UGC
MODEL
CURRICULUM

LINGUISTICS

UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001
FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater for frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.
Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of concerned subject.

The University Grants Commission feels immense pleasure in forwarding this model Curriculum to the Hon’ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission model Curricula is being presented to the Registrar of the university with options either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/addition or to adopt it after making any change whatsoever which the university may consider right. This UGC model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon’ble Vice Chancellor and the Hon’ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon’ble Registrars to confirm that this time bound exercise has been done and send a copy of the university’s updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.

December, 2001

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CHAIRMAN
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(with a proposal for a compulsory postgraduate course in Field Methods)
New UGC Linguistics Syllabus

Linguistics Curricula at the Undergraduate and Postgraduate Levels

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Preamble

1. The Committee discussed the importance of the Language Sciences in tertiary education. While popular opinion might relegate the study of language to Language Arts programmes (with their associated emphasis on literary and cultural values), this country has had a tradition of language study (beginning with Panini) where language forms an object of enquiry in its own right.

2. Currently, the scientific study of language makes it the best-researched and most promising window on how the mind works.

3. If Linguistics is, thus, a set of language sciences that feeds into the discipline of cognitive science, i.e., a variety of theoretical and applied manifestations ranging from
   i. the orthodox and central domains of Syntax, Semantics, Morphology and Phonology,
   to
   ii. applied domains such as the Sociology of Language, the Psychology of Language and Language Processing (human and machine), to
   iii. applications such as Psycholinguistics, which encompasses psycho-linguistic approaches to language disorders such as dyslexia, as well as the psychological approaches to the teaching and learning of languages, mass media, lexicography, machine translation etc.

   then access to linguistics should be equally available to all graduate students irrespective of whether they belong to the Science or Arts stream.

4. Thus the language sciences, by their very nature, interface with societal concerns in ways that allow a more informed approach to language policy, teaching, and communication between Man and Machine. Training in these areas will open up new avenues of employment for students.

5. With these preliminaries, the Committee identified the following four broad areas of curricular focus:
   i. Language Teaching and Language in Education
   ii. Language, Communication and Media
   iii. Natural Language Processing and Artificial Intelligence
   iv. Linguistic Perspectives on the Neurosciences
Linguistics curricula with these foci would generate employment for their students as

- Language teachers, language-in-education consultants (for dyslexia or specific language impairment and other problems particular to multi-lingual educational environments),
- Media personnel (advertising, journalism, educational media),
- Software professionals (computational lexicography, computer aided teaching and testing and corpus linguistics),
- Consultancy in acquired or non-acquired language disorders and pathology, as part of a neurosciences team.

6. An undergraduate programme in linguistics becomes necessary if the language sciences are to play a central role in the intellectual and social concerns embodied in the disciplines and careers mentioned above. It will also constitute a solid foundation for the Master’s level programme and research in the language sciences.

7. A considerable amount of effort has gone into the planning of these courses. Each course is divided into 5 to 6 sections and often each section is further divided into sub-topics. We have also in most cases tried to suggest some important readings for each sub-topic. Each course is then followed by a list of readings.

8. Every effort has been made to make the syllabi teacher/student-friendly. Reading material has been chosen with an eye on easy accessibility. In some courses alternative readings have been suggested while in others a distinction has been made between essential and optional readings, taking advantage of public domain material available on the internet whenever possible.

The editors (Prof. R.K. Agnihotri & Prof. Gautam Sengupta) have not in any way modified the contents of the syllabi prepared by the experts. Only an attempt has been made at overall uniform formatting in the process also supplying wherever possible missing information.
Proposed Programmes

1) Undergraduate Programme

This is a three-year six-semester programme in which Linguistics is part of a B.A./B. Sc. curriculum. The students could opt for combinations such as:

B.Sc.: Computers, Cognitive Psychology, Linguistics, etc.
B.A.: Sociology, Psychology, Linguistics, etc.

Entry: 10 + 2 or Intermediate.

A typical undergraduate programme in many parts of the country has the following structure and schedule:

Year I: A total of five papers spread over two semesters:
   English (one paper);
   Second language (one paper);
   Three main subjects (one paper each).

Year II: Again a total of five papers spread over two semesters:
   English (one paper);
   Second language (one paper);
   Three main subjects (one paper each).

Year III: In the final year, there are six papers:
   Three main subjects (two papers each over two semesters)

We thus have over a period of 3 years:

5 papers in the first year + 5 in the second + 6 in the third = 16 papers

Suggested interpretation of papers in terms of credits:

Many universities in India and abroad now follow a credit based semester system. In this system, an undergraduate student is normally required to take approximately 16 credits per semester.

Credits: 16 per semester; 16 @ 6 semesters = 96 credits in three years.

Thus each ‘paper’ in the conventional mode spread over the entire year would be equivalent to 6 credits.

In the unit credit system, the linguistics curriculum will contribute 24 credits out of the total of 96 credits (approximately 16 per semester) with 12 credits from core/obligatory courses and 12 credits
from optional courses to be selected from three sets, namely, ‘Perspectives on Language’, ‘Applications’ and ‘Language and the World’, selecting two from the first and one each from the other two.

However, since the distribution of curricula is rather uneven in the present under-graduate scheme with five papers in the first and second years and six papers in the third, in the unit credit system it would translate as 30 credits (15 credits per semester) in the first two years and 36 credits in the last year (18 credits per semester).

**Suggested Schedule for the Linguistics Courses for the Undergraduate Programme**

(3 credits for each course)

<table>
<thead>
<tr>
<th>Year I</th>
<th>Semester I</th>
<th>Core/Obligatory</th>
<th>Nature of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester II</td>
<td>Core/Obligatory</td>
<td>Sound and Word Patterns</td>
</tr>
<tr>
<td>Year II</td>
<td>Semester III</td>
<td>Core/Obligatory</td>
<td>Sentence Patterns</td>
</tr>
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<td></td>
<td>Semester IV</td>
<td>Core/Obligatory</td>
<td>Logic and Semantics</td>
</tr>
<tr>
<td>Year III</td>
<td>Semester V</td>
<td>Two Optional courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester VI</td>
<td>Two Optional Courses</td>
<td></td>
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</tbody>
</table>

From the 3 credit course options listed below, a student would be required to select any two from Set A “Perspectives on Language” and one each from Set B “Applications” and Set C “Language and the World”

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Computational</td>
<td>Language Teaching</td>
<td>Language and Literature</td>
</tr>
<tr>
<td>Diachronic</td>
<td>Language Testing</td>
<td>Multilingualism</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Language Disorders</td>
<td>Language and Gender</td>
</tr>
<tr>
<td>Philosophical</td>
<td>Lexicography</td>
<td></td>
</tr>
<tr>
<td>Biological</td>
<td>Language Planning</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Translation</td>
<td></td>
</tr>
<tr>
<td>Typological</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Five institutions across the country may be selected by the UGC where such programmes could be offered from the coming academic year. Since linguistics is currently not being offered in most institutions at the UG level, the implementation of this proposal may involve recruitment of teachers trained in linguistics.

2) Postgraduate Programme

This is a two-year, four semesters M.A. in Linguistics Programme.

Entry: Any undergraduate degree

In this programme, core/obligatory courses contribute 40 credits out of the total of 64 credits (16 credits per semester). Of the 40 core credits, courses worth 32 credits will be offered in the first two semesters and the remaining 8 in the second year (possibly 4 each in the fifth and sixth semesters). The remaining 24 credits come from 6 optional courses to be selected from four groups of courses on offer namely, Group I 'Theoretical', Group II 'Sociolinguistics', Group III 'Computational Linguistics' and Group IV 'Psycholinguistics'. To ensure maximum coverage as well as specialisation in a particular domain, the choice of the options could be laid down as three courses from any one group and one course each from the other groups.

● Typical schedule for the two year, four semester M.A Programme in Linguistics

Total credits: 16 @ 4 semesters = 64
Core/Obligatory courses: 10 = 40 credits
Optional courses: 6 = 24 credits (Three courses from any one group and one each from the other groups.)

(There are 4 credits for each course)

Year I

Semester I

1. Philosophical Underpinnings of Modern Linguistics
2. Phonetics [articulatory and acoustic]
3. Phonology I
4. Syntax I
Semester II

5. Morphology I
6. Semantics I
7. Language and Society
8. Language in the Mind

Year II

Semester III

9. Language Universals and Language Typology

Semester IV

10. Computational Linguistics

Of the total six optional courses, three from any one group and one each from the other groups.

Group I  Theoretical

Syntax II
Phonology II
Morphology II
Semantics II

Group II  Sociolinguistics

Languages in Contact
Language Variation
Sociology of Language
Language and Ideology
Bilingualism

Group III  Computational Linguistics

Statistical Approaches to Language Processing
Parsing and Generation
Syntactic Models
Computational Morphology
Group IV  Psycholinguistics

Child Language Acquisition
Second Language Research
Language Disorders
Language and Brain
Reading Research

3) Integrated Master's Programme

- A five-year, ten-semester Integrated Master's Programme in
  
  A) Computation and Linguistics
  B) Biology and Linguistics
  C) Linguistics and Language Teaching
  D) Linguistics, Media and Communications Studies

Entry level: 10 +2 or Intermediate

These five-year integrated Master's Programmes will be of ten-semester duration with 16 credits per semester. The syllabus for linguistics worth 80 credits could be selected from the UG and PG syllabi detailed below.

As a try out, perhaps, Programme A i.e., Computation and Linguistics could be offered as an inter-university collaborative programme at the CIEFL and the University of Hyderabad from the next academic year.

Programme B i.e., Biology and Linguistics could be offered by Delhi University and Maulana Azad Medical College, New Delhi from the next academic year.

Perhaps Programmes C and D could also be offered from the next academic year, C at Delhi University and CIEFL and D at CIEFL since faculty with the required specialisation are already there in these institutions.
UNDERGRADUATE
Semester I

Nature of Language

Beginning with the characteristics of human communication system and the design features of language, this course gives a brief outline of many aspects of language and linguistics taken up for more detailed exposition in optional courses which may be offered in the final year like the psychology of language, language and the brain and language and the mind.

1. Characteristics of Language

Human and animal communication; design features; data of linguistics; nature of learning.
(Atkinson et al. 1982, Chs. I & II, pp. 1-54)

2. Language Variation

Sample grammar of a dialect of English.
(Akmajian et al. 1996, Ch. VII, pp. 259-296)

3. Psychology of Language

Competence-performance; lexical access; ambiguity; psychological reality; connectionist model.
(Akmajian et al. 1996, Ch. X, pp. 395-450)

4. Language and the Brain

Localization; components of language in the brain; language disorders.
(Akmajian et al. 1996, Ch. XII, pp. 501-534)

5. Language and Mind

Innateness hypothesis; determinism versus empiricism.
(Chapman 2000, Ch. V, pp. 144-172)

Readings:


**Semester II**

**Sound and Word Patterns**

This course introduces the basic concepts in Phonology and Morphology, such as classification of sounds into consonants and vowels; syllable structure; the phonemic principle of contrastive and complementary distribution; the notion of words class, inflection vs. derivation, affixes and their properties and the contrast between complex and compound words.

1. **Sounds**

Consonants, vowels and their classification.
(Carr 1999, Chs. I-IV, pp. 1-34)

2. **Phonemic Principle**

Contrastive distribution and allophonic variation.
(Carr 1999, Chs. V & VI, pp. 35-65)

3. **Syllable**

Onset and rhyme; nucleus and coda.
(Carr 1999, Ch. VII, pp. 66-86)

4. **Word Classes**

Formal criteria for identifying lexical categories; morphological properties of verbs.
(Radford et al. 1999, Ch. IX, pp. 147-156)

5. **Word Formation**

Inflection vs. derivation; productivity; systematic vs accidental gaps; possible word.
(Radford et al. 1999, Ch. X, pp. 162-171)
6. Compounding

Head-modifier; structure of compounds.
(Radford et al. 1999, Ch. X, pp. 171-173)

7. Allomorphy

Lexically and phonologically conditioned allomorphs.
(Radford et al. 1999, Ch. X, pp. 175-177)

Essential Reading:


Further Readings:


Semester III

Sentence Patterns

This course aims to give the learner a solid foundation in some of the basic notions of grammar.

1. Parts of Speech (also called ‘lexical categories’)

   Noun, Verb, Adjective, Adverb, Preposition/Postposition, Article (also called ‘Determiner’), Conjunction, Complementizer (i.e., subordinate clause introducing element). Teach notional definitions of these categorical concepts whenever possible and correlate it to terms used in Indian grammatical traditions, e.g. naama, kriyaa, aakhyaata, upasarga, nipataa with illustrations from English and Indian Languages.

2. Linguistic Form (free and bound)

   Form classes, substitution frames, syntagmatic and paradigmatic relations – parallel distribution and complementary distribution.

3. Saussurean Dichotomies

   Signifier and signified (the linguistic sign); langue and parole; form and substance; diachronic and synchronic study of languages.

4. Word, Phrase, Clause, Sentence

   Head-modifier relation in phrases – classification of phrases: noun phrase, verb phrase, prepositional/postpositional phrase, adjective phrase, adverb phrase – main and subordinate clause – functional classification of subordinate clauses: noun clause (also called complement clause), relative clause (or adjectival clause), adverbial clause.

5. The Verb and its Arguments

   Intransitive, transitive, ditransitive verbs – grammatical relations: subject, direct object, indirect object – the special verb ‘be’ (called a ‘copula’) and its complement (predicate complement) – semantic (also called ‘thematic’) roles of arguments: Agent, Patient/Theme, Goal, Instrument etc. Teach traditional notional definitions of grammatical relations and correlate to Indian
grammatical traditions, e.g. the 'kaaraka' theory: karta, karma, karana, sampradaana etc. Draw attention to word order differences between English and Indian Languages.

6. Case-marking of Noun Phrases

Tense, Aspect, Mood – Voice (active, passive) – Agreement. Correlate to terms used in Indian grammatical traditions, e.g. vibhakti.

7. Constituency, Constituency Tests

Representation of sentences in phrase structure trees – displacement (i.e. movement) of phrases from their underlying positions. Give practice in drawing phrase structure trees, using both English and Indian Language sentences.

Readings:


**Semester IV**

**Logic and Semantics**

This course is intended to introduce students to the basic concepts of linguistic semantics and the logical foundations underlying them.

**Part A: Logic**
1. Naïve Set Theory

Sets, membership; operations on sets.
(Allwood et al. 1977, Ch. I, pp. 3-14)

2. Propositional Calculus

Propositions, logical constants, truth-values; rules of inference; theorems.
(Allwood et al. 1977, pp. 26-57)

3. Predicate Calculus

Predicates and variables; quantifiers and their interpretation; rules of inference.
(Allwood et al. 1977, pp. 58-84, 93-95)

Part B: Semantics

4. Types of Meaning

Descriptive, emotive and phatic; truth-conditional semantics; sense and reference.
(Lyons 1977, pp. 50-56, 161-229)

5. Semantic Relations

Synonymy, polysemy, hyponymy; ambiguity; using formal languages in semantic representation.
(Lyons 1977, pp. 291-301; Lyons 1995, pp. 54-65)

6. Pragmatics

Role of context in meaning; speech acts.
(Lyons 1995, pp. 234-257)

Readings:


Semester V & VI

Set A
[Any Two from Set A]

Perspectives on Language

Computational Perspectives on Language

This course is intended to introduce students to the major areas in computational linguistics. Formal and implementational details are eschewed to the extent possible. We aim at providing a bird’s-eye view of the entire field rather than an in-depth introduction to any specialized sub-field.

1. **Computational Lexicography**
   
   (Miller et al.)

2. **Computational Morphology**
   
   (Sproat 1992, pp. 124-170)

3. **Computational Approaches to Grammar**
   
   (Gleitman & Liberman (eds.) 1995, pp. 247-281)

4. **Computational Semantics**
   
   (Lappin 1997, pp. 461-484)

**Essential Readings:**


http://www.cogsci.princeton.edu/~wn/obtain/5papers.pdf
http://www.cogsci.princeton.edu/~wn/obtain/5papers.ps

Diachronic Perspectives on Language

1. Sound Changes and their Reconstruction by the Comparative Method
   (Bloomfield 1933, pp. 297-306; Bynon 1977, pp. 45-57)

2. Nonphonological Linguistic Change
   a. Borrowing
      (Bloomfield 1933, pp. 444-95; Bynon 1977, pp. 216-39)
   b. Analogical Change
      (Bloomfield 1933, pp. 404-24; Bynon 1977, pp. 32-45)
   c. Semantic Change
      (Bloomfield 1933, pp. 425-43; Bynon 1977, pp. 61-3)

3. Ancestor and Descendant Languages: The Family Tree model and its Supplements
   (Bloomfield 1933, pp. 310-19; Bynon 1977, pp. 63-75; 192-6)

4. Language Contact and its Consequences
   a. Linguistic Areas
      (Bynon 1977, pp. 239-56)
   b. Pidgins and Creoles
      (Bloomfield 1933, pp. 472-5; Bynon 1977, pp. 256-61)

Essential Reading:


Recommended Reading:


**Cognitive Perspectives on Language**

This course serves as an introduction to the paradigm shift in the study of language, from Empiricism to Rationalism. It lays the foundations for understanding the current rise of Cognitive Science as a new interdisciplinary field that incorporates Linguistics, Psychology, Philosophy, Neurological and Computational perspectives on language and intelligence.

1. **Empiricist and Rationalist views of Knowledge and Mind; Empiricism in Linguistics and Psychology**
   
   (Newmeyer 1980, Chs. 1.2.1, 1.2.3, 1.3.1, 2.1, 2.2.1, 2.6.1, 2.6.2; Chomsky 1965, Ch. 1.8; Allen & Buren 1971, Ch. 6.4)

2. **The Mentalist Stance: Linguistics as Cognitive Psychology; The Chomskyan Turn**
   
   (Jackendoff 1997, Ch. I; Section 1.1.; Chomsky 1965, Ch. I.1, I.2; Chomsky 1975, Ch. I, pp.3-13; 21-22; 27-28; Ch II, pp. 36-44; 123-128; Allen & Buren 1971, Ch. 6.2)

3. **Plato, Innate Ideas or “Common-sense” Knowledge; Universal Grammar, Learnability, Creativity of Language Use**
   
   (Chomsky 1972, Ch. I, II & V; Allen & Buren 1971, Ch. 7.2)

4. **Grammar and Brain, Processing and Evolutionary Issues; Species-specificity and Individuation**
   
   (Pinker 1994, Ch. 10)

**Readings:**


**Recommended Readings:**


**Philosophical Perspectives on Language**

1. **The Semantic Interface between Linguistics and Philosophy**

   Traditional semantics: Indian and Western; sense and reference; lexical and grammatical meaning; sense relations and componental analysis of word meaning.  
   (Lyons 1968, pp. 400-481; Matilal 1990, pp. 7-30; McCawley 1968, pp. 1-13)

2. **The Relations between Formal Syntax, Formal Semantics, Logic, and Set Theory**

   Some coverage of the elementary notions in these domains, with some exercises (material to be judiciously drawn from the material indicated below:  
   (McCawley 1968, pp. 205-234)
3. Beyond Classical Predicate Logic

Russel on definite descriptions; crossing coreference sentences; conjunctions and quantification; speech acts: illocutionary force, performatives, and implicature.
(McCawley 1968, pp. 176-204; 205-234)

4. Presupposition and Discourse

Semantic and pragmatic presupposition; on the notion “false”; discourse referents.
(McCawley 1968, pp. 235-272)

Essential Readings:


Recommended Readings:


Biological Perspectives on Language

1. The Existence of a Biological Basis

Language as a mental organ; speech and brain.
(Caplan, Lecours and Smith 1984, Chs. I & XI)

2. Anatomy of Language

Net models; brain-based and non-brain based models of language.
(Caplan, Lecours and Smith 1984, Chs. III & XV)
3. **Language Acquisition and Biology**
   (Caplan, Lecours and Smith 1984, Chs. IV & V; Bickerton 1995; Jakobson & Halle 1971)

4. **Aphasia Studies**
   The linguistic and biological components.
   (Caplan, Lecours and Smith 1984, Chs. II, VI, VIII, IX & XII; Jakobson & Halle 1971)

5. **The Neuropsychology of Bilingualism**
   (Caplan, Lecours and Smith 1984, Ch. X)

**Essential Readings:**


**Social Perspectives on Language**

The primary objective of this course is to explore the essentially social character of language. Students should be able to see that even if we agree that there is some innate language faculty, language both as a set of rules and as an object is socially constituted. They should also realise that there is considerable variation in linguistic behaviour and that this variation is socially significant.

1. **Individual, Language and Society**
   Knowledge of language; innate blueprint and social context of language; language as a social product; speech community; language as a means of communication and as an object; language
and identity; construction of social reality through language; language and thought. (17 hours)
(Bloomfield 1933, Ch. Ill, pp. 42-57; Hudson 1985, Chs. I,II & III, pp. 1-103; Wardhaugh 1986,
Chs. I & II, pp. 1-54)

2. Social Contexts and Language Types

Standard language, pure language, language and dialect; pidgins and creoles; regional
languages; lingua francas; politics of giving different names to languages. (10 hours)
(Hudson 1985, Ch. II, pp. 21-71; Wardhaugh 1986, Ch. 1986, pp. 55-88)

3. Language Variation

Social and regional variation; relationship between social and linguistic variation; sociolinguistic
variables; understanding change in progress. (10 hours)
(Hudson 1985, Ch. V, pp. 138-188; Dittmar 1976, Ch. IV, pp. 102-126 & Ch. VI, pp. 187-238)

4. Language and Power

Solidarity and politeness; language and gender; language movements; language and nation;
language and disadvantage; deficit hypothesis (13 hours)
(Dittmar 1976, Chs. I & II, pp. 4-101; Hudson 1985, Ch. VI, pp. 191-229)

Readings:


Typological Perspectives on Language

The objective of this course is to make the students aware of the language typology with special reference to the South Asian language families.

1. Language Typology

Language typology and language universals; types of universals: formal and substantive universals; implicational and non-implicational universals. Genetic, typological and areal classifications of language.

2. Phonological and Morphological Typology

Morphological types of languages- agglutinative, analytical (isolating), synthetic fusional (inflecting), infixed and polysynthetic (incorporating) languages. Aspiration; nasalisation; retroflexion; Trubetzkey’s typology of the vowel systems; person; number; gender; case; aspect and tense.

3. Syntactic Typology

Word order typology (various approaches); Word order typology of the South Asian languages, anaphora, complementation, agreement, ergativity, dative-genitive subject constructions, relative clauses; causatives; participial constructions; structure of the DP.

4. Semantic and Sociolinguistic Typology

Universals of the semantics of kinship and color terms; politeness phenomena and Brown and Levinson’s cross-cultural universals; language and space, and spatial typology.

Readings:


Semester V & VI

SET B

[Optional- one from Set B]

Language Teaching

The primary objective of this course is to introduce students to different aspects of language teaching. It is hoped that after going through this course they will be aware of different learning theories and become more sensitive to the nature and structure of language, role of the learner in the process of learning and different teaching methods.

1. Learning Theories

Acquisition vs. learning; language, mind and society; empirical (S-R) theories of learning; cognitive theories; implications for language teaching; second/foreign language learning; identity and contrastive hypothesis in learning a second language; input hypothesis. (Klein 1986, Ch. I, pp. 3-32; Cook 1993, Ch. III, pp. 51-68)

2. Learner

Innate potential of the learner; learner creativity; social psychological aspects such as aptitude, intelligence, attitudes, stereotypes and motivation. (Dulay, Burt and Krashen 1982, Chs. II & III, pp. 14-73)
3. Learner Output

Language interference; mistakes and errors; errors as learning strategies; interlanguage, idiosyncratic dialects and approximative systems.
(Dulay, Burt and Krashen 1982, Ch. V, pp. 96-120; Ch. VII, pp. 139-199; Richards 1974, Ch. X, pp. 172-188)

4. Methods

Approach, technique and method; grammar-translation method; direct method; audio-lingual approaches; cognitive approaches; communicative approaches; the silent way; suggestology; systems of evaluation: integrated approaches for teaching and evaluation; translation, dictation and cloze; innovative materials for language teaching.
(Brumfit and Roberts 1983, Chs. VIII-XI, pp. 77-121)

Readings:


Language Testing

This course aims to introduce basic concepts in measurement and evaluation, with particular reference to language testing. It will also look at various kinds of tests and item formats and the methods by which test validity and reliability can be attempted.

1. The Nature of Psychological Tests and their Uses

   Test structure: hidden traits and elicited performances representing them; Purposes served by tests: educational, administrative, research; formative and summative evaluation, evaluation as part of the teaching process (pedagogic uses).

2. Language Evaluation: (Clarifying what language tests seek to measure)

   The nature of language ability- individual trait vs rule system of speech community; describing language ability: progression from beginner-learner to user; Components of overall proficiency. (Models of Carrol, Valette and Bachman); Proficiency level schemes and the terms to describe levels.

3. Resources for Assessing Language Ability

   Test types and task formats; written (paper and pencil), oral tests and performance tests; Selection and supply type task formats, (problem of stems and distractor in multiple choice items); Discrete point 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, meta-linguistic ability tests.

4. Basic Concepts of Measurement

   Criterion referencing and norm referencing; maximum performance and typical performance; Validity and reliability.

5. Stages in Test Construction

   Decisions regarding purpose, time, nature of items and content of test; Pilot design and trialling for instructions, time, and administration; assembling the finished test; reviewing validity and reliability; establishing norms.
Readings:


Readings (for the teacher):  


*Teacher’s Handbook: Interact in English. Course A CBSE.*  
[This is not to be prescribed for study. It can be used for sample tasks.]


Language Disorders

1. What is a Language Disorder?
   (Lahey 1988, Ch.II, pp. 20-34)

2. Clinical Syndromes
   Specific Language Impairment, Hearing Impairment; Mental Retardation; Emotional Disturbance:
   Autism; Other Syndromes; Categorization and Educational Management.
   (Lahey 1988, Ch. IV, pp. 47-90)

3. The Brain and Language Organization
   (Obler & Gjerlow 1999, Chs. I-III)

4. Aphasia: Syndromes and Explanations, Childhood Aphasia and other Disorders
   (Obler & Gjerlow 1999, Chs. IV-VI)

5. Right Brain Damage
   (Obler & Gjerlow 1999, Ch. VII)

6. Dementia
   (Obler & Gjerlow 1999, Ch. VIII)

7. Dyslexia and Dysgraphia
   (Obler & Gjerlow 1999, Ch. IX)

8. Bilingualism
   (Obler & Gjerlow 1999, Ch. X)

9. Language Organization (Psychological Reality of Linguistic Constructs)
   (Obler & Gjerlow 1999, Ch. XI)
Essential Readings:

(Revised from Lois, B. & Margaret, L. 1978. *Language Development and Language Disorders.*)


Additional Reading:


**Lexicography**

The objective of the course is to acquaint the students of Linguistics and related disciplines with topics in theoretical and practical lexicography.

1. **Introduction**
   
   Introducing the field, historical and socio-cultural background to lexicography.

2. **Approaches to Dictionary Typology and Dictionary use**

3. **Macrostructure and Microstructure**
   
   Alternative dictionary formats and alternative entry formats.

4. **Lexical Representation**
   
   Phonological, morphological and grammatical structure.

5. **Lexical Semantics and Pragmatics**
   
   Sense, synonymy, polysemy, hyponymy, hypernymy, meronymy, troponymy, gradation and other semantic relations, collocation, approaches to semantic and pragmatic knowledge representation.

6. **Monolingual Dictionary**
   
   Registerial, regional and other kinds of variation.

7. **Interlingual Dictionary, Structure and Equivalences, Problem of Intertranslatability**
8. **General and Special Purpose Dictionaries**
   
   Pedagogical and other special purpose dictionaries, etymological and encyclopedic dictionaries, electronic dictionary.

9. **Lexicography and Natural Language Processing**
   
   Representation of lexical knowledge for NLP, design of dictionaries for NLP, Universal Network Language, WordNet.

**Readings:**


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**Language Planning**

1. **Theoretical Background**

   Why should languages be planned? ; Language Planning as a part of Nation Planning; Emergence of standard languages; Language as an aid and barrier to language ethnic Communication.

2. **Introduction to Basic Concepts**

   Bilingual education and Language Planning; Types of Language Planning – Status Planning and Corpus Planning.

3. **Socio Political Processes and Language Planning**

   Language movements; Language maintenance and shift; Language endangerment; Region formation and Languages.

4. **Language Planning Processes**

   Socio Linguistics Surveys; Language Reforms; Identification of Language problems; Language attitude and use; Cultural Pluralism and Language identities.
5. Goals of Language Planning

Political goals; Economic goals; Educational goals; Cultural policy perspectives.

Readings:


Kelman C. H. 1971. Language as an Aid and Barrier to Involvement in the National System. In Rubin, J. and Bjorn, H. J. (eds.) 1971. (pp.21-51)


Rubin, J. 1983. Bilingual Education and Language Planning. In Chris Kennedy (eds.), Language Planning and Language Education (George Allen and Unwin (Publishers) Ltd.) (pp.4-16)


Terrence G. Wiley. Language Planning and Policy: Sociolinguistics and Language Teaching.

Translation

1. Nature of Meaning
   (Eugine 1964, Ch. III, pp. 30-56)

2. Linguistic Meaning
   (Eugine 1964, Ch. IV, pp. 57-69)

3. Dynamic Dimension of Communication
   (Eugine 1964, Ch. VI, pp. 120-144)

4. Role of the Translator
   (Eugine 1964, Ch. VII, pp. 145-155)

5. Principles of Correspondence
   (Eugine 1964, Ch. VIII, pp. 156-192)

6. Text analysis
   Analysis of text; process of translation; language functions; text categories and text types: translation methods.
   (Newmark 1988, Chs. I-V, pp. 1-52)
7. **Approaches to translation**

Theory and craft of translation; communicative and semantic translation
(Newmark 1988, Chs. I-III, pp. 3-56)

**Readings:**


**Language and the World**

**SET C**

[Optional - one from Set C]

**Language and Literature**

1. **The Relationship of Language to Literature**

   Standard language vs. poetic language; emotive vs. scientific language; speech vs. writing; creativity in language; connotation vs. metalanguage; aesthetics, poetics and literary criticism; linguistic sign; paradigmatic and syntagmatic relations; semiotics.
   (Gravin (ed.) 1964, pp. 3-69; Gargesh 1990, Ch. III, pp. 43-62; Harvench pp. 3-16; Mukarovsky pp. 17-30, 31-69)

2. **Style and Function**

   Language variation and style; overt and covert style and the significance of context; poetic, narrative and dramatic discourse; coherence and cohesion; fictiveness of language and fictiveness of literary work.
   (Gargesh 1990, Ch. I, II & V; Turner 1973, Ch. I; Srivastava 1993, Ch. II)

3. **Poetic Discourse**

   Defamiliarization; foregrounding; parallelism and verbal repetition; phonological, lexical and syntactic deviation; poems as symbolic systems; metaphors.
   (Gargesh 1990, Chs. IV & VI; Culler 1975 Ch. III)
4. Dramatic Discourse

Drama as a semiotic text; monologue vs. dialogue; verbal communication and action; characterisation through language; story, plot and situation; structure of time and space.
(Pfister 1988 Chs. IV, V, VI & VII)

5. Narrative Discourse

Narration and dialogue; narrative situation; structure of narrative events; language and character and plot; structure of time and space.
(Culler 1975 Ch. 9)

Readings:


Multilingualism

1. Typology of Sociolinguistic Situations

Monolingualism, bilingualism and multilingualism; multilingualism as a normal social situation; diglossia; patterns of language use and dominance configuration; India as a multilingual country and patterns of language use in India, particularly in education.

2. Multilingual Societies

Language, religion and politics in multilingual settings; language maintenance and language shift; language planning and language standardization; codification and elaboration; developing writing systems; literacy; code-mixing and code-switching.

3. Social Psychological Aspects

Language and identity; language and social stereotypes; elicitation of attitudes and stereotypes; matched-guise technique; language proficiency and language attitudes; role of linguistic attitudes in education.

4. Communicative Aspects

Communicative strategies in multilingual and multicultural settings; face-to-face interaction; communication breakdowns and repair; negotiation of meaning.

Readings:


**Language and Gender**

This course is meant to familiarise students with issues related to language and gender as part of an inter-disciplinary field of study. The major approaches to be focused on are 1) the cultural difference approach which downplays the importance of power dynamics among men and women and 2) the contextualised approach which emphasizes the complex and negotiated nature of power.

1. The ‘Difference’ and ‘Dominance’ Paradigms
2. The Politics of Variation: Sex Difference in Language and Linguistics
3. Gender in Variationist/Quantitative and Social Network Studies
4. The Feminist Critique of the Quantitative Paradigm
5. Problems of Explaining Linguistic Behaviour on Common-sense Sex Stereotypes

**Readings:**


POSTGRADUATE
Semester- I

Philosophical Underpinnings of Modern Linguistics

1. The Standard Logic-based Approach
   (Lyons 1968; McCawley 1981; Mukherji 2000)

2. The Metaphor-focused Cognitive Approach
   (Lakoff & Johnson 1980)

3. The Indian Approach
   (Matilal 1990)

4. The Deconstructionist Approach
   (Derrida 1976)

5. Contemporary Debates
   (Mukherji 2000)

Essential Readings:


Recommended Readings:


**Phonetics**

It is a basic course in articulatory and acoustic phonetics – starting with the mechanisms of speech, description of segments and suprasegmentals and going on to coarticulation, training in transcription and the basics of acoustic phonetics.

1. **The Anatomy and Physiology of Speech**

   Vocal tract, respiratory system, laryngeal system; supralaryngeal system.
   (Ball & Rahilly 2000, Ch. I, pp. 1-17)

2. **Initiation of Speech**

   Air stream mechanism; phonation.
   (Ball & Rahilly 2000, Ch. II, pp. 18-39)

3. **Articulation**

   Consonant and vowel; velum; direction of air flow; manner articulation; place of articulation; three term labels.
   (Ball & Rahilly 2000, Ch. III, pp. 40-61)

4. **Obstruents**

   Plosives; fricatives, affricates; ejectives; implosives and clicks
   (Ball & Rahilly 2000, Ch. IV, pp. 62-84)

5. **Sonorants**

   Sonorant consonants and vowels.
   (Ball & Rahilly 2000, Ch. V, pp. 85-102)
6. Suprasegmentals

Stress; length; pitch; intonation; voice quality; rhythm.
(Ball & Rahilly 2000, Ch. VI, pp. 103-122)

7. Multiple Articulation and Co-articualtion

Double articulation; secondary articulation; co-articulation; parametric phonetics
(Ball & Rahilly 2000, Ch. VII, pp. 123-138)

8. Phonetic Transcription

Principles and method: terminology; relating to transcription; learning skills; phonemic and phonetic transcription
(Ball & Rahilly 2000, Ch. VIII, pp. 139-153)

9. Acoustic Characteristics of Speech

Transmission; frequency; pitch; amplitude; resonance; measuring frequency;/pitch
(Ball & Rahilly 2000, Ch. IX, pp. 154-177)

Readings:


Phonology I

The course takes the student through classification of sounds, distinctive features, the phonemic principle; rule writing and the construct ‘syllable’.

1. Sounds of Speech

   Sounds; natural classes; distinctive features; stricture; major class features; laryngeal features; secondary articulation; prosodic features
   (Kenstowicz 1994, Ch. I, pp. 12-56)

2. Distinctiveness and the Phonemic Principle

   Phonemicization; formalization; minimal pairs; complementary distribution
   (Fromkin 2000, Ch. XII, pp. 518-539)

3. Natural Class

   The psychological reality of the phoneme; phonetic similarity; variation.
   (Fromkin 2000, Ch. XII, pp. 540-554)

4. Morphophonology

   Connection to morphology; neutralization;
   (Fromkin 2000, Ch. XII, pp. 554-566)

5. Rule Ordering

   Rule writing; rule ordering
   (Fromkin 2000, Ch. XII, pp. 566-578)

Further Readings:


**Syntax I**

The course begins with early transformational grammar, and goes on to introduce the basic notions of the Chomskyan model known as "Government and Binding".

1. **Phrase Structure Grammar and Transformational Grammar (the Aspects Model)**

   Constituency and Constituency Tests - Phrase structure grammar – inadequacy of PS grammars
   - transformations - deep structure and surface structure (the Aspects model).
   (Jacobs & Rosenbaum 1968, Chs. 2-4; Culicover 1976, pp. 7-21)

2. **Rules and Constraints on Rules**

   Types of Rules: Phrase Structure Rules, Transformations, and Interpretive Rules - Types of
   transformational operation: movement, deletion, insertion - constraints on rules: the Ross
   constraints.
   (Culicover 1976, pp. 274-284)

3. **The Theory of Government and Binding**

   Universal Grammar, the Innateness Hypothesis - Principles and parameters - D-structure, S-
   structure, PF and LF (the GB model) - the projection principle - movement and trace - anaphors,
   pronouns, R-expressions and the binding principles - c-command - thematic (theta) roles:
   agent, patient or theme, experiencer, goal etc. - the theta criterion - Case (structural and inherent),
   Case assignment, the Case Filter - bounding theory (subjacency) - PRO and control.
   (Roberts 1997, ‘Introduction’ (for notion of parameters), Ch. 2 (for projection principle and Case
   theory), Chapter 3 (for binding principles); Haegman & Gueron 1999, pp. 21-44 (for theta
   criterion))

   *Get the learners to think about Indian Language data. For example, what are the anaphoric
   and pronominal forms of these languages? Do the binding principles apply? What movement
   and deletion operations can be found in these languages?*

**Readings:**

(Of the following titles, Fabb 1994 is very simple and fairly up-to-date; it can be used as a basic
textbook for introductory syntax. Jacobs & Rosenbaum 1968 and Culicover 1976 are useful only
for some early ideas relevant to the topics in sections 1 and 2. The remaining titles are fairly advanced textbooks.)


**Semester II**

**Morphology I**

This introductory course in morphology covers the basics in morphological theory ranging from morpheme, word classes, word structure to morphological typology.
1. Word Classes and Morphemes Classes
   Grammatical category, inflection and derivation
   (Fromkin 2000, pp. 25-35)

2. Analysing Morphological Structure
   Complex words
   (Fromkin 2000, pp. 35-45)

3. Variation in Morphology
   Types of variation
   (Fromkin 2000, pp. 45-53)

4. The Hierarchical Structure of Words
   Trees and labeled brackets; heads and hierarchy
   (Fromkin 2000, pp. 54-67)

5. The Status of Words
   Word boundaries and clitics; the lexicon;
   (Fromkin 2000, pp. 69-75)

6. Problems in Morphological Analysis
   Zero derivation; unmarked forms; discontinuous morphemes
   (Fromkin 2000, pp. 75-81)

7. Morphology and Typology
   Syntactic word order and morpheme order
   (Fromkin 2000, pp. 81-88)

Readings:


Semantics I

An advanced introduction to formal, computational and philosophical approaches to natural language semantics.

Part A: Lexical Semantics

1. Psycholexicology

The lexical matrix; synonymy, antonymy, hyponymy, meronymy.
Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from: pp. 1-9
http://www.cogsci.princeton.edu/~wn/obtain/5papers.pdf
http://www.cogsci.princeton.edu/~wn/obtain/5papers.ps

2. Nouns and lexical inheritance systems

Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from: pp. 10-25
http://www.cogsci.princeton.edu/~wn/obtain/5papers.pdf
http://www.cogsci.princeton.edu/~wn/obtain/5papers.ps

3. Adjectives

Descriptive and relational
Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from: pp. 26-39
http://www.cogsci.princeton.edu/~wn/obtain/5papers.pdf
http://www.cogsci.princeton.edu/~wn/obtain/5papers.ps

4. Verbs

Verbs as a semantic net, entailment relations
Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from: pp. 40-61
http://www.cogsci.princeton.edu/~wn/obtain/5papers.pdf
http://www.cogsci.princeton.edu/~wn/obtain/5papers.ps

Essential Reading:

Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from:
Optional reading:

Five introductory papers on lexical semantics and WordNet by George Miller and his team at Princeton University, downloadable from: pp. 62-81.


**Part B: Formal Semantics**

5. **Formal Languages**

   Syntax and semantics, Propositional logic
   (Dowty, Robert & Stanley 1988, pp. 1-55)

6. **First Order Predicate Logic**

   (Dowty, Robert & Stanley 1988, pp. 56-82)

**Optional Reading:**


**Part C: Pragmatics**

7. **Pragmatics**

   Role of context in meaning
   (Lyons 1995, pp. 234-257)

8. **Speech Acts**

   (Austin 1976.)
Readings:


**Language and Society**

The primary objective of this course is to introduce students to the relationships between language and society and to show how language is essentially a socially constructed phenomenon, even though we recognize its biological blueprint in a largely abstract way.

1. **Study of Language**

   Traditional perspectives including historical, dialectological and structural linguistics; their limitations; the need for a sociolinguistic perspective; monolingual and multilingual societies; concept of between norms and variation; language standardization; language and gender; language and literacy in a community; language planning; concept of variation in language behaviour.


2. **Speech Community**

   Problems with defining a speech community; individual and the community; the conflict between norms and variation; language standardization; language and gender; language and literacy in a community; language planning.


3. **Language and Culture**

   Anthropological tradition; Whorfian hypothesis; communication and social structure; routines and rituals; communicative competence; setting, person, place and topic; attitudinal aspects; role of ideology in communication; countercultures.

4. Sociolinguistic Variation

Handling variation; the Variationist and Deficit hypotheses; the role of statistics and quantitative sociolinguistics.
(Hudson 1980, Ch. VI, pp. 191-230; Dittmar 1976, Ch. II, pp. 29-78)

5. Language Contact

Pidgins and Creoles; borrowing; language change; language maintaince and language shift; code-switching and code-mixing; multilingualism; diglossia.

Readings:


(see in particular Chs. 1, 4, 6, 7 & 10)


**Language in the Mind**

This course aims to acquaint the student with the psychological claims and the evidence for them that has emerged from study of language in performance. In addition, some preliminaries concerning the neurolinguistic basis of language can be here presented in as non-technical a fashion as possible, especially for students from the arts stream. The topics center around the mental representation of linguistic form.

1. **Phonological Forms of Linguistic Competence**

   Linear and non-linear models; speech errors.
   (Miller & Eimas 1995, Ch. 2, pp. 30-42)

2. **The Neural Basis of Speech Perception**

   Units of perceptual analysis
   (Miller & Eimas 1995, Ch. 3, pp. 63-82)

3. **Spoken Word Recognition, and Common Issues in Recognition and Production**

   (Miller & Eimas 1995, Ch. 4, pp. 98-114, 121-125)

4. **Sentence Comprehension**

   Psychological reality of computation, Categorial ambiguity and Attachment ambiguity
   (Miller & Eimas 1995, Ch. 7, pp. 218-222, 226-251; Bever & McElree 1988, pp. 35-43)
5. Language in the Brain

(Miller & Eimas 1995, Ch. 10, pp. 339-365)

Basic Texts:


Readings:

A wide variety of supplementary reading is available, depending on the students' interests. An informal, readable introduction to the subject is through Steven Pinker's popular books: Pinker, S. *The language instinct: how the mind works.*

Other References:


**Semester III**

**Language Universals and Language Typology**

1. Language Typology and Language Universals

Language typology and language universals; types of universals; genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implicational universals. Morphological types of languages- agglutinative, analytical
(isolating), synthetic fusional (inflecting), infixed and polysynthetic (incorporating) languages. Aspiration; nasalisation; retroflexion; Trubetzkoy's typology of the vowel systems; person; number; gender; case; aspect and tense. Contribution of typological research to Linguistic theory. (Comrie 1981, pp. 1-29, 39-50; Subbarao & Saxena 1987; Butt et al. 1994)

2. **Inductive vs. Deductive Approaches**

Chomsky's concept of language universals and parametric variations; word order typology. Greenburg's word order universals for verb-final and verb-medial languages and related features in terms of South Asian languages. (Lehman 1978, pp. 57-138, 169-222)

3. **Syntactic Typology**

Word order within a sentence and a noun phrase. Anaphora; monomorphic vs polymorphic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding; pronouns: inclusives-exclusive. The Principles of Binding of Chomsky; relative-correlative clauses; complementation and the quotative; verb be; pro-drop; agreement;conjunctive participles; the identical subject constraint on CP formation; lexical subjects in CPs; scope of the negative in the CP Construction.; ergativity, dative-genitive subjects. (Gair et al. 2000; Subbarao et al. 1989; Bhaskararao 2001; Masica 1974; Masica 1991)

4. **Phonological and Morphological Typology**

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

5. **Convergence and Typology**

Linguistic Area, a critical evaluation of the evidence in support of ‘India as a Linguistic Area’ (with special reference to the notion developed by Chatterjee, Emeneau, Hock); the verb say construction; synchronic evidence for diachronic problems. Convergence: constraints on convergence; constraints in syntactic change in linguistic contact situations; phonetic, phonological, morphological and syntactic features of Indo- Aryan, Dravidian, Austro-Asiatic and Tibeto- Burman language families of South Asia. (Bhaskararao & Subbarao 2001; Arora & Subbarao 1989; Subbarao & Arora 1989; Emeneau 1964; Hock 1975)

**Readings:**


**Semester III & IV**

**Computational Linguistics**

This course is intended to be a basic introduction to the major areas of computational linguistics, e.g. computational phonology, morphology and syntax, with emphasis on their practical and applied aspects.
Part A

Formal Language Theory

1. Languages, Grammars and Automata.
   (Partee, Ter Meulen and Wall. pp. 433-454)

2. Finite Automata, Regular Languages and Type 3 Grammars.
   (Partee, Ter Meulen and Wall. pp. 455-482)

   (Partee, Ter Meulen and Wall. pp. 487-505)

4. Turing Machines, Recursively Enumerable Languages and Type 0 Grammars.
   (Partee, Ter Meulen and Wall. pp. 507-525)

5. Linear Bounded Automata
   Context sensitive languages, languages between context-free and context-sensitive, transformational grammar, the Chomsky hierarchy.
   (Partee, Ter Meulen and Wall. pp. 529-563)

Part B

Unification-Based Syntax

1. Unification-based context free grammar, the PATR II formalism. (Shieber)

2. PCPATR.
   (McConnel 2000)

Part C

PCKIMMO

1. Introduction to the PC-KIMMO program, the two-level formalism

2. The Rule, Lexicon and Grammar files
   (Antworth and McConnel 1997)
Part D

AMPLE

Introduction to the AMPLE program, AMPLE command options, program interaction, standard format [5].

1. Analysis data file, dictionary code table file, dictionary orthography change table file, dictionary files, text input control file, output analysis files. (McConnel & Black 2000)

Essential Readings:


Shieber, S. M. An Introduction to Unification-Based Approaches to Grammar. Stanford, California: CSLI.


Further Readings:

Group I: Theoretical

[Select three from any one group and one each from the other three groups]

Semester III & IV

Syntax II

The course aims to give a more in-depth understanding of the Chomskyan model of grammar known as "Government and Binding", and also introduces some of the basic notions of some recent developments in the Chomskyan tradition known as "Minimalism".

1. Phrase Structure

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

2. Some Syntactic Operations and Constructions

   Movement and trace - NP Movement (passive, raising) - long-distance movement: wh-movement (questions, relativization), topicalization - scrambling - adjunction and substitution: head-to-head movement (X0 movement), movement to SPEC - deletion (VP-deletion, Gapping) - ECM (exceptional case-marking) constructions, small clauses, clefts, pseudo-clefts.

3. Some Principles of Grammar

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

4. Some Recent Developments

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


**Phonology II**

This advanced course takes the student through the details of feature geometry; rule writing in autosegmental phonology; moraic theory of the syllable; and cyclicity.

1. **Feature Geometry**

   Distinctive features; articulator theory; feature tree; characterising phonological rules; spreading, delinking, insertion and deletion; spreading of terminal features; consonant-vowel interaction (Kenstowicz 1994, Ch. IV, pp. 136-168 and pp. 192-194)

2. **Cyclic Phonology**

   Derived environment rules; strict cycle; lexical phonology; elsewhere condition; structure preservation; multistratal rules; word level (Kenstowicz 1994, Ch. V, pp. 195-237 and pp. 244-248)

3. **The Syllable**

   Syllabification; quantitative approach to syllable; moraic theory; compensatory lengthening; timing tier (Kenstowicz 1994, Ch. VI, pp. 250-309)
Further Reading:


**Morphology II**

This advanced course takes the student through the level ordering hypothesis; morphology and argument structure; the mirror principle; morphology-phonology interface.

1. **Lexical Morphology**

   Lexical strata, lexical rules and post-lexical rules; stratum ordering, productivity, conversion
   (Katamba 1993, pp. 89-132)

2. **Inflectional Morphology and Grammatical Relations**

   Verbal and nominal inflection, agreement and configurational properties; predicates, arguments, theta roles, grammatical relations, grammatical function changing rules, the Mirror Principle, Incorporation
   (Katamba 1993, pp. 205-286)

3. **Compounding**

   Types of compounds; endocentric and exocentric compounds
   (Katamba 1993, pp. 291-329)

**Required Reading:**


**Semantics II**

This course has two goals: (i) to raise the students’ facility with formalisms to a level where they can begin to read and understand classics in formal semantics such as Montague’s PTQ, and (ii) to expose them to several areas of inquiry that interface with linguistic semantics.

**Part A: Montague Grammar**

1. **Higher Order Type-theoretic Languages**
   
   (Dowty, Robert & Stanley 1988, pp. 83-111)

2. **Tense and Modal Operators**
   
   (Dowty, Robert & Stanley 1988, pp. 112-140)

3. **Montague’s Intensional Logic**
   
   (Dowty, Robert & Stanley 1988, pp. 141-178)

4. **The Grammar of PTQ**
   
   (Dowty, Robert & Stanley 1988, pp. 179-251)

**Part B: Interfaces**

5. **Computational Semantics**
   
   (Lappin 1997, pp. 459-484)

6. **Lexical Semantics**
   
   (Lappin 1997, pp. 487-507)

7. **Semantics and Cognition**
   
   (Lappin 1997, pp. 539-559)
8. Semantics, Pragmatics and Natural Language Interpretation

(Lappin 1997, pp. 561-598)

9. Semantics in Linguistics and Philosophy

(Lappin 1997, pp. 599-616)

Essential Reading:


Optional Reading:


Group II: Sociolinguistics

[Select three form one group and one each from the other three groups.]

Languages in Contact

The course critically examines the various types of outcomes of contact situations. It also refers to the models and the approaches to the study of languages in contact.

1. Socio-cultural Settings of Language Contact

(Downes 1984, pp. 39-61; Ferguson 1962, pp. 325-340; 15-32; Weinreich 1953, Ch. 4)
2. Overview of Linguistic Effects of Language Contact

(Bynon 1977, Ch. 6; Weinreich 1953, Ch. 1-2)

3. Lexical Borrowing and Assimilation


4. Convergence


5. Language Shift and Language Death


7. Code-switching: Grammatical Aspects


8. Pidgins and Creoles

Theories of Origin; Characteristics

(Holm 1982, Vol. 1, Vol. II, see in particular English-based Creoles)

Readings:


**Language Variation**

The primary objective of this course is to make students aware that in addition to categorical rules, there are variable rules in language. Depending on the person, place and topic involved in a communicative encounter and perhaps a large number of other variables, we systematically vary our language. It should be possible to isolate sociolinguistically significant diagnostic variables that will have both a social and a linguistic dimension. These variables will show variation in terms of different variants. It is often this variation across for example different age groups, sexes and social
classes that may be responsible for language change. It may also help students appreciate that if we wish to capture variation, we need some statistical techniques to handle quantitative data.

1. **Speech Community**

   Problems of definition; Individual, group and community; networks and language repertoire; variation in society; orality and literacy; language and gender; language and power; conversational rules.


2. **Levels of Variation**

   Traditional approaches to variation; the work of early dialectologists: variation at the levels of sounds, words, sentences and discourse; the significance of phonological variables and the limitations of other kinds of linguistic variables; variable rules and their limitations; variation and language change.


3. **Consequences of Variation**

   Emergence of new varieties; pidgins and creoles; convergence; language variation in multilingual societies; code mixing and switching; social psychological aspects involving attitudes and stereotypes.

   (Singh 1998, Ch. VI, pp. 71-84; Sebba 1997, Ch. I, pp. 1-36)

4. **Methodological Issues**

   Techniques of data elicitation and analysis; observer's paradox and its resolution; casual speech and its significance; measures of central tendency; correlational analysis; factor analysis.

   (Labov 1966, Chs. IV-VI, pp. 90-204; Hudson 1980, Ch. V, pp. 138-190)

**Readings:**


**Sociology of Language**

The primary objective of this course is to bring out the ways in which the research in language and society can enrich the study of both these domains of human knowledge.

1. **Sociolinguistics and the Sociology of Language**

   Formal perspectives on language and studying language in social context; myths about language; folk linguistics; study of language and society where the focus is on form; the study of language where the focus is on social issues; speech community; ethnicity; language and identity; nation, language and religion and other symbols of statehood.

   (Schiffman 1996, Ch. I, pp. 1-51; Friedrich 1972, Ch. 9, pp. 270-300; Hudson 1980, Ch. I, pp. 1-20; Coupland et al. 2001, Ch. I, pp. 29-60)
2. Language and Socialization

Language and social roles; construction of human knowledge in childhood; grammar, categories and world-view; Sapir-Whorf Hypothesis; new perspectives on linguistic relativity; deficit hypothesis and its critique; variability hypothesis and its critique; critical language awareness. (Lee 1992, Ch. II, pp. 24-48; Dittmar 1976, Ch. I, pp. 4-28; Gumperz & Levinson 1996, Ch. 1-20; Fairclough 1992, Ch. I, pp. 1-30)

3. Language Standardization

Language, dialect, variety, pidgin, creole, mixed code, standard language; standard language and social power; role of script, printing and satellite communication; language of countercultures e.g. cults. criminals; slang; linguistic attitudes. (Sebba 1997, Ch. II, pp. 37-69; Ch. VIII, pp. 235-263; Fasold 1984, Ch. II, pp. 34-60)

4. Language Planning

Mono- and Multilingual societies; typology of linguistic situations and of language policy; language planning in India: the ancient Indian situation; the colonial period and the modern times; constitutional provisions regarding language; the case of Hindi and Urdu; the hegemony of English; Three Language Formula. (Fasold 1984, Chs. IX & X, pp. 246-297; Schiffman 1996, Ch. VI, pp. 148-172)

5. Language and Ideology

Language, discourse and ideology; hegemony of English; language and gender; literacy and its politics; orality and literacy; language in mass media and advertising. (Lee 1992, Ch. V, pp. 91-108; Ch. VIII, pp. 154-184; Lankshear et al. 1987, Ch. I, pp. 1-36; Bell 1991, Ch. IX, pp. 175-211; Coupland et al. 2001, Chs. VIII & IX, pp. 212-260; Suleri 1992)

Readings:


**Bilingualism**

The primary aim of this course is to involve students in a careful examination of different aspects of bilingualism. This course should be based on a set of readings. It may be a good idea to assign readings to the students at the beginning of the course and ask them to make presentations each week. It is hoped that at least half the time will be allotted to the presentations by the students. Students should also be encouraged to collect data from bilingual situations and include it in their presentations. Special attention will be given to the individual and societal aspects of bilingualism including attitudes towards bilingualism, code-mixing, code-switching and bilingual language acquisition.

1. **Bilingual Person**

   Individual and societal aspects of bilingualism; bilingualism and multilingualism; bilingual child - development of two languages; bilingualism and the brain; bilingual language processing; bilingualism and cognitive achievement; social contexts.  
   (Romaine 1989, Ch. V, pp. 165-215)

2. **Sociolinguistic Aspects**

   Description and measurement of individual and societal bilingualism; patterns of language use; questions of language policy in bilingual societies; Diglossia and bilingualism; issues of maintenance and shift.  
   (Romianc 1989, Ch. II, pp. 23-75; Hamers & Blanc 1983, Ch. III, pp. 60-83)
3. **Linguistic Aspects**

Contact and convergence; borrowing and interference; code-mixing and code-switching; constraints on code mixing; pragmatic aspects of code mixing.

(Romiane 1989, Ch. III, pp. 76-109; Grosjean 1982, Ch. VI, pp. 289-342)

4. **Social Psychological and Pedagogical Aspects**

Language and identity; attitudes and stereotypes; bilingual education; typology of bilingual situations and educational policies; the question of ethnic minorities and immigrants.

(Romiane 1989, Ch. VI, pp. 216-255; Hamers & Blanc 1983, Ch. V, pp. 115-134; Ch. VIII, pp. 187-214)

**Readings:**


**Group III: Computational Linguistics**

[Select three from one group and one each from the other three groups.]

**Statistical Approaches to Language Processing**

This course is concerned with the application of statistical methods to the study of Natural language. The emphasis is on introducing a corpus-based alternative to the study and analysis of introspective data.
Part A: Parsing and Probability

1. **Context-free Grammars, Chart Parsing**
   
   (Charniak 1993, pp. 1-19)

2. **Probability Theory, Statistical Models, Speech Recognition, Entropy, Markov Chains, Cross Entropy, Cross Entropy as a Markov Evaluator**
   
   (Charniak 1993, pp. 21-37)

3. **Trigram Models of English, Part-of-Speech Tagging**
   
   (Charniak 1993, pp. 39-43, 45-52)

4. **Probabilistic Grammars, PCFGs and Syntactic Ambiguity, PCFGs and Grammar Induction, PCFGs and Ungrammaticality**
   
   (Charniak 1993, pp. 75-86)

Part B: Probabilistic Parsing

5. **Syntactic Disambiguation of PP’s, Using Semantic Information for Syntactic Disambiguation, Relative Clause Attachment, Uniform use of Lexical/Semantic Information**
   
   (Charniak 1993, pp. 119-35)

6. **Clustering, Clustering by Next Word, Clustering with Syntactic Information, Problems with Word Clustering**
   
   (Charniak 1993, pp. 135-46)

7. **Disambiguating Word Senses with and without outside Information, Meanings and Selectional restrictions**
   
   (Charniak 1993, pp. 147-162)
Readings:


**Parsing and Generation**

An introduction to logic-based syntactic processing using Prolog involving a fair of amount of formal/implementational work and targeting postgraduate students familiar with basic predicate logic.

1. **Part A: Prolog and CFG's**

   Prolog, unification, context-free grammars, definite clause grammars
   (Pereira & Stuart 1987, pp. 1-90)

2. **Part B: Natural language applications**

   Semantic interpretation, extending syntactic coverage, dialogue programs, user interaction
   (Pereira & Stuart 1987, pp. 91-158)

3. **Part C: Interpreters and parsing**

   Prolog in Prolog, interpreters for DCG's, bottom-up and tabular parsing.
   (Pereira & Stuart 1987, pp. 159-210)

**Essential Reading:**


**Optional Readings:**

Syntactic Models

Introduction to unification and constraint-based grammars with a relatively detailed study of one of the models that is extensively used in computational processing of natural language.

Part A: Unification-Based Grammars

(Shieber 1986; Sells 1985, See Chapterss on GPSG and LFG)

Readings:


Part B: HPSG

Head-Driven Phrase Structure Grammar
(Sag, Ivan & Wasow 1999, Relevant chapters)

a) Typed feature structures, Head Feature Principle, the COMPS and SPEC features, agreement,

b) Head-Complement Rule, HeadSpecifier Rule, Head-Modifier Rule, Coordination Rule,

c) Imperative Rule, Valence Principle, Argument Realization Principle, Case Constraint. Minimal Recursion Semantics (MRS), Predications, Modification, Semantic Composition


Readings:


OR
Part C: TAG

Tree-Adjoining Grammar

(The XTAG Research Group. 1999 Relevant chapters)

a) TAG formalism, lexicalization, unification-based features, tree selection, tree database, tree grafting, tree families and subcategorization frames, case and PRO.

b) Verb classes, ergatives, subjects and complements, the copula, raising verbs and small clauses, ditransitive constructions, dative shift.

c) Sentence types, passives, extraction, relative clauses, adjunct clauses, imperatives.

d) Gerund NP’s, determiners and noun phrases, modifiers, auxiliaries, conjunction, comparatives.

Readings:


Computational Morphology

An introduction to computational morphology, its nature and applications. Much of the discussion centres around the two-level approach of KIMMO, and provides an in-depth introduction to one of the best-known and most widely used paradigms of morphological processing.

Part A: Nature, Function and Applications

1) Natural language applications: speech applications, word processing, document retrieval (Sproat 1992, pp. 1-14)

2) Nature of morphology: Form, function and rules; morphotactics, phonology and psycholinguistic evidence. (Sproat 1992, pp. 15-123)

Part B: Computational Approaches

Essential Reading:


Optional Reading:

Antworth, E.L. *PC-KIMMO: A Two-level Processor for Morphological an*.

Group IV: Psycholinguistics

[Select three from one group and one each from the other three groups.]

Child Language Acquisition

This course deals with the empirical investigation and the theorization of the process of early language development. Issues in syntax (e.g., inferences about the initial state of he language faculty and evidence for parameter setting), and in the development of argument structure and phonological/phonetic systems are considered.

1. **Phonological development**

   Early speech production and perception (categorical perception, word segmentation, babbling) to mature system

2. **Syntactic and semantic bootstrapping**

   Stages of sentence production; emergence of functional categories and projections

3. **Lexical acquisition**

   Lexical categories and the natural partitions hypothesis (the noun advantage), regular and irregular morphology; lexical mapping.

4. **Learnability issues**

   Development of UG principles (quantification and binding) and parameter setting; dairy Studies, large sample studies and longitudinal studies; language acquisition and multilingualism; motherese; emergence of linguistic awareness; acquisition of discourse strategies.
Preliminary Reading:


Recommended Reading:


Additional Readings:

Classics


**Contemporary**


**Second Language Research**

Second language research aims to explain the capacity to acquire other languages than those learnt in early infancy, and to relate this to the human capacity for language acquisition. What is the role of age, motivation, and language instruction and exposure, in attainment and performance levels? The relation of the language “input” and the acquired “object” to universal cognitive and linguistic possibilities and constraints is explored.

1. **The Linguistic Environment**

   First, second and foreign languages, age differences and socio-psychological factors

2. **Developmental Perspectives**

   Acquisitional orders and markedness, interlanguage, effects and non-effects of instruction, input and adjustments to input

3. **Attainment Levels**

   Competencies and performance, critical age; second language loss
4. Research Methodologies

SLA and child language acquisition; longitudinal, cross-sectional; qualitative, quantitative; introspection, observation, experiment, data elicitation, measurement of performance; historical perspective (contrastive and error analysis)

Recommended texts:


Preparatory Texts:


Recommended Reading:


**Language Disorders**

1. **Broca and Localization of the Language Faculty**
   
   (Caplan 1987, Ch. 3, pp. 43-49, in Part II: Clinical aphasiology and neurolinguistics)

2. **Linguistic Aphasiology**

   a) **Linguistic descriptions and aphasic syndromes Topic**: (Clinical varieties of Aphasia)

   (Caplan 1987, Ch.11)

   b) **Disturbances of lexical semantic representation**

   (Caplan 1987, Ch.12)

   c) **Disturbances of the sound system**

   (Caplan 1987, Ch.13)

   d) **Acquired dyslexia**

   (Caplan 1987, Ch.14)
e) Disturbances of sentence production: agrammatism

(Caplan 1987, Ch.15)

f) Disturbances of sentence comprehension

(Caplan 1987, Ch.16)

g) Overview of linguistic aphasiology

(Caplan 1987, Ch.17)

Basic Text:


Recommended Texts:


Hyltenstam, K. and Obler, L. K. (eds.) *Bilingualism Across the Lifespan*. Cambridge: Cambridge University Press. (See Chs. 1, 2, 4, 5, 10, 11, 12 & 13)


Menn, L., O’Connor, M., Obler, L. K., & Holland, A. 1995. Non-Fluent Aphasia in a Multilingual World. Amsterdam: John Benjamins. (For Childhood aphasia and other 19 disorders)

Obler, L. K. 1989. The Bous Trophedal Brain Laterality and Dyslexia in Bi-directional Readers. In Hyltenstam, K. and Obler, L. K. (eds.) (See Ch. 9)


Psycholinguistics
Reading Research

The mapping of a visually presented word to its counterpart in the mental lexicon (i.e., the process of visual "lexical access") is the single and important difference between the visual and aural modalities of language understanding, which (otherwise) rely on modality-independent processes such as use of contextual constraints, syntactic parsing and memory, to arrive at an understanding of the message. This course will present the state-of-the-art knowledge about single word reading from multiple perspectives: normal adult reading, developmental processes, pathologies and remediation, and computer modelling.

1. The Reading Brain
   (Klein & McMullen 1999, pp. 1-21)

2. Normal Adult Reading and its Development
   (Klein & McMullen 1999, pp. 23-56; Goswami 1999, pp. 57-75)

3. Brain Imaging of Reading Subprocesses
   (Posner and McCandliss 1999, pp. 305-337)
4. Acquired Dyslexia

(Buchanan, Hildebrandt & MacKinnon 1999, pp. 191-220)

5. Integrating Themes in Reading Research

(Carr 1999, pp. 459-491)

Readings:


Other Texts:

There are a variety of journals. Work published by Bishop and Leonard on Specific Language Impairment is relevant.
Conclusion

Every institution may like to modify or reorganize this syllabi according to its needs. The syllabi is largely suggestive in nature. At the Undergraduate level, we have proposed that Linguistics may be introduced as a subject in the well-established B.A./B.Sc. programme with 8 courses of 3 credits each. Four of these courses are really foundational in nature and should be compulsory; there is a large variety of choice in the four optional courses and some institutions may like to devise new courses in these areas. Courses may, for example, be designed on ‘Language and Education’, ‘Language and Politics’, ‘Structure of a Language’ etc. At the Postgraduate level, we have suggested a 16 course programme, each course having 4 credits. Of these, 10 courses are compulsory and 6 optional, again to be chosen from a wide variety of theoretical, sociolinguistic, psycholinguistic and computational linguistic courses. Once again new courses such as ‘Language and Ideology’, ‘Indian Grammatical Tradition’, ‘Language Processing’ etc. may be developed.

One course which we feel should be a compulsory part of the Postgraduate programme is ‘Field Methods’. It trains students in eliciting data from the native speaker of the language first in classroom and then, if possible, in real community situation. Training is given in recording, transcribing, analyzing with interlinear translation and writing the grammar of this language that includes among others, sound system (phonetics and phonology), word formation systems (morphology), syntax, semantics and sociolinguistic aspects. In this course, an effort is made to introduce students to a language that is not known to them. They learn to collect data and to transcribe it accurately. They can then choose topics in different areas such as phonology, morphology, syntax etc. to describe the structure of this new language. In some universities, this is already a well-established course and students in addition to collecting data in their respective institutions also go to the field to work with the speech community that actually uses that language. This course could be offered as a compulsory course in the second year and evaluated on the basis of a small term paper/dissertation. One recent book we may mention this context is by Anvita Abbi (A Manual of Linguistic Field Work and Structure of Indian Languages, Lincom Europa, Munich, 2001).

The new language on which students may work may also be a learner language – either child language, or a second or foreign language. We mention this here because in the Indian context, there is a need to develop tools such as the MacArthur Communicative Development Inventory of Words and Gestures for our own languages, for assessing early language development. The transcription of speech in natural contexts poses problems of abstraction and observation not usually encountered in classroom exercises; Elinor Ochs’ chapter on “Transcription as Theory” captures some of these problems (Chapter 3 in Ochs and Schieffelin (eds.) 1979, Developmental...
Praqmatics, Academic Press). Again, Chapters 1 & 2 in McDaniel, McKee and Cairns (eds.) 1996, Methods for Assessing Children's Syntax, deal with the collection of spontaneous language data and the analysis of such spontaneous speech. The CHILDES data base (B. MacWhinney, 1995, Lawrence Erlbaum Ass., NJ) is now a standard computerised format for developmental data, and students need to familiarise themselves with its transcription conventions which have been worked out for a variety of European languages, and evolve conventions appropriate to the Indian multilingual situation (when, for example, a form is coded as a borrowing, and when it is characterised as a code-switched form.).