and Multiliteracy.

Unit III
Social aspects of Bilingualism: Description and measurement of Individual and societal bilingualism; patterns of language use; questions of language policy in bilingual societies; Diglossia and Bilingualism; Bilingualism in society, Bilinguals, Multilinguals, Causes of Bilingualism and Multilingualism, Bilingualism and Social Identity, Bilingualism and Attitudes, Stereotypes and Status, Acculturation processes in Bilingualism, Intergroup Influences on Bilingualism, Bilingualism as a social reality.

Unit IV
Psycholinguistic and Nuerolinguistic Aspects of Bilingualism; First Language Acquisition, Second Language Acquisition. Theories on First Language Acquisition and Second Language Acquisition, Approaches to Language Acquisition: Contrastive Analysis, Universal Grammar, Krashen's Input Hypothesis model, European models, Native Speaker, Near Native Speaker, Advanced Language Learner, Heritage Language speaker, Language and Mind, Behaviourism vs Mentalism, Neuroanatomial Organisation in Bilinguals.

Unit V
Language and identity, attitudes and stereotypes; bilingual education; Types of Bilingual Education, Dual Language course programs, Types of Educational policies, Debate on Semilingualism, Political Ideology and Bilingualism. Bilingual education and Ideology, Bilingual Education and Empowerment, Bilingual education and Identity. bilingual educational policies ; the question of ethnic minorities and immigrants

Reading Lists

Altarriba, Jeanette & Roberto R. Heredia, Roberto 2008. *An Introduction to Bilingualism: Principles and Processes*, Taylor & Francis, Inc.

Baker & Jones, Prys 1998, *Encyclopedia of Bilingualism and Bilingual Education*, Clevedon, Avon, UK: Multilingual Matter

Baker, Colin,2006. Foundations of Bilingual Education And Bilingualism, Bilingual Education series 54. *Multilingual matters*

Bee Chin Ng and Gillian Wigglesworth, Gillian, 2007. *Bilingualism*, Taylor & Francis,inc

Carol Myers-Scotton, 2005. *Multiple Voices: An Introduction to Bilingualism*. Malden, MA:. Blackwell

Ellen Bialystok, 2001. *Bilingualism in Development: Language, Literacy, and Cognition*, Cambridge: CUP

Grosjean, F. (2008). *Studying Bilinguals*. Oxford: Oxford University Press.

Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, Mass: Harvard University Press.,

Grosjean, F. 1982. *Life with two Languages*. Cambridge, Massachusetts: Harvard University Press

Gumperz,J.J.1982(ed.) *Language and Social Identity*. Cambridge: CUP

Hamers, J.F. and Blanc,M.H.1983. *Bilinguality and Bilingualism*. Cambridge: CUP

Hornby, P.A.(ed.).1977. *Bilingualism: Psychological, Social ,and Educational Implications*. New York: Academic Press

Hyltenstam, K & Obler,L.K.1989. *Bilingualism Across the Lifespan: Aspects of Acquisition, Maturity and Loss*, Cambridge: CUP

Kroll, Judith & DeGroot, Annette, 2009, *Handbook of Bilingualism: Psycholinguistic Approaches*, Oxford: OUP

Romaine, S.1989. *Bilingualism*. London: Basil Blackwell.

LLT5009 PIDGIN-CREOLE STUDIES

Unit I

Socio cultural settings of language contact; Causes of language contact, Linguistic effects of language contact; bilingualism; types of bilingualism and bilinguals; lexical borrowing and assimilation, convergence; language shift and language death; code switching; codemixing Functional and grammatical aspects of codeswitching; Lingua Franca: Trade Language, Contact Language, International Language, Auxiliary Language

Unit II

Pidgin and creole- issues of definition;, The nature of creole languages, linguistic properties- phonological, morphological and synatactic-, genesis and development of pidgin and creole; Theoretical underpinnigs; Pidgin and creole in the world and India, Creole and grammatical theory, creole and historical linguistics, and sociolinguistics; role of substrates, lexifiers, and universal forces in the emergence of a new creole,

Unit III

Perspectives on pidgin/creole genesis; various factors involved in pidgin and creole formation ; second language acquisition; the language bioprogram hypothesis,

historical linguistics , contact linguistics, multilingualism, population demographics , and sociohistorical and cultural contexts

Unit IV
Pidgins/creoles and linguistic explanation; process of grammaticalization; morphosyntax, semantic structure, Morphological simplicity in pidgin, Analysis of the influence of phonological, morphological and syntactic features of the external language, Mixing and Levelling, Morphological simplicity and Expansion of creoles: Inheritance from pidgin predecessor, Restrtucturing, Mixing and Levelling, Substrate Influence. variation and change in pidgins and creoles; views of sociolinguistic studies; transfer, congruence, and the bioprogram

Unit V
Pidgins/creoles in society; the status of pidgins and creoles in education; language policy; creole nationhood and statehood; creole fiction and poetry; limitations of writing in creole.

Reading List
Baptista M. 2002. *The Syntax of Cape Verdean Creole: The Sotavento Varieties*. Amsterdam/
Philadelphia: Benjamins
Bickerton D. 1984. *The Language bio-program Hypothesis. Behav. Brain Sci.* 7:173–221
Bruyn A. 1996. *On Identifying Instances of Grammaticalization in Creole Languages.* In *Changing
Meanings, Changing Functions*, ed. P Baker, A Syea, pp. 29–46. London: Univ.Westminst.
Press
DeGraff M. 1999. *Language Creation and Language Change: Creolization, Diachrony, and Development*. Cambridge, MA: MIT Press
Holm J.1989. *Pidgins and Creoles*. Vols I& II.Cambridge: CUP
Holm J. 2000. *An Introduction to Pidgins and Creoles*. Cambridge, UK: Cambridge Univ. Press
Kouwenberg Silvia and John Victor Singler (ed.) *The handbook of pidgin and creole studies.* Oxford: Wiley-Blackwell
Lefebvre C. 1998. *Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole*. Cambridge, UK: Cambridge Univ. Press
Lefebvre C. 2004. *Issues in the Study of Pidgin and Creole Languages*. Amsterdam/Philadelphia: Benjamins
Migge B. 2003. *Creole Formation as Language Contact: The Case of the Suriname Creoles*. Amsterdam/Philadelphia: Benjamins
Mufwene S, ed. 1993. *Africanisms in Afro-American Language Varieties*. Athens: Univ. Georgia Press
Mufwene S. 2001. *The Ecology of Language Evolution*. Cambridge, UK: Cambridge Univ. Press
Muhlh ausler P. 2003. Pacific pidgins and creoles. In *Germanic Standardizations: Past to Present*, ed. A Deumert, WVandenbussche, pp. 355–81. Amsterdam/Philadelphia: Benjamins
Neumann-Holzschuh I, Schneider E. 2001. *Degrees of Restructuring in Creole Languages*. Amsterdam/Philadelphia: Benjamins

Winford D. 2002. Creoles in the context of contact linguistics. In *Pidgin and Creole Linguistics in the Twenty-First Century*, ed. G Gilbert, pp.287–354. New York: Lang

LLT 5010 SPEECH RECOGNITION

Unit I
Introduction and review of speech recognition components; Acoustic Theory of Speech Production; Speech sounds; Signal representation; Vector Quantization; Large vocabulary speech recognition search & generation of multiple hypotheses; Lattices, confusion networks & confidence estimation; Discriminative training; Feature Selection and Extraction: PCA, LDA; Audio segmentation and speaker clustering; Adaptation & Robustness: MAP, linear transforms, MLLR, noise robustness; Speech Recognition system examples and applications.

Unit II
Models of speech recognition, Training of ASR systems; Voice input; Analog to digital; Acoustic models; Spoken words, phonemes, speech engine; Word context, word frequencies; Transition possibilities; Voice training; Pre-determined text signals; Individual words; User specific voice files; Pronunciation; Patterns of word use; Modes of correction; Move cursor by voice commands, memorize edit commands etc.

Unit III
Decision Trees and Context Modelling; Phone-level variation, dictionaries, decision trees and context clustering; Weighted Finite State Transducers; Basic operations of WFST, and WFST representation of information in speech systems; N-gram Language Models; N-gram language models, discounting, smoothing, backing-off, mixture language models and interpolation. WFST representation of language models; Applications of spoken language processing; Examples of applications, including speech recognition and speech synthesis.

Unit IV
Introduction to text-to-speech. Text analysis; Pronunciation: Lexicon vs rules, phonesets, modelling variation in pronunciation, regional accents. Pronunciation for unknown words; letter-to-sound rules. Stress and accentuation; Basic Speech Generation Techniques: Formant synthesis, basic diphone synthesis; signal processing for synthesis. Intonation and F0 control; Unit Selection: Data-driven synthesis; unit selection paradigm; target costs, join costs, search; Automatic voice enrolment; future directions.

Unit V
Applications of ASR technology; Dictation command, control, telephony, medical transcription; Recent developments; Faster training, better recognition; Current software options; More compatible software;

Reading List
Christopher D. Manning and Hinrich Schutze. 1999. *Foundations of Statistical Natural Language Processing*. MIT Press, Cambridge, MA, USA.

Daniel Jurafsky and James H. Martin. 2000. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition* (Prentice Hall Series in Articial Intelligence). Prentice Hall.

Huang, Acero, and Hon. 2001. *Spoken Language Processing*. Upper Saddle River, NJ: Prentice-Hall.

Jelinek. 1998. *Statistical Methods for Speech Recognition*. Cambridge, MA: MIT Press.

Rabiner & Juang. 1993. *Fundamentals of Speech Recognition*. Upper Saddle River, NJ: Prentice-Hall.

Duda, Hart, and Stork. 2000. *Pattern Classification*. New York, NY: Wiley & Sons.

Stevens. 1998. *Acoustic Phonetics*. MIT Press, 1998.

Thomas F, Quatieri, 2004. Discrete-Time Speech Signal Processing, Prentice Hall Pearson Education.

LLT5011: CLINICAL LINGUISTICS

Unit I
Introduction of the anatomy of the brain – cerebral cortex – hemispheres – lobes – fore brain – mid brain–thalamus – corpus callosum – nervous system – central nervous system – peripheral nervous system – cranial nerves – physiology of speech process - Neural bases of language: Neuroanatomical, neurophysiological and neurochemical correlates for language function - Pathophysiology of neurological lesions affecting speech, language and hearing; concepts of recovery, reorganization and relearning - Theoretical considerations in neurogenic language disorders: Competence Vs Performance; loss Vs Interference, Regression hypothesis, multilingualism.

Unit II
Language impairment: concept and classification; neurodevelopmental disorders, speech sound disorders (SSD) Language impairment. Articulation vs. Phonological Disorders (Phonetic vs. Phonemic Disorder) Nature of speech sound disorders (SSD) of unknown origin: Classification, etiology, longitudinal course) Language disorders, reading disorders, and phonological processing. Linguistic characteristics of Language impairment, Autism, Down syndrome, Fragile syndrome, and Williams syndrome nature of articulation/phonological disorders in children including the etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates; cognitive aspects; social aspects

Unit III
Definitions of Aphasia – Etiology - Classification of aphasia based on anatomical, linguistic and psycholinguistic Aspects: Broca's aphasia Wernick's aphasia, conduction aphasia, Anomic aphasia, other cortical syndromes, sub cortical aphasia, special patterns in aphasia, Agrammatism, Aphasia and its clinical and linguistic classification; non-fluent and fluent aphasia, Aphasia in childhood - Clinical features: Linguistic- Phonological aspects in aphasia, segmental errors, semantic aspects in aphasia. RightHemisphere and semantic processing; Morphological Processing in aphasia, Syntactic processing in aphasia, agrammatism, cross linguistic variation in agrammatic production; pyscho-social, neuro-behavioural - Associated problems in aphasia: their definition, classification and clinical features

Unit IV
General and specific neurological examination procedures (higher functions, cranial nerves, motor and sensory systems, reflexes and fundus) - Neurological investigations: Electrophysiological (Electro Encephalo Gram, Evoked potentials) and imaging (Computerized Tomography, Magnetic Resonance Imaging) - Assessment of speech, language and cognitive behaviour of adults with a language based disorder: Informal and formal test procedures (Western Aphasia Battery, Boston Diagnostic Aphasia Examination, Boston Naming Test, Minnesota Test for Differential Diagnosis of Aphasia, Porch Index of Communicative abilities, Functional Communication Profile, Token Test, Revised Token Test, Bilingual Aphasia Test and others; Indian tests

Unit V
Other language disorders in adults: Etiology, clinical profile, data from normative and pathological language and their use of assessment of speech impairment; assessment and management - Traumatic Brain Injury -- Right Hemisphere Damage Disorder - Primary Progressive Aphasia - Language disorders in Dementia - Differential diagnosis of Adult Neurogenic disorders; language in schizophrenia; language loss in aging; language in hearing impaired;

Intervention: Prognostic indicators, Spontaneous recovery; General principles of therapy; specific techniques (Melodic Intonation therapy, Visual Action therapy, Schuell's Auditory stimulation, Thematic language stimulation and the others - Team approach; Group therapy; Family support-preparing family, friends and colleagues on what to expect and how to deal with aphasic as a person;Counseling regarding role of family; Individual counselling and spouse and family counseling - AAC

Reading List

Abbeduto, L. & Chapman, R. (2005). Language development in Down syndrome and fragile X syndrome. In P. Fletcher & J. Miller (Eds.), *Developmental Theory and Language Disorders* (pp. 53-72). Amsterdam: John Benjamins.
Murdoch, B. E. (1994) *Acquired Speech and Language Disorders.* London: Chapman and Hall.
 Ahlsen, E. 2006. Introduction to Neurolinguistics, Amsterdam: John Benjamins
Almost, D., & Rosenbaum, P. (1998). Effectiveness of speech intervention for phonological disorders: A randomized controlled trial. *Developmental Medicine and Child Neurology, 40*, 319-325.
Aphasia and Related Language Disorders. (1990). LaPointe, L. L. Theime Medical Publishers.
Arnold.Maassen, B. & P. Groenen (1999). Pathologies of Speech and Language: Advances in Clinical Linguistics and Phonetics. London: Whurr. Perkins, M. & S.
Baker, E., & McLeod, S. (2004). Evidence-based management of phonological impairment in children. *Child Language Teaching and Therapy, 20* (3), 261-285.
Bernhardt, B., & Major, E. (2005). Speech, language and literacy skills 3 years later: A follow-up study of early phonological and metaphonological intervention. *International Journal of Language and Communication Disorders, 40*, 1-27.
 Blesser and Luzzati. Morphological processing in Italian Agrammatic speakers' Syntactic
Chapey, R. (1994). (Ed). *Language Intervention Strategies in Adult Aphasia.* Williams and Wilkins Publication

Crystal, D. (1981). Clinical Linguistics. Vienna: Springer-Verlag

Crystal, D. (1982). Profiling Linguistic Disability. London: Arnold.

Crystal, D. (1984). Linguistic Encounters with Language Handicap. Oxford: Blackwell.

Crystal, D. (2001). Clinical linguistics. In M. Aronoff & J. Rees-Miller (Eds.), The Handbook of Linguistics (pp. 673-682).Oxford: Blackwell.

Crystal, D., P. Fletcher & M. Garman (1976). The Grammatical Analysis of Language Disability. London:

Davis, G. A. (1993). *A Survey of Adult Aphasia and Related Language Disorders.* Prentice Hall Inc.

Edwards, S. 2005. Fluent Aphasia. Cambridge: CUP

Elisabeth, Ahlsen. 2006. Introduction to Neurolinguistics. Amsterdam. John Benjamins. Part

Gernsbacher, M.A., Geye, H. & Ellis Weismer, S. (2005). The role of language and communication impairments within autism. In P. Fletcher & J. Miller (Eds.), *Developmental Theory and Language Disorder*s (pp. 73-94). Amsterdam: John Benjamins.

Goodglass, H.*Understanding Aphasia.* (1993). Academic Press Inc.

Howard (Eds.), *The Handbook of Clinical Linguistics* . Oxford: Blackwell.

Leonard, L. (2000). Specific language impairment across languages. In D. Bishop and L. Leonard (Eds.), *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome* (pp. 115-129). Philadelphia, PA: Psychology Press,London: Singular Publishing Group Inc.

Lukatela, Shankweiler and Crain. Syntactic Processing in Agrammatic Aphasia by Speakers

Mahwah, NJ: Lawrence Erlbaum Leonard (1998): SLI as a limitation in general processing capacity (Chapter 12). *Children with Specific Language Impairment* (pp. 237-268). Cambridge, MA: MIT Press.

Obler, K.L. and K.Gjerlow. 1998. Language and the Brain. Cambridge: CUP.

Zukowski, A. (2004). Investigating knowledge of complex syntax: Insights from experimental studies of Williams syndrome. In M. Rice & S. Warren (Eds.), *Developmental Language Disorders: From Phenotypes to Etiologies* (pp. 99-120). Mahwah, NJ: Lawrence Erlbaum

LLT5012: LANGUAGE TESTING

Unit I

Interrelation of Teaching and Testing; characteristics of a good language test; types of language tests recognition tests vs production tests; subjective vs objective tests ; Skills and attitudes necessary for analyzing language tests; general principles of language testing, Test Structure: hidden traits and elicited performances; purposes served by tests: educational, administrative, research, formative and summative evaluation, pedagogic uses of tests

Unit II

Language evaluation; the nature of language ability; individual traits vs rule system of speech community; describing language ability: progression from beginner-listener to user; components of overall proficiency; proficiency level schemes and the

terms to describe levels

Unit III
Test Types and task formats; written; oral and performance tests; selection and supply type task formats (problem of stems and distractor in multiple choice items); Discrete points and integrative tests; tests of extended writing/ speaking, mixed skills and interaction in dyadic and group settings; special test types: cloze, C-Test, Portfolio assessment, Metalinguistic ability tests

Unit IV

Locating difficult areas of language through tests - evaluation of the effectiveness of the syllabus as well as the methods and materials of teaching. Student-orientation in teaching. Using different item types construct the following varieties of tests relating to the following: grammar, vocabulary, listening comprehension, oral production, listening comprehension; Writing. Basic concepts of measurement; criterion referencing and norm referencing; maximum performance and typical performance; validity and reliability

Unit V
Stages in Test construction; decision regarding purpose; time; nature of items and content of test; pilot design and tarialing for instructions; time and administration; writing different types of question; basic statistical procedures necessary for evaluating tests; Construction of a variety of different item types representing different language skills; self assessment; assembling the finished test; reviewing validity and reliability; establishing norms

Reading List
Allen, H.B. Campbell,R.N.(eds.),1972.Teaching English as a second language. New Delhi, Tata McGraw Hill

Bell,R.T.1981. Introduction to Applied linguistics. London: Bastford Academic and Educational ltd.

Brown, H. Douglas (2004) *Language Assessment: Principles and Classroom Practice*. Longman.

Carol,B.J.& Hall.P. Make your own language tests: A practical Guide to writing language performance tests, Oxford, Pergamon

Christison, M. (2001). *Applying multiple intelligences theory in the second and foreign language classroom*. California: Alta Book Center Publishers.

Conte, A. *The discipline Dilemma: Problems and Promises*, Education.1994.

Cook, V. (1991). *Second Language Learning and Language Teaching*. London: Arnold.

Cumming, Alister ed., *Valdiation in Language Testing*,

Davies, Alan. Dictionary Of Language Testing

Davis.A. 1990.Principles of Language Testing, Cambridge. Basil Blackwell.

G. Widdowson (2003). *Defining Issues in English Language Teaching*, O.U.P.

Gall, M., borg, W. & Gall, J. (1996). *Educational Research: An Introduction*. White Plains, NY:Longman.

Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd ed.). Harlow, UK: Pearson Education.

Hasit, C. & Diobilda, N. (1996). *Portfolio assessment in a college developmental reading class. Journal of Developmental Education,* 19, 26-31.

Heaton, J.B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. London: Longman.

Heaton, JB (1988) *Writing English Language Tests*, Longman, London. (basic text)

Hughes,A.1990.Principles of Language Testing. Cambridge: CUP

Jensen, E.. (1998). *Teaching with the brain in mind*. Alexandria: Association for Supervision and Curriculum Development.

John W. Ollerc, Jr., and Patricia A. Richard-Amato. Rowley (1983) In *methods that Work* .Eds: Newbury house publishers.

Klippel, F. (1991). *Keep talking: Communicative fluency activities for language teaching*. New York: C.U.P.

Kramsch, C.(1993) *Context and Culture in Language Teaching*, Oxford: O.U.P.

Kunnan, Antony John Ed., Fairness in Language Assessment.

Kunnan, Antony John Ed., Validation in Language Assessment,

Larsen-Freeman, D. (1998). *Expanding roles of learners and teachers in learner-centered*

instruction: In W. Renadya and G. Jacobs (Eds.) Learners and language learning. Singapore:

Regional Language Center.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*, second edition.

Oxford: O.U.P.

Laud, Leslie E. (1998) Changing the Way We Communicate. In *Educational Leadership*; v55 n7 p23-25 Apr.

Lightbown, P. & N. Spada (1993). *How Languages are Learned*. Oxford: OUP.

Longman Preparation Series for the TOEIC Test: Advanced, Lougheed, Longman

Madsen, Harold S (1983) *Techniques in Testing*, OUP, New York.

McNamara, Tim (2000) *Language Testing*, OUP, London.

Meenakshi.1994 Modern trends in Educational Evaluation and Mesurement. Chandigarh: Arun Publishing

Munby, J. (1978) *Communicative Syllabus Design*. Cambridge: C.U.P.

Purpura, James *Assessing Grammar*,

Read, John *Assessing Vocabulary*,

Richards, J.C. & Rogers, T.S. (2001). *Approaches and methods in language teaching,* second

edition. Cambridge: C.U.P.

Richards, J.C. (2000). *Curriculum development in language teaching*. New York: C.U.P.

Ryan, J. & Miyasaka, J. (1995). *Current practices in testing and assessment: What is driving the change?* NASSP Bulletin, 1-10.

Titone, R. & Danesi, M. (1985). *Applied psycholinguistics: an introduction to the psychology*

language learning and teaching. Toronto: University of Toronto Press.

Valette, R.M.1977.Modern Language Testing: A Handbook, New York, Harcourt, Brace and world.Inc.

Weigle, Sara Assessing Writing,

Weir,C.1993.Understanding and Developing Language Tests. London: Prentice Hall

Weir.C.1990. Communicative language Testing. London: Prentice Hall.

Widdowson (2003). *Defining Issues in English Language Teaching*, O.U.P.

Willis, J. & Willis, D. (Eds.) (1996). *Challenge and change in language teaching.* Oxford:

Heinemann.

LLT5013: MACHINE TRANSLATION (MT)

Unit I
Importance of MT, Brief history, Popular conceptions and misconceptions; Scenario of MT: Document preparation, Translation process, Document Revision; MT before 1960: The ALPAC report; Rule governed approaches upto 1990; The statistical turn, viz. IBM models; Major MT projects in India – AnglaBharati, AnuBharati, Anusaaraka, MaTra, Mantra, UCSG based English Kannada MT, UNL based MT between English, Hindi and Marathi, Anusaaraka, Anuvadak. Major American and European projects and the Japanese fifth generation initiative.

Unit II
The challenges of MT**;** Translation Problems: Ambiguity (lexical and structural), multiword units – idioms and collocations, idiosyncracies and translation divergences; Word order and structural divergences between languages; Problems of translating synonyms, hyponyms and hypernyms; Representing semantic overlap; Relationship between syntactic groupings and meaning; Encoding real world knowledge; Strategies for ambiguity resolution. Computational challenges like memory for phrase tables, language specific resources like parallel corpora, taggers and parsers. Examining parallel corpora like the Europarl corpus.

Unit III
The current MT scenario; Document Preparation: Authoring and Pre-Editing, The Translation Process, Document Revision; Representing Linguistic Knowledge; Processing: parsing, generation. MT architectures: Transformer Architecture, Linguistic Knowledge Architecture, Comparative grammar and transfer, Interlinguas; Dictionaries: Paper dictionaries, electronic dictionaries, types of word information, dictionaries and morphology and key words; Representing Linguistic Knowledge: Parsing and generation; Representing knowledge related to: Semantics, Pragmatics, Real world knowledge; New Directions in MT- Rule based MT, Knowledge based MT, Empirical approaches to MT, Resources for MT

Unit IV
Statistical MT**;** the idea of word alignments: Problems involved in aligning words from different languages; Machine learning approach to MT: Translation triangle, bag of words method; Word based statistical models: IBM models; Phrase-based MT. Why do we need phrases. Relationship to EBMT. Phrase extraction. Estimating phrase translation probabilities and the problem of overfitting. From the noisy channel to linear models. Phrase-based reordering and decoding models; Minimum

error rate training (MERT). Syntax-based translation: Hierarchical and syntax-based MT. Why do we need syntax. Synchronous context-free grammars and TSGs.

Unit V
MT Evaluation; Commercial goals and research goals in MT evaluation; Historical context of MT evaluation. Traditional evaluation approaches (e.g. the DARPA MT evaluations in the '90s) and more recent evaluation measures; Central issues in evaluation; Evaluation criteria: Intelligibility, adequacy and fluency; Manual evaluation; Automatic Evaluation: BLEU and METEOR metrics; Correlation of automatic metrics of machine translation with human judgements of adequacy and fluency; Types of errors made by MT systems; Approaches to post-editing of MT output. Creation and managing of test suites in industrial applications.

Reading List
ALPAC. 1966. Language and machines: Computers in Translation and Linguistics. A Report by the Automatic Language Processing Advisory Committee. Division of Behavioral Sciences, National Academy of Sciences, National Research Council, Washington, D.C.

Arnold, D., Balkan, L., Meijer, S., Humphreys, R., & Sadler, L. 1994. *Machine Translation: An Introductory Guide*. Manchester, UK: NEC Blackwell.

Brown, P., J. Cocke, S. Della Pietra, V. Della Pietra, F. Jelinek, J. Lafferty, R. Mercer, and P. Roossin, 1990. "A Statistical Approach to Machine Translation," *Computational Linguistics*, 16(2).

Brown, P., S. Della Pietra, V. Della Pietra, and R. Mercer, 1993. "The Mathematics of Statistical Machine Translation: Parameter Estimation," *Computational Linguistics*, 19(2).

Christopher D. Manning and Hinrich Schutze. *Foundations of Statistical Natural Language Processing*. MIT Press, Cambridge, MA, USA, 1999.

Daniel Jurafsky and James H. Martin. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition* (Prentice Hall Series in Articial Intelligence). Prentice Hall, 2000.

Kishore Papineni, Salim Roukos, 2002. Todd Ward & Wei-Jing Zhu: *BLEU: a method for automatic evaluation of machine translation. Association for Computational Linguistics.*

Sanjay Kumar Dwivedi and Pramod Premdas Sukhadeve: Machine Translation System in Indian Perspectives, *Journal of Computer Science* 6 (10): 1111-1116, 2010

Stephan Vogel, Franz Josef Och, Christoph Tillmann, Sonja Nießen, Hassan Sawaf, Hermann Ney. 2000. *Statistical Methods for Machine Translation*. In: "Verbmobil: Foundations of Speech-to-Speech Translation", pp. 377-393, Wolfgang Wahlster (ed.). Springer Verlag, Berlin.

Weaver, W. 1955. *Machine Translation of Languages*, in Translation, W. Locke and A. Donald Booth, eds. New York: John Wiley & Sons.

LLT5014: DISCOURSE ANALYSIS
OBJECTIVES:

1 This course introduces theories and methodologies for the study of human discourse, or language in use.

2 Discourse history, assumptions and principles, verbal and nonverbal communication, as well as society and culture's roles in a variety of discourse genres are discussed.
3 Opportunities to analyze both spoken and written discourse are offered.

COURSE OUTCOMES:
1. Describe the history of discourse study.
2. Explain the relationship society, culture, and context have to discourse.
3. Analyze a written or spoken discourse.

Unit I
Evolution of Text linguistics and Discourse analysis; Defining *text* and *discourse.* Approaches to the phenomenon of discourse; beyond the sentence; Language use; A broader range of social practice that includes non-linguistic and non-specific instances of language; Language in Use; text and context, text and context, *language use in social contexts;* the study of language in use

Unit II
Text as communicative event, Cohesion, Coherence, Acceptability n, Intentionality, Informativity, Situationality, Intertextuality**;** *Text Grammar* to *Critical Discourse Analysis; notion of Macrostructure, notion of strategic understanding, socio-cultural knowledge* and *mental models;* The various levels or dimensions of discourse, such as sounds (intonation, etc.), gestures, syntax, the lexicon, style, rhetoric, meanings, speech acts, moves, strategies, turns and other aspects of interaction

Unit III
Genres of discourse (various types of discourse in politics, the media, education, science, business, etc.);The relations between discourse and the emergence of syntactic structure, text (discourse) and context, discourse and power, between discourse and interaction; discourse and cognition and memory

Unit IV
Themes of discourse analysis: Turn-taking in telephone conversations; The language of humor; Power relationships in doctor/patient interviews; Dialogue in chat rooms; The discourse of the archives, records or files of psychoanalysts; The conversation at a dinner table; The scripts of a given television program ; The discourse of politicians; The study of racism through the use of discourse ; How power relations and sexism are manifested in the conversation between men and women; The characteristics of persuasive discourse; Openings and closings in different types of conversations; The structure of narrative; Representations of black/white people (or any race) in the written media (magazines, newspapers, etc.); The strategies used by speakers/writers; The use of irony or metaphor for certain communicative aims; The use of linguistic politeness; The discourse of E-mail messages ; Legal discourse used in trials etc

Unit V
Discourse analysis and sociology, anthropology, social work, cognitive psychology, social psychology, international relations, human geography, communication studies, and translation studies

Reading List

Bhatia, V.J. (1993) *Analysing Genre: Language in Professional Settings*. England: Longman.

Bhatia, V.J. (2004) *Worlds of Written Discourse. London*: Continuum.

Blommaert, J. (2005). *Discourse*. Cambridge: Cambridge University Press.

Brown, G., and George Yule (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

Carter, R. (1997). *Investigating English Discourse*. London: Routledge.

Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.

Deese, James. 1984 *Thought into Speech: The Psychology of a Language*. Century Psychology Series. Englewood Cliffs, New Jersey: Prentice Hall,.

Longacre, R.E. (1996). *The grammar of discourse*. New York: Plenum Press.

Renkema, J. (2004). *Introduction to discourse studies*. Amsterdam: Benjamins.

Schiffrin, D., Deborah Tannen, & Hamilton, H. E. (eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.

Stubbs, M. (1983). *Discourse Analysis: The sociolinguistic analysis of natural language*. Oxford: Blackwell

Teun A. van Dijk, (ed). (1997). *Discourse Studies*. 2 vols. London: Sage.

LLT5015 COMPUTATIONAL LEXICOGRAPHY

Unit I

The craft of dictionary making; Digital computer as a lexicographic tool; Lexical databases and online dictionaries, corpus based dictionaries; Lexical acquisition from machine readable dictionaries; Investigate, design, develop electronic dictionaries in natural language applications; The notion of creation of lexical resources; Existing lexical resources, machine readable dictionaries and databases, as well as the construction of new resources. Lecture topics; The role of the lexicon in NLP; Lexical knowledge for NLP; Design of dictionaries for NLP; Re-usability of information for /in NLP; How to populate the lexicon ; Major lexicography projects: The Longman dictionary of Contemporary English and Collins Cobuild project.

Unit II

Machine Readable vs. Machine Usable Dictionaries: Definition; content and structural considerations; applications; Ambiguity and Polysemy: Problems and possible solutions for both MRD and MUD; Bilingual Dictionaries: Special problems; sources of information; coding of information; Lexical databases: Function, data structure and retrieval; theory of terms: synonymy, homonymy, variants, status; standardization; types of information.

Unit III

Traditional and computational lexicography; Typology of lexicons: Conventional dictionaries, Social lexicon vs. Mental Lexicon, Concept based Lexicon, Thesaurus, Semantic Lexicon, Wordnet; Lexicons in linguistics and NLP; Structure and contents of computational lexicons: Headwords, morphology, phonetics , parts of speech categories, word senses ; Main concepts of lexical semantics; Lexical semantics and NLP; Meaning and sense; Sense relations; Taxonomies; Meaning analysis representations; Componential analysis; Predicate-argument structure; Semantic nets, frames and scripts; Conceptual dependencies; Structures and lexical functions;

Unit IV

Creating a computational lexicon; Acquisition of word senses from on-line resources (Wordnet). Acquisition from published resources and corpora; The principles of compositional formality; One acquisition task is to identify or verify the existence of lexical items; Idiom recognition; Classification of lexical items; Distinctive features for class assignment; Class label definition using context information; Automatic extension of lexical resources, corpus annotation; Decision about the lexical categories and lexical types to be investigated; Definition of an extraction method (clustering,(un)supervised learning etc.), implementation of the extraction method, data analysis, evaluation and improvement of the method.

Unit V

Spell Checkers: In letter to phone models of spell checkers; Medium and large automatic speech recognition; Speech synthesis in text-to-speech synthesis; Interactive front-ends of dialogue systems with connections to speech databases; Speech-to-speech translation systems; Information Retrieval; Sense Disambiguation; Machine Translation: On-line Encyclopedias; Research and development of broad coverage spoken language systems;

Reading List

Allen, J.F. (ed.) *Special issue of Computational Linguistics*, 13: 3-4, July-December 1987.

Amsler, R.A. 'Machine readable dictionaries'. In Williams, M.E. (ed) *Annual review of information science and technology*. New York, 1984: ASIS & Knowledge Industry Publications for American Society for Information Science, Volume 19, pp. 161-209. AT OWENS LIBRARY.

Atkins, B.T.S. & Zampolli, A. (eds) *Computational approaches to the lexicon*. Oxford, 1994: Oxford University Press.

Boguraev, B. *Lexical knowledge: acquisition and representation*. 1995: Cambridge, MA. MIT Press.

Boguraev, B. & Briscoe, E. (eds) *Computational lexicography for natural language processing*. London, 1989: Longman.

Briscoe, T., Copestake, A. & de Paiva, V. (eds) *Inheritance, defaults and the lexicon*. Cambridge: 1003. Cambridge University Press.

Cignoni, L. & Peters, C. (eds) *Computational Lexicography*. Special edition dedicated to Bernard Quemada. Pisa, 1990 & 1991. Giardini Editori

Evens, M.W. (ed) *Relational models of the lexicon: Representing knowledge in semantic networks*. Cambridge, 1988. Cambridge University Press.

Sinclair, J.M., *Looking up: an account of the COBUILD project*. London, 1987. Collins ELT.

Walker, D., Zampolli, A. & Calzolari, N. (eds) *Automating the lexicon: Research and practice inmultilingual environment*. Oxford, 1994: Oxford University Press.

Zampolli, A., Calzolari, N. & Palmer, M. (eds) *Current issues in computational linguistics: In honour of Don Walker*. Pisa, 1994: Giardini Editori e Stampatori in Pisa.

Zernik, U. *Lexical acquisition: Using on-line resources to build a lexicon*. Hillsdale, NJ, 1990: Lawrence Erlbaum. ISBN 0805811273.

LLT5016 FORENSIC LINGUISTICS

UNIT I
Voice Identification / Forensic Phonetics
Voice Production Theory, Vocal Anatomy, Speech Signal Processing and Pattern Recognition – Basic Factor of Sound in Speech Acoustic – Characteristics of Speech Signal, Fourier Analysis, Frequency and Time Domain Representation of Speech Signal – Analogue to Digital Signal and Conversion – Fast Fourier Transform, Quantization, Digitization and Speech Enhancement – Tape Authentication: Analysis of Audio and Video Signal for Authenticity – Introduction to the Technique of Pattern Recognition and Comparison

UNIT II
Author Identification / Forensic Stylistics
Comparison of a Particular Text with the known Writing Samples of Suspect – Discourse Analysis: Analyzing the Structure of a Writing or Utterance (often covertly recorded) – Dialectology: Determination of the Dialect of a Language a person speaks vis-à-vis Incriminating Tape Recording – Linguistic Origin: Analysis of Person's Native Language – Analysis of Linguistic Veracity – Emergency Operator's Ability to extract Threatening Linguistic Information from an Emergency Call – Ransom Demands or Threat Communication: Identification between Genuine and False Threats – Suicide Letters: Credibility of a Suicide Note in making a definite unequivocal proposition – Death Row Statements: Admit the crime and deny the crime while leaving the witness with an impression of innocence honesty and forthrightness – Linguistic Proficiency: Whether a suspect understand police caution

UNIT III
Linguistic Finger Printing
Concept that differentiate people involving in collection of markers which stamps a speaker / writer as unique, Similar to fingerprint – Methods of Linguistic Fingerprinting: Idiolect, Impressions such as Signature Identification and Detection of Plagiarism

UNIT IV
Forensic Transcription
Written Documents vis-à-vis Video / Audio Records – Mistakes and Errors which break the rules of the standard language – Conversational Rules of the Standard Language Registration

Recommended Books:
1. Badwin J and French J.: Forensic phonetics, London: Pinter, 1990
2. Biber D.: Variation across Speech and writing, Cambridge: CUP, 1988
3. Biber D.: Dimensions of Register variation: a cross-Linguistic Comparison, Cambridge: CUP, 1995
4. Coulthard, R.M., Forensic discourse analysis, in R M Coulthard (ed), Advances in spoken Discourse Analysis, London: Routledge, 242-57
5. French J.P., An overview of forensic phonetics, Forensic Linguistics: International Journal of speech, Language and the law, 1,11, 169-181
6. Gibbons J(ed): Language and the law, London: Longman,1994

7. Mc Menamin G, Forensic Linguistic: Advances in Forensic Stylistics, CRC press, 2002
8. Rose P, Forensic Speaker Identification, London, Taylor and Francis, 2002
9. Coulthard, R.M.(ed) Talking about Text, Birmingham, ELR, 1986
10. Foster D, Author unknown: on the Trail of Anonymous, London: Mac Millian, 2001

LLT5017 ANNOTATION OF LINGUISTIC CORPORA

LLT5018 STRUCTURE OF MALAYALAM

Unit I
INTRODUCTION - History of Malayalam language - ancient, mediaeval and modern Malayalam. Traditional grammars dictionaries, Orthography (development of Malayalam script from the beginning to the present). Malayalam: descriptive approach, varieties (dialects, sociolects, diaglossia etc.) of Malayalam.

Unit II
PHONOLOGY Identification of phonemes and allophones-Theory of contrast and complementation. I P A symbols for Malayalam phonemes. Dipthongs, homorganic and heterorganic clusters in Malayalam, syllable structure, phonotactis.

Unit III
NOUN MORPHOLOGY Noun inflection, person – pronouns, anaphora, deixis, number, gender, case markers in Malayalam. Noun derivations from nominals (derivational Morphology), clitics and appellative bases. Postpositions-restricted and non-restricted. Adjectives, numerals and quantifiers, adverbs.

Unit IV
VERB MORPHOLOGY Classification of verbs - Verb + Tense + Negation, Verb + Negation, Verb -Negation. Finite and non-finite verbs, verb derivations. Regular verbs –conjugations of verb, auxiliary verbs and defective verbs, transitive and intransitive verbs, causatives, tense markers, moods, participial forms - purposive, conditional, verbal participle and relative participle. Verbal nouns – classification auxiliary verbs.

Unit V
SYNTAX Word order, sentence types - simple – different types, complex- participial clauses, Compound sentences – coordination of nominal and verbal phrases, coordination of participles, complementizers, particles, Interrogatives – Classification, Sentence negation, Prosody, Study of Malayalam grammar in relation to other Dravidian and non-Dravidian languages.

Reading List

Asher, R. E and Kumari, T. C. 1997. *Malayalam*. London and NY: Routledge.
Andrewskutty, A. P. 2008. [In Malayalam] *Bhāṣāśāstraṃ siddhntavuṃ prayogavuṃ*. Thiruvananthapuram: The State Institute of languages, Kerala.
Andrewskutty, A. P. 2013. *Readings in Language and Linguistics Prof. A. P. Andrewskutty Commemoration Volume*. Thiruvananthapuram: Dept. of Linguistics, University of Kerala.

Mohanan, K. P. 1982. *Lexical Phonology*. MIT: PhD thesis.
Mohanan Tara. 1989. 'Syllable Structure in Malayalam' In: *Linguistic Inquiry* 20, 589-625.
Nair, V. R. P. 2012. [In Malayalam] *Bhāṣāśāstra-nighaṇṭu*. Thiruvananthapuram: The State Institute of languages, Kerala.
Warrier [Mohanan], T. 1976. *The Phonetics and Phonology of Malayalam*. Hyderabad: M. Litt dissertation.

LLT5019 THEORIES OF TRANSLATION

This course presents the fundamental theories as tools to confront the most significant practical problems that may arise in specialized translation. The theories will focus on the acquisition of the fundamentals on translation theory to facilitate the comprehension of multidisciplinary translation and the variety of theoretical approaches, the study and evaluation of primary methods of research to enhance future research and practices, the acquisition of necessary meta-language, which allows the textual analysis of the translation process, the approach to resolve frequent translation problems, and the evaluation of translated texts.

Objectives:
1. Evolution of Translation in global perspective and its development
2. Exposure to some basic concepts related to Translation.
3. Introduction of some Important Translation works and their contributions.
4. Introduce students to translation studies as separate discipline of knowledge
5. Increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues;
6. Enable students to deal with translation as linguistic procedure and as socioculturally constructed and oriented activity
7. Enable them to link theory and practice;
8. Develop students' contrastive knowledge and their critical thinking skills;
9. Enable them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

Skills:
1. Develop translation skills
2. To gain the basic knowledge of translation, its main theories, and paradigms.
3. Understanding of the requirements of a translator.
4. Identification of recurring problems in translation and reach at the best approach to solve them as quickly and ethically as possible, by applying strategies from the various areas of translation theory.

Unit I
Translation: concept of Translation, Problems of definition; Relevance of translation, Role of translation in building cross cultural sensitivity and knowledge updation. Brief history of translation in India, Missionary contributions, foreign language to Indian languages, Indian languages to Indian languages, source text and target text, Types of Translation- Literary, Technical, simultaneous interpretation, Machine aided Translation, media translation(dubbing, copy-editing, advertisement, slogans, jingles etc) interlingual vs intra lingual, partial vs full, total vs restricted, retelling; paraphrasing; verse to prose vs verse to verse; Translation and Transcreation, use of

linguistics in translation; Linguistic affinity and Translatability; Translation as a cultural activity

Unit II
Unit of Translation; equivalence of meaning and style; Problems of Translation: Textual and translation equivalences; zero vs. nil equivalence, rules of translation; condition of translation equivalence. Formal correspondence, transference and translation shifts; limits of translatability, meter, rhyme; polysemy, synonymy; Untranslatability: linguistic, stylistic & cultural; meaning variation,

Unit III
Language varieties in translation, meaning in the translation, translation in mass media. Translation of creative literature of different genres; scientific and technical literature, , legal, administrative, technical terminology, idioms, metaphors and proverbs, riddles, formulae, equations;; personal and place names, problem relating of borrowing; evaluation of translation; fidelity and readability;

Unit IV
Application of computer in linguistic data processing: indexing, abstracting, parsing, content analysis. Machines translation: theoretical problems; sources language analysis, dictionary consultation, structural transformation language – synthesis; pre-editing and post editing

Unit V
Testing and evaluation of translation, relevance of theoretical concepts to training of translators, practical work in translating select texts in language known to the candidates; analysis evaluation and improving upon the target language texts. Criticism of Translation; Translation of literary texts: Transcreation vs. translation in comparative literature. Cross cultural studies

Reading List
Andreyev, M. D. 1964. *Linguistic Aspects of Translation* in Proceedings of the 9th International Congress of Linguistics Ed. R. G. Lond, pp. 625-37. The Hague, Mouton.
Baker, M. 1992. *In Other Words: A Course Book on Translation* London: Routledge
Baker, Mona, ed. 1998. *Routledge Encyclopaedia of Translation Studies*. London: Routledge,
Barnwell, K. *Introduction to Semantics and Translation*. High Wycombe: Summer Institute of Linguistics
Bassnett, S. 2002. *Translation Studies* 3rd edition. London: Routledge
Casagraude, J. 1954. *The End of Translation* IJDL 20.245-258.
Catford, J.C. *A Linguistic Theory of Translation: An Essay in applied Linguistics*. London: OUP
Gentzler, Edwin, 2001. *Contemporary Translation Theories*. Revised 2nd edition. Clevedon: Multilingual Matters
Lado, Robert. 1958 *Linguistics' Across Cultures,* Ann Arbor, Univ. of Michigon Press.
Munday, Jeremy, 2001. *Introducing Translation Studies*. London: Routledge
Nayar, Prabodhachandran, V.R. 1974. *Vivarttanattinte Bhashasaastrabhuumika*: Thiruvananthapuram: State Institute of Language.
Nayar, Prabodhachandran, V. R. 1995. *Vivarthanachintakal*. Kottayam: DC Books.

Newmark, Peter, 1981. *Approaches to Translation* Oxford: Pergamon Press.

Nida, Eugine 1969. *Science of Translation* Language 45.483-98.

Nida, Eugene A and Taber, Charles R., 1974. *The Theory and Practice of Translation* Leiden: United Bible Societies.

Smith, A. H. (ed). 1958. *Aspect of Translation*. London: Sacker & Warburg.

Steniner George. 1975. *Aspects of Language and Translation*. London: OUP.