

**SYLLABUS**  
**Rev. CBCS**  
**(2023 onwards)**

**MA LINGUISTICS**

<b>SEMESTER I</b>	<b>Title</b>	<b>Credits</b>
LN23101CR	<b>General Linguistics</b>	<b>04</b>
LN23102CR	<b>Foundations of Linguistics</b>	<b>04</b>
LN23103CR	<b>Phonetics</b>	<b>04</b>
LN23104DCE	<b>Functional English</b>	<b>04</b>
LN23105DCE	<b>Translation &amp; Lexicography</b>	<b>04</b>
LN23106DCE	<b>Basic Syntax</b>	<b>04</b>
LN23100GE	<b>Introduction to Language and Media</b>	<b>02</b>
LN23100OE	<b>Introduction to Linguistics</b>	<b>02</b>

<b>SEMESTER II</b>	<b>Title</b>	<b>Credits</b>
LN23201CR	<b>Phonology</b>	<b>04</b>
LN23202CR	<b>Morphology</b>	<b>04</b>
LN23203CR	<b>English Communicative Skills-I</b>	<b>04</b>
LN23204CR	<b>Semantics</b>	<b>04</b>
LN23205DCE	<b>Psycholinguistics</b>	<b>04</b>
LN23206DCE	<b>Historical Linguistics</b>	<b>04</b>
LN23207DCE	<b>Applied and Interdisciplinary Linguistics</b>	<b>04</b>
LN23208DCE	<b>Computational Linguistics</b>	<b>04</b>
LN23200GE	<b>Introduction to Functional English</b>	<b>02</b>
LN23200OE	<b>English Communicative Skills</b>	<b>02</b>

<b>SEMESTER III</b>	<b>Title</b>	<b>Credits</b>
LN23301CR	<b>Syntactic Structures</b>	<b>04</b>
LN23302CR	<b>Sociolinguistics</b>	<b>04</b>
LN23303CR	<b>Field Linguistics</b>	<b>04</b>
LN23304DCE	<b>English Communicative Skills- II</b>	<b>04</b>
LN23305DCE	<b>Language Typology and Universals</b>	<b>04</b>
LN23306DCE	<b>Language and Media</b>	<b>04</b>
LN23307DCE	<b>Stylistics and Discourse Analysis</b>	<b>04</b>
LN23300GE	<b>Introduction to Stylistics</b>	<b>02</b>
LN23300OE	<b>Introduction to Translation</b>	<b>02</b>

<b>SEMESTER IV</b>	<b>Title</b>	<b>Credits</b>
LN23401CR	<b>Language Acquisition and Teaching</b>	<b>04</b>
LN23402CR	<b>Language Processing</b>	<b>04</b>
LN23403CR	<b>ELT</b>	<b>04</b>
LN23404CR	<b>Fieldwork Dissertation</b>	<b>04</b>
LN23405DCE	<b>Schools of Linguistics</b>	<b>04</b>
LN23406DCE	<b>Language and Education</b>	<b>04</b>
LN23407DCE	<b>Kashmiri Language and Linguistics</b>	<b>04</b>
LN23408DCE	<b>Urdu Language and Linguistics</b>	<b>04</b>
LN23409DCE	<b>Academic Writing and Creative Writing</b>	<b>04</b>
LN23400GE	<b>Introduction to ELT</b>	<b>02</b>
LN23400OE	<b>Introduction to Applied Linguistics</b>	<b>02</b>

# SEMESTER I

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LN23105DCE	<b>Translation &amp; Lexicography</b>	<b>04</b>
LN23106DCE	<b>Basic Syntax</b>	<b>04</b>
LN23100GE	<b>Introduction to Language and Media</b>	<b>02</b>
LN23100OE	<b>Introduction to Linguistics</b>	<b>02</b>

**COURSE OBJECTIVES**

- To provide introductory remarks on language in general and linguistics in particular.
- To understand the characteristics and functions of Human Languages.
- To know about the different facets of Linguistics.

**COURSE OUTCOMES**

- After successfully completing the course students shall be able to:
- Develop an understanding of language, its description and use.
- Have an understanding of the structure of language at different levels of linguistic description.
- Develop the understanding of the various branches of Linguistics and their applications.

**UNIT I**

Fundamental Notions about Human Language; Definition and Design Features of Language, Speech/Writing.

Definition and Conceptual Understanding of Linguistics, Scientific Nature of Linguistics.

**UNIT II**

Primary Concepts about the Origin of Language; Nature-Nurture, Natural Adaptation, Anthropological Views.

Grammatical Traditions of Language.

**UNIT III**

Rise of Comparative Linguistics; Typological Comparison, Genetic Comparison.

Twentieth Century Linguistics, Basic concepts, Structuralism.

**UNIT IV**

Twentieth Century American Linguistics: Behaviourism, Antibeaviourism, Cognitive Views.

**Suggested Readings:**

Atchison, J. *Linguistics*. Cambridge University Press.

Beaugrande, R. 1991. *Linguistic Theory*. Longman. Linguistics. Longman.

Benveniste, Emile. 1971. *Problems in General Linguistics (Translated by Mary Elezabeth Meade)*. University of Miami Press, Florida.

Gleason, H.A. 1968. *An Introduction to Descriptive Linguistics*. Oxford and IBH Publishing Company.

Hockett, C.F. 1959. *A Course in Modern Linguistics*. Macmillan.

Robbins, R.H. 1964. *General Linguistics: An Introductory Survey*. Longman.

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

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

Saussure, F. *A course in General Linguistics*. Cambridge, Cambridge University Press.

Yule, G. 1985. *Study of Language*. Cambridge University Press.

**COURSE OBJECTIVES:**

- To understand the basic concepts in Phonology, Morphology, Syntax and Semantics.
- To understand linguistic analysis at various levels.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand relationship between language and linguistics.
- Talk about the basic concepts from core linguistics.

**UNIT I**

Phonology:

Basic concepts of Phonology, Phoneme, Phone, Allophone, Phonemic Variation, Minimal Pairs, Complementary Distribution, Distinctive Features.

**UNIT II**

Morphology:

Morpheme, Morph, Allomorph, Lexeme, Word and Word Forms, Inflectional Morphology, Derivational Morphology, Word Formation Processes.

**UNIT III**

Syntax:

Basic concepts of Syntax, Types of Grammar, Word Class, Form Class, Substitution Frame Constituents and Constituency Tests.

Constructions: Endocentric and Exocentric, IC Analysis

**UNIT IV**

Semantics: Basic concepts of Semantics, Semantics in Linguistic Theory, Compositionality of Meaning, Theories of Meaning (Denotational, Conceptual and Use Theory of Meaning), Sense Relations.

**Suggested Readings:**

Atchison, J. *Linguistics*. Cambridge: Cambridge University Press, 1995.

Fromkin, V.A. (ed) *Linguistics: An Introduction to Linguistic Theory*. Blackwell, 1988.

Gleason, H.A. *An Introduction to Descriptive Linguistics*. Oxford and IBH Publishing Company. 1968.

Hockett, C.F. *A Course in Modern Linguistics*. Macmillan, 1959.

Lyons, J. *Language and Linguistics*. Cambridge, Cambridge University Press, 1981.

Yule, G. *Study of Language*. Cambridge University Press, 1985.

Saussure, F. *A Course in General Linguistics*. Cambridge, Cambridge University Press, 1916.

Sapir, Edward. *Language, an Introduction to the Study of Speech*. New York: Harcourt, Brace and Co, 1921.

Bloomfield, Leonard. *Language*, 2nd revised edition. New York: Henry Holt and Co, 1933.

- Chomsky, Noam. *Syntactic Structures*. (Janua Linguarum series minor 4). Den Haag: Mouton, 1957.
- Corballis, Michael. *From Hand to Mouth: The Origins of Language*. Princeton, NJ: Princeton University Press, 2002.

**COURSE OBJECTIVES:**

- To explain the role of organs of speech in articulation of speech sounds.
- To introduce physical properties of speech sounds.
- To discuss Suprasegmental Phonology.

**COURSE OUTCOMES:** After completing the course students shall be able to:

- Understand the role of air-stream mechanism and concept of phonation in articulation of speech sounds.
- Understand the description and classification of consonants and vowels.
- Use certain soft-wares for acoustic analysis of speech sounds.

**UNIT I**

Phonetics, Branches– Articulatory, Acoustic, Auditory and Instrumental Phonetics, Organs of Speech, Air Stream Mechanism and its Types.

**UNIT II**

Description of Speech Sounds: Consonants, Vowels, Liquids and Glides  
Cardinal Vowels, Vowel Space, Monophthongs and Diphthongs  
Phonation and its Major Types

**UNIT III**

Introduction to Acoustics of Speech  
Speech Wave, Frequency, Wave length, Amplitude, Time  
Formant Structure: F0, F1, F2 and F3  
Introduction to Speech Software

**UNIT IV**

Suprasegmental Features – Syllable Identification, Structure, Weak & Strong Syllable, Consonant Cluster, Syllabic Consonant, Stress, Pitch, Duration, Rhythm, Intonation, IPA Symbols and their Importance, Phonetic vs. Phonemic Transcription.

**Suggested Readings:**

- O’Conner, J.D. *Phonetics*. Penguin, 1973.  
O’Conner, J.D. *Better English Pronunciation*. Cambridge University Press, 1967.  
Roach, P. *English Phonetics and Phonology*. Cambridge University Press, 1983.  
Abercrombie, David. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press, 1967.  
Laver, John. *Principles of Phonetics*. Cambridge University Press, 1994.  
Davenport, Mike, and Stephen J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2013.  
Yallop, Colin, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. Blackwell, 2007.  
Ashby, Michael, and John Maidment. *Introducing Phonetic Science*. Cambridge University Press, 2005.

**COURSE OBJECTIVES:**

- To understand the functional aspects of language and differentiate it with descriptive and prescriptive approaches.
- To develop an understanding of varieties of English and various functions of word classes in English language.
- To understand the relation between language structures and their functions.

**COURSE OUTCOMES:** After completing the course, students should be able to:

- Develop an understanding of the functional perspective of language.
- Understand English word classes and their functional aspect.
- Understand the functions of English structures above word level.

**UNIT-I**

Functional English: Functional Perspectives on Language

Buhler's Approach to Language

Halliday's Approach to Language

Prescriptive, Descriptive Approaches, Grammaticality — Acceptability.

**UNIT-II**

Varieties of English Language: British (RP), American and Indian.

Basic Notions in Language -Transitivity, Modality and Passivization.

Referring to People and Things (nouns) — Describing People/Things.

Words used as Classifiers, Quantifiers, Qualifiers etc.

Making a Message — Transitivity — Complementation using Verbs Together.

Making Statements, Questions.

**UNIT-III**

Making Requests — Types of Requests.

Expressing Likes and Dislikes.

Making Decisions and Intentions.

Expressing Sympathy, Apologizing, Asking for Information, Seeking Permission.

**UNIT-IV**

Time Expression — Talking about Present, Past and Future Events.

Reporting Verbs — Reporting Speech vs Reported Speech.

Structuring Information — Selecting Focus — Passive Voice.

Introducing Something New — Using Adjuncts.

**Suggested Readings**

*Brown, P., & Levinson, S. (2019). Politeness: Some Universals in Language Usage (2nd ed.). Cambridge University Press.*

*Buhler, K. (2019). Theory of Language: The Representational Function of Language. Routledge.*



- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2021). Teaching Pronunciation: A Course Book and Reference Guide (3rd ed.). Cambridge University Press.*
- Crystal, D. (2020). The Cambridge Encyclopedia of the English Language (3rd ed.). Cambridge University Press.*
- Halliday, M. A. K. (2018). An Introduction to Functional Grammar (4th ed.). Routledge.*
- Holmes, J. (2018). An Introduction to Sociolinguistics (5th ed.). Routledge.*
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (2020). A Comprehensive Grammar of the English Language. Routledge.*
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (2020). A Comprehensive Grammar of the English Language. Routledge.*

**COURSE OBJECTIVES:**

- To introduce students to the basic concepts of translation.
- To impart the knowledge of various theories and principles of translation.
- To impart the knowledge of translation in different contexts.
- To introduce the students to the basics of lexicography

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the basic concepts of translation.
- Understand the concept of untranslatability due to the variation in linguistics, style and culture.
- Have an idea of text-types and different roles of linguistics in translation studies.

**UNIT I**

Definition and Theories of Translation, Linguistics and Translation, Process of Translation, Source Language and Target Language, Text Analysis and Restructuring, Analysis of Meaning.

**UNIT II**

Different Types of Translation: Intralingual and Interlingual, Full and Partial, Total and Restricted; Rank Bound and Unbounded Translation, Issues in Translation: Equivalence, Loss and Gain, False Friends, Translation Shifts, Untranslatability.

**UNIT III**

Kinds of Texts: Translation of Technical Texts, Legal Text, Religious and Literary texts, Translation vs. Transcreation, Techniques of Adjustment: Additions, Subtractions, Alterations. Practical Work: Translation of Newspaper Headlines and News Items from English and Urdu to Kashmiri and vice versa; Translation of Literary Texts from Kashmiri/Urdu/Hindi to English and vice versa.

**Unit IV**

Introduction to Lexicography, Lexicology vs. Lexicography, Linguistics and Lexicography, Different kinds of Dictionaries, Different Stages in Dictionary Making.

**Suggested Readings:**

- Bell, R.T. and Christopher, N.C. *Translation and Translating: Theory and Practice*. Oxford Clarendon, 1989.
- Catford, J.C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press, 1965.
- Gideon, T. *Translation Across Cultures*. New Delhi, Bahri Publications, 1987.
- Nida, E. *The Theory and Practice of Translation*. The United Bible Society, 1982.
- Nida, E. *Towards a Science of Translation*. Netherlands: Leiden and E. J. Brill, 1964.
- Newmark, P. *A Textbook of Translation*. Prentice Hall, 1988.
- Ray, M.K. *Studies in Translation*. Atlantic Publisher and Distributors, 2002.
- Tejawini, N. *Sitting Translation*. California, University of California Press, 1992.

- Atkins, B. T. Sue, and Michael Rundell. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press, 2008.
- Durkin, Philip. *The Oxford Handbook of Lexicography*. Oxford: Oxford University Press, 2016.
- Fuertes-Olivera, Pedro A. *The Routledge Handbook of Lexicography*. Abingdon, UK, and New York: Routledge, 2018.
- Svensén, Bo. *A Handbook of Lexicography: The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press. 2009.
- Zgusta, Ladislav. *Manual of Lexicography. Janua Linguarum Series Maior 39*. Berlin: de Gruyter Mouton, 2010.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2013.
- Boase-Beier, Jean. *A Critical Introduction to Translation Studies*. Bloomsbury Publishing, 2011.

**COURSE OBJECTIVES:**

- To discuss the basic concepts in grammar.
- To discuss transformation and its various types.
- To discuss Binding theory.

**COURSE OUTCOMES:**

After successfully completing the course students shall be able to:

- Understand the basic concepts of grammar.
- Elaborate the concepts of Principle and Parameter Theory, Transformation Rules and Constraints in Generative Enterprises.

**UNIT I**

Parts of Speech, Tenses, Modals, Auxiliaires  
 Understanding Phrases and Clauses, Introduction to PSG  
 Sentences : Syntactic and Semantic Types  
 Standard Theory: Why?, Description

**UNIT II**

Transformations: Addition, Deletion, Substitution and Movement  
 Conditions on Transformations: Ross's Constraints  
 Crisis within ST, Formulation of EST, REST  
 Introduction to Principles and Parameters, Innateness

**UNIT III**

Theory of Government and Binding, C-command  
 X bar Theory, Need for X bar, Complement Adjunct Distinction, Notion of Head and Main Features.  
 M- command and Government

**UNIT IV**

Theta Theory and Theta Criterion, Case Theory and Case Filter, Exceptional Case marking.  
 Binding Theory and Binding Conditions: A, B & C; Projection Principal and Extended Projection Principle

**Suggested Readings:**

- Chomsky, N. *Syntactic Structures*. The Hague, Mouton, 1957.  
 Chomsky, N. *Aspects of the Theory of Syntax*. The Hague, Mouton, 1965.  
 Culicover, P.W. *Syntax*. London, Academic press, 1976.  
 Fabb, N. *Sentence Structure*. London, Routledge, 1994.  
 Freidin, R. *Foundations of Generative Syntax*. Cambridge, Mass, MIT Press, 1992.  
 Jacobs, A.R. and Rosenbaum, S. P. *English Transformational Grammar*. New Roberts, 1997.  
 Koeneman, O., Hedde Zeijlstra. *Introducing Syntax*. Cambridge University Press, 2017.

Fowler, R. *An Introduction to Transformational Syntax: Vol 20*. Routledge, 2016.  
Radford, A. *English Syntax: An Introduction*. Cambridge University Press, 2017.  
Tallerman, M. *Understanding Syntax*. (2nd ed.), Hodder Education, 2005.  
Talasiewicz, M. *Philosophy of Syntax: Foundational Topics*. Springer, 2012.  
Carnie, A. *Modern Syntax*. Cambridge University Press, 2011.

**COURSE OBJECTIVES:**

- To develop basic understanding of communication and mass communication
- To develop understanding of electronic and print media
- To develop knowledge about language of media and language of advertising which includes use of persuasive strategies

**COURSE OUTCOMES:** After the completion of course, students should be able to:

- Understand the relationship between communication and mass communication
- Understand nature and models of mass communication
- Understand the relationship of electronic and print media
- Understand the features of language of media

**UNIT I**

Communication, Communication and Mass Communication, Nature of Mass Communication, Models of Mass Communication.

**UNIT II**

Mass Media: Electronic and Print,  
News writing for Radio and Television,  
Language of Advertising,  
Persuasive Strategies in Advertising.

**Suggested Readings**

Chaffee, Steven H., and John C. Metzger. *The Enduring Nature of Mass Communication Theories*. Routledge, 2019.

Dominick, Joseph R. *The Dynamics of Mass Communication: Media in the Digital Age*. 13th ed., McGraw-Hill Education, 2020.

Lankshear, Colin, and Michele Knobel. *New Literacies: Everyday Practices and Social Learning*. Open University Press, 2021.

Pennycook, Alastair. *Language and Media: A Resource Book for Students*. Routledge, 2018.

Severin, Werner J., and James W. Tankard Jr. *Communication Theories: Origins, Methods, and Uses in the Mass Media*. 7th ed., Routledge, 2018.

**Websites**

Centre for Media Literacy. "Key Concepts of Media Literacy". Centre for Media Literacy, [www.medialit.org/reading-room/key-concepts-media-literacy](http://www.medialit.org/reading-room/key-concepts-media-literacy). Accessed 15 May 2023.

*The Language and Media Lab*. Stanford University, [languageandmedialab.stanford.edu/](http://languageandmedialab.stanford.edu/). Accessed 20 May 2023.

**COURSE OBJECTIVES:**

- To understand the concepts of design features and functions of human Language.
- To give an idea about how the knowledge of Linguistics can be applied in other domains.
- To make the students aware about the works by some of the prominent figures in Linguistics.

**COURSE OUTCOMES:** After the completion of the course, the students shall be able to:

- Distinguish between human and animal communication.
- Talk about the landmark developments in the study of language.

**UNIT I**

Basic Concepts about Human Language:  
Human and Non-Human Communication  
Design Feature of Human Language  
Language and Society

**UNIT II**

The Concept of Linguistic Sign  
Syntagmatic and Paradigmatic Relation  
Langue and Parole  
Competence and Performance

**Suggested Reading:**

- Atchison, J. Linguistics. Cambridge, Cambridge University Press.*  
*Crystal, D. 1980. First Dictionary of Linguistics and Phonetics. London: Andre Deutsch.*  
*Coulmas, F. 1989. Writing System of the World. Oxford: Black well.*  
*Daniels, P.T., and W. Bright. 1996. The World's Writing Systems. New York: Cambridge University Press.*  
*Fasold, R. & J. Connor-Linton. 2006. An introduction to language and linguistics. Cambridge: Cambridge University Press.*  
*Fromkin, V., and R. Rodman. 1974. An Introduction to Language. New York: Holt, Rinehart and Winston. (2nd Edition).*  
*Hockett. C.F. 1958. A Course in Modern Linguistics. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.*  
*Joos, M. (ed.) 1957. Readings in Linguistics, Vol. I. Washington: American Council of Learned Societies.*  
*Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge University Press*

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LN23201CR	<b>Phonology</b>	<b>04</b>
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LN23208DCE	<b>Computational Linguistics</b>	<b>04</b>
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LN23200OE	<b>Introduction toEnglish Communicative Skills</b>	<b>02</b>



**COURSE OBJECTIVES:**

- To understand the basic concepts of the functioning of speech sounds.
- To elaborate the concept of Distinctiveness as a property of phonemes.
- To understand the various approaches in the study of phonology.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Comprehend the basic concepts of phonetics and phonology.
- Understand the preliminary concepts of distinctive feature theory developed by Prague School.
- Apply the knowledge of Distinctive feature theories.
- Understand and identify various prosodic features of speech.

**UNIT I**

Phonetics vs Phonology

Phoneme and its Psychological Reality, Allophones, Minimal Pairs.

Phonemic Inventory and Phonotactics

**UNIT II**

Prague School- Neutralization and Archiphoneme, Trubetzkoy's Distinctive Oppositions, Bilateral, Multilateral, Proportional Oppositions, Isolated, Privative, Gradual, Equipollent Oppositions.

**UNIT III**

Concept of Distinctive Features, Distinctive Features of Chomsky and Halle, Laryngeal Features, Stricture Features, Rule Ordering.

**UNIT IV**

Prosodic Phonology: Syllable, Foot, Mora, Word, Phonological Phrase, Intonational Phrase.

Tone, Tone Contours, Nasal Spread, Vowel Harmony

Optimality Theory and its Relevance

**Suggested Readings:**

Clark, J. *Introduction to Phonetics and Phonology*. Basil Blackwell, 1990.

Fromkin, V. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell, 2000.

Goldsmith, J. *Phonological Theory: Essential Readings*. Cambridge: Blackwell, 1999.

Goldsmith, J. *The Handbook of Phonological Theory*. Cambridge: Blackwell, 1996.

Spencer, Andrew. *Phonology: Theory and Description*. Vol. 9. Wiley-Blackwell, 1995.

Jacques, Durand. *Generative and Non-Linear Phonology*. Routledge, 2014.

Hayes, Bruce. *Introductory Phonology*. Vol. 32. John Wiley & Sons, 2011.

Shockey, Linda. *Sound patterns of Spoken English*. John Wiley & Sons, 2008.

Davenport, Mike, and Stephen J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2013.

Goldsmith, John A., Jason Riggle, and C. L. Alan, eds. *The Handbook of Phonological Theory*. Cambridge, MA: Blackwell, 1995.

**COURSE OBJECTIVES:**

- To understand the system of morphological structures in languages.
- To understand different processes of word formation rules.
- To learn how the morphology and syntax interface.

**COURSE OUTCOMES:** After successfully completing the course students shall:

- Have an understanding of morphology as an important branch of Linguistics.
- Have an understanding of the basic concepts in morphology.
- Be able to identify and analyze the word structure of languages.
- Have an understanding of various word formation processes, morphophonemic and morphological processes in language.

**UNIT I**

Morphology: An Introduction

The Concept of Morpheme, Morph and Allomorph

Types of Morphemes: Free, Bound, Empty, Zero, etc.

The Concept of Root, Stem and Base

Phonologically and Lexically Conditioned Allomorphs

**UNIT II**

Inflectional Morphology: Inflections and their Properties

Derivational Morphology: Derivations and their Properties

Affixes and their Types

Hocket's Model for Morph analysis: Item and Arrangement, Item and Process, Word and Paradigm with examples from Kashmiri, Urdu and English

**UNIT III**

The Notion of Word and its different interpretations, Concept of Lexeme and Word Forms

Word Building Processes: Coinage, Borrowing, Clipping, Blending, Back-formation, Compounding etc.

**UNIT IV**

Nida's principles of Morph Analysis

Clitics and their Function, Incorporation

Morphophonemics: An Introduction

Productivity and Blocking.

Sandi: Internal and External

**Suggested Reading :**

Booij, Geert. *The Grammar of Words: An Introduction to Linguistic Morphology*. 2nd ed. Oxford University Press, 2007

Carstairs-McCarthy, A. *Current Morphology*. Routledge, 1992.  
Katamba, F. and J.T. Stonham. *Morphology*. Palgrave Macmillan, 2006.  
Matthews, P. *Morphology*. 2nd edition. Cambridge University Press, 1991.  
Spencer, A. *Morphological Theory*. Blackwell, 1991.  
Haspelmath, M. *Understanding Morphology*. (2nd ed.) Hodder Education, 2010.

**COURSE OBJECTIVES:**

- To introduce students to the theory of communication.
- To discuss the communication process and the relationship between language and communication.
- To discuss various types of communication.
- To discuss the skills of listening and speaking.

**COURSE OUTCOMES:** After completing the course the students should be able to:

- Understand and apply communication theory
- Critically think about communication processes and messages
- Interact skillfully and ethically through the modalities of listening and speaking.

**UNIT I**

Role of Language in Communication, Theory and Models of Communication, Purpose of Communication, Process of Communication, Barriers to Communication, Measures to Overcome the Barriers to Communication.

**UNIT II**

Types of Communication, Verbal Communication, Importance of Verbal Communication, Non-verbal Communication and its Significance, Scope and Types of Communication Network, Formal and Informal Communication Network, Upward Communication, Downward Communication, Horizontal Communication, Diagonal Communication, Direct and Mediated Communication.

**UNIT III**

Hearing Vs Listening  
Listening Process  
Classification of Listening,  
Qualities of a Good Listener.

**UNIT IV**

Speaking Skill, Advantages and Disadvantages, Planning, Preparing and Delivering a Talk, Presentations and Public Speaking, Monologue, Dialogue, Group Discussions, Interviews, Telephonic Conversation.

**Suggested Reading:**

- J Rubin, and I Thompson. *How to Be a More Successful Language Learner*. . Boston: Heinle and Heinle, 1994.
- P.M Lightbown, and N Spada. *How Languages Are Learned*. Oxford: Oxford University Press, 1999.
- Quirk, Randolph. *The Use of English*. London: Longman, 1962.
- R Worth. *Career Skills Library: Communication Skills*. (2nd ed.) New York: Ferguson, 2004.
- Mukiri, Sujatha. *Enrich Your Communication in English*. Hyderabad: Lorven Publications, 2002.

**COURSE OBJECTIVES:**

- To develop an understanding of the field of semantics.
- To understand the relation of semantics with other fields of study.
- To know about the relation between language and meaning, and various aspects of meaning.

**COURSE OUTCOMES:** After completing the course, the students should be able to;

- Have an understanding of the field of semantics.
- Have an understanding of the importance of semantics and its relation to other fields of study.
- Understand how meaning is created by language and the influence of various contextual features on meaning.

**UNIT I**

Scope and General Principles of Semantics, Branches of Semantics

The Meaning of 'Meaning'

Types of Meaning: Lexical and Grammatical Meaning, Denotative and Connotative Meaning, Conceptual versus Associative Meaning.

Generative and Interpretive Semantics

**UNIT II**

Semantics in relation to discourse and Pragmatics

Semantics in relation to Psycholinguistics

Semantics in relation to Sociolinguistics

Semantics in relation to Lexicography

**UNIT III**

Structural Semantics

Syntagmatic Lexical Relations

Semantic Fields: Organization of lexemes in semantic fields

Semantic Universals and Relativism

Sense, Reference and Identification in Natural languages

**UNIT IV**

Types of Opposition: Binary, Multiple, Polar and Relative

Markedness in Semantics

Componential Analysis, Components of terms referring to Color

Notions of membership, union, intersection, cardinality; mapping and functions; propositions, truth values, sentential connectives; arguments, predicates, quantifiers, variables.

**Suggested Reading:**

Aitchison, Jean. *Words in the mind: An introduction to the mental lexicon*. John Wiley & Sons, 2012.

- Allan, Keith. *Pragmatics* (Oxford Textbooks in Linguistics). 2008
- Altshuler, Daniel, Terence Parsons, and Roger Schwarzschild. *A course in semantics*. MIT Press, 2019.
- Austin, John Langshaw. *How to do things with words*. Oxford university press, 1975.
- Birner, Betty J. *Introduction to pragmatics*. John Wiley & Sons, 2012.
- Birner, Betty J. *Meaning: semantics, pragmatics, cognition*. Taylor & Francis, 2023.
- Kearns, Kate. *Semantics*. Bloomsbury Publishing, 2017.
- Lyons, John. *Linguistic semantics: An introduction*. Cambridge University Press, 1995.
- Mey, Jacob L. *Pragmatics: an introduction*. John Wiley & Sons, 2001.
- Palmer, Frank Robert. *Semantics*. Cambridge university press, 1981.
- Sternefeld, Wolfgang, and Thomas Ede Zimmermann. *Introduction to Semantics: An Essential Guide to the Composition of Meaning* (Mouton Textbook). De Gruyter Mouton, 2013.

**COURSE OBJECTIVES:**

- To understand the components of language and language acquisition by young children.
- To introduce the various theories of language acquisition.
- To give an overview of language disorders.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Introduce psycholinguistics as an interdisciplinary area.
- Understand theories of learning, first language acquisition and second language acquisition.
- Have an idea about developmental stages of language and language disorder.
- Understand the language and brain relationship.

**UNIT I**

Psycholinguistics

Biological Basis of Human Language

Experimental Studies of Teaching Language to Primates

Children of the Wild

Language in Evolutionary Context

Critical Period Hypothesis

**UNIT II**

First Language Acquisition

Second Language Learning

Stages of Language Development

**UNIT III**

Language Disorder

Acquired Language Disorder: Aphasia

Developmental Language Disorder: Dyslexia

Language Loss in Aging

**Unit IV**

Theories of Cognitive Development: Chomsky & Piaget

Models of Brain-Language Relationship

Cerebral Dominance, Lateralization and Handedness

**References:**

Danny D. Steinberg, Natalia V. Sciarini. *An Introduction to Psycholinguistics*. Routledge, (2nd edition), 2013.

Trevor A. Harley. *The Psychology of Language: From Data to Theory*. Psychology Press, (2nd edition), 2001.

Danny D. Steinberg Longman. *Psycholinguistics: Language, Mind, and World*, 1982.

- Robert W. Rieber; Doris. [\*Psycholinguistic Research: Implications and Application\*](#). Aaronson  
Lawrence Erlbaum Associates, 1979.
- Jean Aitchison. *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge, (4th edition),  
1998.
- Michael Tomasello. *The New Psychology of Language: Cognitive and Functional Approaches to  
Language Structure*. Lawrence Erlbaum Associates, 1998.
- Thomas N. *Linguistic Structure and Change: An Explanation from Language Processing*. Berg  
Clarendon Press, 1998.
- Charles Clifton Jr., Lyn Frazier, Keith Rayner. *Perspectives on Sentence Processing*. Lawrence  
Erlbaum Associates, 1994.
- Alice F. Healy, Lyle E. Bourne. *Foreign Language Learning: Psycholinguistic Studies on Training and  
Retention*. Jr Lawrence Erlbaum Associates, 1998.



**COURSE OBJECTIVES:**

- To provide an overview of historical perspective to language and language development.
- To help the students understand the various types of language change.
- To provide an idea of language reconstruction.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Present a general idea of language development.
- Contrast the genealogical classification of language with that of typological.
- Become reflective and critical learners of language change.
- Present alternative theories of language reconstruction.

**UNIT I**

Conceptual Framework of Historical Linguistics.

Neo-Grammarians, Structuralist and Generativist Model of Language Change.

**UNIT II**

Principles and Methods for Historical Linguistics:

Comparative Method: Glottochronology, Lexicostatistics.

Sound Change: Regularity Hypothesis, Types and Nature, Conditioned Vs Uncondition, Phonetic vs. Phonological Change.

**UNIT III**

Grimm's Law and its limitations, Verner's Law and Grassmann's Law.

Reconstruction: Internal vs. External Reconstruction

Analogy: Analogy in Stem, Analogy in Affixes, Kurylowick's Laws of Analogy.

**UNIT IV**

Linguistic Classification: Genetic Classification of Languages. Language Family: Typological Classification

Linguistic Classification of Kashmiri Language, Aryan Theory.

**Suggested Readings:**

Anderson, J.M. 1973. *Structural Aspects of Language Change*. Longman, London.

Arlotto, Anthony. 1972. *Introduction to Historical Linguistics*. Cambridge University Press, Cambridge.

Bynon, Theodore. 1978. *Historical Linguistics*. Cambridge University Press, Cambridge.

Ghtage, A.M. 1962. *Historical Linguistics and Indo-Aryan Languages*. University of Bombay.

Lehman, W.P. 1973. *Historical Linguistics: An Introduction*. Holt, New York.

**COURSE OBJECTIVES:**

- To introduce students to applied linguistics and its branches.
- To discuss the relationship between language and education.
- To discuss pragmatics and linguistics anthropology as branches of linguistics

**COURSE OUTCOMES:** After completing the course the students should:

- Understand what applied linguistics is all about.
- Have a knowledge of the branches of applied linguistics.

**UNIT I**

Applied Linguistics: Nature and Scope,  
Branches of Applied Linguistics: Computational Linguistics, Language and Media, Language and Education, Anthropological Linguistics, Law and Linguistics, Forensic Linguistics.

**UNIT II**

Language and Education  
Language in the School Curriculum,  
Role of Language in Pre-school Years,  
Language as Medium of Instruction: Home and School Languages,  
Importance of Mother Tongue Education

**UNIT III**

Pragmatics: Language Use in Context: Nature and Scope, The notion of Speech Acts. Conversational Implicature and Grice's Maxims, Pragmatics in Relation to Linguistics and other Disciplines.

**UNIT IV**

Definition and Scope of Linguistic Anthropology, Linguistic Diversity within the Anthropological Linguistic Frame, Contribution of the Works of Franz Boas, Benjamin Whorf and Edward Sapir, Ethnographic Description of J&K State.

**Suggested Readings:**

- Weidman, Albert. *Design Principles and the Future of Applied Linguistics, Responsible Design in Applied Linguistics: Theory and Practice*. Crossef, 2016.
- Linn, Andrew R. *The Birth of Applied Linguistics*. Vol. 3, International Journal for Language Sciences, 2008.
- Simpson, James. *The Routledge Handbook of Applied Linguistics*. Vol. 1.
- Barton, D. ed. *Sustaining local literacies, Special issue of Language and Education*. Vol. 8: id 2, Multilingual Matters.1994.
- Cummins, J. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Avon: Multilingual Matters. 1984.

**COURSE OBJECTIVES:**

- To introduce students to the history of Computational Linguistics.
- To discuss the relationship of Computational Linguistics with other fields.
- To discuss the types of grammars.
- To discuss Machine Translation, Parsing and Corpus Linguistics.

**COURSE OUTCOMES:**

- To understand the modern tasks of NLP.
- To understand basic methodology for text processing.
- To understanding terminology of language models.
- To understand the task of PoS-Tagging.

**UNIT I**

Computational Linguistics: Definitions, Nature and scope.

History of Computational Linguistics

Computational Linguistics in relation to other fields within and outside linguistics

**UNIT II**

Automata and its Types

Types of Grammars: Type 0, Type 1, Type 2, Type 3

Ambiguous Grammar vs Unambiguous Grammar

Recursive Vs Non-Recursive Grammars

**UNIT III**

Machine Translation: History and Application

Types of Machine Translation

Issues in Machine Translation

**UNIT IV**

Corpus Linguistics: Corpus Cleaning, Text Normalization, and Annotation

POS tagging and its types (Rule Based, Stochastic and Hybrid),

Tag sets: Flat and Hierarchical Parsing

**Suggested Readings:**

Aarts, J. "A Tribute to W. N. Francis and H. Kucera: Grammatical Annotation." ICAME Journal, 20(1996): 104–107.

Bahl, L. R., and R. Mercer. "Part-of-Speech Assignment by a Statistical Decision Algorithm." International Symposium on Information Theory, Ronneby: Sweden, 1976: 88-89.

Baskaran, S., et al. Framework for a Common Parts-of-Speech Tagset for Indic Languages. 2007. Microsoft Research. 2 December 2008.

<<http://research.microsoft.com/~baskaran/POSTagset/>>.

Bharti, A., V. Chatanya, and R. Sangal. Natural Language Processing: A Paninian Perspective. New Delhi: Prentice Hall, 1995.

Bhat, R. K. *A Descriptive Study of Kashmiri*. New Delhi: Amar Prakashan, 1987.

Brants, T. "TnT – A Statistical Part-of-Speech Tagger." *Proceedings of the 6th Conference on Applied Natural Language Processing*, 2000: 224-231.

Brill, E. "A Simple Rule-based Part of Speech Tagger." *Proceedings of the 3rd Conference on Applied Natural Language Processing*, 1992:152-155.

---. "Part-of-Speech Tagging." *Handbook of Natural Language Processing*. Ed. R. Dale, H. Moisl and H. Somers. New York: Marcel Dekker, 2000: 403-414.

Carl, G. de Marcken. "Parsing the LOB Corpus." *Proceedings of the 28th Annual Meeting of the Association of Computational Linguistics*, 1990:243-251.

Church, K.W. "A Stochastic Parts Program and Noun Phrase Parser for Unrestricted Text." *Proceedings of the 2nd Conference on Applied Natural Language Processing*. Austin: U. of Texas, 1988: 136-143.

Cloeren, J. "Tagsets." *Syntactic Word class Tagging*. Ed. H. Van Halteren. Dordrecht: Kluwer Academic, 1999: 37-54.

Cutting, D., et al. "A Practical Part-of-Speech Tagger." *Proceedings of the 3rd Conference on Applied Natural Language Processing*, 1992: 133-140.

DeRose, S. J. "Grammatical Category Dis-ambiguation by Statistical Optimization." *Computational Linguistics*, 14(1988): 31-39.

Francis, W. N., and H. Kucera. *Manual of Information to Accompany a Standard Corpus of Present-Day Edited American English, for Use with Digital Computers*. Providence: U of Brown, 1979.

---. *Frequency Analysis of English Usage: Lexicon and Grammar*. Boston, Mass: Houghton Mifflin Company, 1982.

Garside, R. G. "The CLAWS Word-Tagging System." *The Computational Analysis of English*. Ed. R. G. Garside, G. N. Leech and G. R. Sampson. London: Longman, 1987.

---. "The Robust Tagging of Unrestricted Text: The BNC Experience." *Using Corpora for Language Research: Studies in the Honour of Geoffrey Leech*. Ed. J. Thomas and M. Short. London: Longman, 1996:167-180.

**COURSE OBJECTIVES:**

- To develop basic understanding of functional theory of language.
- To develop the knowledge of major class of English speech sounds.
- To develop knowledge of performing basic functions in English.

**COURSE OUTCOMES:** After the completion of course, students should be able to:

- Understand basics of English phonology.
- Describe and pronounce English consonant and vowel sounds.
- Should be able to perform basic functions in English language.

**UNIT I**

Functional theory of Language, English Phonology.  
English Consonants and Vowels: Description and Pronunciation.  
Practice of Major Class of speech Sounds

**UNIT II**

Functions and Situations: Expressing likes and Dislikes, Making, Denying Requests,  
Describing Places, Expressing Modality

**Suggested Reading:**

Abercrombie, David. *Elements of general phonetics*. Edinburgh University Press, 2019.  
*Brown, P., & Levinson, S. (2019). Politeness: Some Universals in Language Usage (2nd ed.). Cambridge University Press.*  
*Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2021). Teaching Pronunciation: A Course Book and Reference Guide (3rd ed.). Cambridge University Press.*  
*Halliday, M. A. K. (2018). An Introduction to Functional Grammar (4th ed.). Routledge.*  
Lewis, Jack Windsor. *Studies in general and English phonetics: essays in honour of Professor JD O'Connor*. Routledge, 2012.  
Roach, Peter. *English phonetics and phonology paperback with audio CDs (2): A practical course*. Cambridge university press, 2009.

**LN232000E INTRODUCTION TO ENGLISH COMMUNICATIVE SKILLS 02Credits**

**COURSE OBJECTIVES:**

- To discuss the communication process and the relationship between language and communication.
- To discuss various types of communication.
- To discuss the skills of speaking and writing.

**COURSE OUTCOMES:** After completing the course the students should be able to:

- Critically think about communication processes and messages
- Interact skillfully and ethically through the modalities of speaking and writing.

**UNIT I**

Speaking Skill: Definition, Advantages and Disadvantages; Informal Conversation and Formal Conversation, Planning, Preparing and Delivering a Talk.

**UNIT II**

Writing Skills: Introduction, Types of Writing: Report Writing, Paragraph Writing, Letter Writing, Essay Writing, Principles of Effective Writing.

**Suggested Reading:**

*Crystal, D. 1980. First Dictionary of Linguistics and Phonetics. London: Andre Deutsch.*

*Coulmas, F. 1989. Writing System of the World. Oxford: Black well.*

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

## **SEMESTER III**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
LN23301CR	<b>Syntactic Structures</b>	<b>04</b>
LN23302CR	<b>Sociolinguistics</b>	<b>04</b>
LN23303CR	<b>Field Linguistics</b>	<b>04</b>
LN23304DCE	<b>English Communicative Skills-II</b>	<b>04</b>
LN23305DCE	<b>Language Typology and Universals</b>	<b>04</b>
LN23306DCE	<b>Language and Media</b>	<b>04</b>
LN23307DCE	<b>Stylistics and Discourse Analysis</b>	<b>04</b>
LN23300GE	<b>Introduction to Stylistics</b>	<b>02</b>
LN23300OE	<b>Introduction to Translation</b>	<b>02</b>

**COURSE OBJECTIVES:**

- To discuss the basic concepts in grammar.
- To discuss transformation and its various types.
- To discuss Binding theory.

**COURSE OUTCOMES:** After completing the course students shall be able to:

- Understand the basic concepts of grammar.
- Elaborate the concepts of Principle and Parameter Theory, Transformation Rules and Constraints in Generative Enterprises.

**UNIT I**

Standard Theory, Concept of Deep Structure and Surface Structure  
 Transformations: Addition, Deletion, Substitution and Movement  
 Ross's Constraints.

**UNIT II**

Crisis within ST, Formulation of EST and REST.  
 D-Structure, S-structure, LF and PF, Move Alpha (Covert and Overt)  
 Types of Movement, Motivation for Movement and Consequences of Movements  
 Traces.

**UNIT III**

X-Bar Syntax, Concepts of Head, Specifier and Complements, Difference between Complements and Adjuncts. Projection and Extended Projection Principles, Maximal Projections of Lexical and Functional Categories, X-Bar Theory Applied to Languages with Different Word Orders.

**UNIT IV**

Relation between Predicates and Arguments,  
 Theta Theory, Concept of Case in the Framework of GB, Case Assigner, Assignee, Case Theory and Case Filter, Exceptional Case Marking,  
 Binding Theory: Binding Conditions: A, B & C; Bounding Theory

**Suggested Readings:**

- Chomsky, N. *Syntactic Structures*. The Hague: Mouton, 1957.  
 Chomsky, N. *Aspects of the Theory of Syntax*. The Hague: Mouton, 1965.  
 Freidin, R. *Foundations of Generative Syntax*. Cambridge, Mass, MIT Press, 1992.  
 Jacobs, A.R. and Rosenbaum, S.P. *English Transformational Grammar*. New Delhi: Wiley Eastern Ltd, 1968.  
 Haegeman, L. (rev. Ed.). *Introduction to Government and Binding Theory*. Oxford: Blackwell, 1991.  
 Haegeman, L. *Theory and Description in Generative Syntax*. Cambridge: Cambridge University Press, 2009.



- Redford Andrew. *Transformational Syntax*. Cambridge: Cambridge University Press, 1981.
- Redford Andrew. *Syntax. A Minimal Introduction*. Cambridge: Cambridge University Press, 1997.
- Tortora, C. *Understanding Sentence Structure: An Introduction to English Syntax*. Wiley-Blackwell, 2018.
- Carnie, A., et al. *The Routledge Handbook of Syntax*. Routledge, 2017.
- Leech, G., et al. *English Grammar for Today: A New Introduction*. 2nd ed., Palgrave Macmillan, 2005.

**COURSE OBJECTIVES:**

- Understand the relationship between language and society.
- Know about inherent variability in language and the constraints that cause the variability.
- Understand the phenomenon of language contact and its manifestations.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- To understand the symbiotic relationship between language and society.
- Become aware of different languages varieties and develop sensitivity towards inherent variations in language(s).
- Comprehend the phenomenon of language contact and its outcomes.
- Know about the language contact situations.

**UNIT I**

Sociolinguistics: Historical Development of Sociolinguistics  
Sociolinguistics and Sociology of Language  
Idiolect, Sociolect, Dialect, Style and Register, Jargon, Diglossa

**UNIT II**

Brief account of Fishman's Theory of Sociology of Language  
Ethnography of Communication: Hymes and Gumperz  
Social Networks

**UNIT III**

Linguistic Relativity  
Language Contact: Borrowing, Language Convergence, Pidgins, Creoles, Code-mixing, Code-switching, Language Maintenance, Language Shift and Language Endangerment  
Bilingualism and its Types

**UNIT IV**

Language Attitude  
Language and Gender  
Language and Identity  
Brief Description of Sociolinguistic works of Labov  
Language Planning

**Suggested Readings:**

Appel, R and Muyskin, P. *Language Contact and Bilingualism*. London: Arnold, 1987.  
Dittmar, N. *Sociolinguistics*. London: Edward Arnold, 1976.  
Hymes, D. *Foundations in Sociolinguistics: An Ethnographic Approach*. London: Edward Arnold, 1974.  
Truogill, P. *Sociolinguistics: An Introduction to Language and Society*. Penguin, 1974.  
Downes, W. *Language and Society*. Cambridge: Cambridge University Press, 1998.  
Hudson, R.A. *Sociolinguistics*. Cambridge: Cambridge University Press, 1980.  
Meyerhoff, M. *Introducing Sociolinguistics*. Routledge, 2006.

- Holmes, J. *An Introduction to Sociolinguistics*. (3rd ed)., Longman, 2008.
- Van Herk, G. *What is Sociolinguistics?* (2 nd ed)., John Wiley & Sons, 2017.
- Wardhaugh, R. *An Introduction to Sociolinguistics*. (6 th Revised edition)Wiley- Blackwell, 2009.
- Romaine, S. *Language in Society: An Introduction to Sociolinguistics*. (2nd ed), Oxford University Press, 2000.
- Labov, William. *Sociolinguistic Patterns*. University of Pennsylvania Press,1973.
- Holmes, J. and Miriam Meyerhoff, *The Handbook of Language and Gender*. Wiley-Blackwell,2005.
- Wodak, R., et al. *The SAGE Handbook of Sociolinguistics*. SAGE Publications Ltd, 2013.

**COURSE OBJECTIVES:**

- It is an extensive exercise in learning how to document a language primarily by interacting with a native speaker of that language.
- By eliciting data from our consultant systematically analyzing the data, engaging with theories to describe language.

**COURSE OUTCOMES:**

- The students will have a chance to practice skills as linguists, while also getting an intimate glimpse into a language previously unfamiliar to us.
- Moreover, this exercise will help highlight the value in language documentation for both scientific and cultural purposes.

**UNIT I**

Field Linguistics, Nature and Scope

Field Linguistics as an Interdisciplinary Field.

Field Linguistics as an Input to Other Fields.

**UNIT II**

Fields Methods and Methodology,

Types of Field Research: Qualitative and Quantitative Methods.

Informant. Selecting an Informant.

Representative Sample and its Importance

**UNIT III**

The Practical Considerations in a Field.

Social and Ethical Dimensions of Field Work.

Eliciting Data from the Informant.

Techniques of Data Elicitation

Field Linguistics in India

**UNIT IV**

Analysis of Field Data. Use of Statistical Techniques in Data Analysis,

Taking Field Notes. Steps in taking Field Notes,

Writing a Field Report. Types of Field Reports.

**Suggested Readings:**

*Atkins, B.T.S.&Zampolli, A. 1994. Computational Approaches to the Lexicon, Oxford University Press*

*Benveniste, Emile. 1971. Problems in General Linguistics (Translated by Mary Elezabeth Meade). University of Miami Press, Florida.*

*Hartmann, R.R.K. 1983. Dictionaries: The Art and Craft of Lexicography. Cambridge: Cambridge University Press.*

- Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge University Press.*
- Lyons, J. 1978. Chomsky. Penguin.*
- Lyons, J. Language and Linguistics. Cambridge University Press.*
- McEnery, T. & Wilson, A. 2003: Corpus Linguistics, Edinburgh*
- Robinns, R.H. 1967. A Short history of Linguistics. Longman.*
- Robinns, R.H. 1964. General Linguistics: An introductory survey. Longman.*

**COURSE OBJECTIVES:**

- To introduce students to the theory and practice of reading and writing skills.
- To train the students in writing for daily communication.
- To discuss Body language and its significance in communication.

**COURSE OUTCOMES:** After completing the course the students should be able to:

- Understand and apply theories on reading and writing skills.
- Understand and apply the principle of writing.
- Understand and use appropriate body language in communication process.

**UNIT I**

Reading Skill: Linguistic Approach to Reading, Purpose of Reading, Types of Reading: Intensive and Extensive Reading, Techniques and Strategies of Reading, Subskills of Reading.

**UNIT II**

Writing Skills: Approaches to Writing. Principle of CODER: Collection of Ideas (free writing, brainstorming, clustering, looping), Organizing, Drafting, Editing and Redrafting, Describing Persons, Places, Objects and Events, Summarizing and Elaborating.

**UNIT III**

Written Communication: Writing Report, Letter, Paragraph, Essay, Memo, CV, Minutes of a Meeting, E-Mails and Advertisements. Qualities of Good Handwriting; Defects in Writing Skills and their Improvement.

**UNIT IV**

Kinesics: Introduction, Interpretation, and Controlling your Body Language.  
Social significance of Body Language, Role of Silence in Communication

**Suggested Reading:**

Rubin, J and I Thompson. *How to Be a More Successful Language Learner*. Boston: Heinle, 1994.

P.M Lightbown, and N Spada. *How Languages Are Learned*. Oxford: Oxford University Press, 1999.

Quirk Randolph. *The Use of English*. London: Longman, 1962.

Worth R. *Career Skills Library: Communication Skills*. 2nd ed., New York: Ferguson, 2004.

Mukiri, Sujatha. *Enrich Your Communication in English*. Hyderabad: Lorven Publications, 2002.

**COURSE OBJECTIVES:**

- It provides an introduction to the concepts and methods of linguistic typology, or the cross-linguistic study of languages without regard to their relationships to history or geography.
- It looks at how different languages differ and are similar in terms of their structural qualities.
- It offers justifications for the trends in the distribution of these differences and resemblances that have been observed.
- Students will learn about the structural type of languages with regard to morphosyntax and phonology in this course. This introduction will require a thorough understanding of language structure in general.

**COURSE OUTCOMES:**

- After successfully completing the course students shall be able to:
- Know language typology and universals and parametric variation.
- Discuss Typological and Genealogical classifications of languages.
- Understand the concepts of phonological, morphological types of language.

**UNIT I**

Language Typology and Language Universals; Genetic, Areal and Typological Classification; Morphological Types of Languages; Agglutinative, Analytical (Isolating), Synthetic, Fusional and Polysynthetic Languages

**UNIT II**

Classification of Universals; Formal and Substantive Universals; Implicational and Non-Implicational Universals; Absolute Universals and Tendencies

**UNIT III**

Approaches for Study: Inductive and Deductive Approaches.

Chomsky's Concept of Universals and Parametric Variation. Word Order Typology. Greenberg's Universals.

**UNIT IV**

India as Linguistic Area: Phonological Features of South Asian Languages: Retroflexion, Aspiration, Length Contrast in Vowels and Consonants, Vowel Harmony; Morphological Features: Reduplication, Echo-Formation, Mimetic words; Syntactic Features: Split-Ergativity, Causatives, Complex Verbs, Relatives-Correlatives.

**Suggested Readings:**

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

*Shopen, T.1985. Language Typology and Syntactic Description. Cambridge, Cambridge University Press.*

- Mukherjee, A. 1989. Language Variation and Change. Hyderabad, Osmania University.*
- Masica, C. 1976. Defining a Linguistic Area: South Asia. Chicago, University of Chicago Press.*
- Malinson, G. and Blake, B.J. 1981. Language Typology: Cross Linguistic Studies in Syntax. Amsterdam, North Holland.*
- Shibatani, M. and Bynon, T. (eds). 1995. Approaches to Language Typology. Oxford, Clarendon.*
- Song, J.J. 2001. Linguistic Typology, Morphology and Syntax. England, Longman.*



**COURSE OBJECTIVES:**

- To provide an introduction to various forms of mass media.
- To develop an understanding of media writing and its features.
- To understand various forms of media writing and features of language.

**COURSE OUTCOMES:**

After completing the course, the students should be able to;

- Develop an understanding of mass media and its types.
- Have an understanding of media writing and its various features.
- Develop an understanding of various forms of media writing and its linguistic aspects.

**UNIT I**

Mass Media: Nature, form and functions

Mass Media: Electronic and Print. Online Media. Cyber Media and Social Media

News Agencies; National and Global News Agencies

E-book; E-magazine, E-journal, Internet, Web

**UNIT II**

Journalistic Writing; Journalistic Writing Vs Creative Writing, Journalistic Ethics

Writing for Newspaper; Elements of News; Characteristics of News

Writing Headlines, Editorials, Columns, Articles and Features.

Editing: Definition and role of an Editor, News Editor and Sub-editor, Language and Style of Editing

Radio and TV as Mass Media; Characteristics of Broadcast Writing

**UNIT III**

Advertising: Definitions, Origin and Development of Advertising, Types of advertisement  
Print Media ads, Electronic media ads (Radio, TV and Film), and New Media ads. Graffiti,  
Billboard, Fliers, Novelties, etc.

Advertising as a Process: Four Components; the advertiser, the advertisement, the ad agency,  
and the mass media

Ad agency: Structure, Function and Characteristics of a good ad Agency-Media selection  
Criteria-Client Satisfaction

**UNIT IV**

Copywriting, copy creativity, copy structure, text: Headline, slogan, body copy

Copy style, credibility, readability; Qualities of a good copy writer

Visualization of Advertisements: Typography, Illustration, Logo, Trademarks, Themes,  
Graphics, Appeals, Animation, Special Effects and Basic Principles of Designing.

**Suggested Readings**

Lingwall, Andrew. *Basics of Media Writing: A Strategic Approach*. Sage. 2017

McKane, Anna. *News Writing*. 2<sup>nd</sup> edition. Sage. 2013  
Batty Craig and Sanda Cain. *Media Writing: A Practical Guide*. 2<sup>nd</sup> edition. Bloomsbury Publishing. 2016.  
Bender, John et al. *Writing and Reporting for the Media*. OUP. 2018  
John Wilmshurst and Adrian Mackay. *The Fundamentals of Advertising*. Elsevier Butterworth-Heinemann. 2005.  
Wells, William et al. *Advertising: Principles and Practice*. 7<sup>th</sup> Edition. Pearson. 2006.  
Shrivastava. K.M. *News Reporting and Editing*. Sterling Publishers. 2015

**COURSE OBJECTIVES:** On the completion of syllabus the student should be able to:

- Understand the special use of language in literature.
- Understand the Stylistic Devices of Language used in the Literature on the basis of Phonological and Grammatical levels.
- understand Discourse analysis in its theoretical and applied aspects.

**COURSE OUTCOMES:**

- Knowledge of applying stylistics in Language Analysis.
- Knowledge of various facets of Stylistics and Texts.
- Knowledge of discourse analysis and its aspects and techniques.

### UNIT I

Stylistics: A Brief Historical Overview.

Stylistic analysis of Literary and Non-Literary Discourse.

Defamiliarization, Foregrounding and Deviation.

### UNIT II

An Introduction to Discourse Analysis.

Discourse as a Theory; Different Views of Discourse Analysis.

Spoken and Written Discourse; Characteristics and Levels of Analysis.

### UNIT III

Principles of Discourse Analysis, Text and Context.

Textuality. The Major Features of a Text: Cohesion and Coherence.

### UNIT IV

An Introduction to Conversational Analysis.

Principles of Conversational Analysis.

Conversational Maxims.

The Cooperative Principle.

### Suggested Readings:

Austin, J.L. *How to Do Things with Words*. Oxford University Press, 1976.

Carter, R. *Language and Literature: An Introductory Reader in Stylistics*. London: George Allen, 1982.

Chapman, R. *Linguistics and Literature*. London: Edward Arnold, 1973.

Chatman, S.(ed) *Literary Style: A Symposium*, Oxford: Oxford University Press,1971.

Taylor, T. *Linguistic Theory and Structure of Stylistics*. Oxford: Pergamon Press, 1981.

Biber, Douglas, and Susan Conrad. *Register, Genre, and Style*. Cambridge University Press, 2019.

Chandler, Daniel. *Semiotics: The Basics*. Routledge, 2007.

Dancygier, Barbara, and Eve Sweetser. *Figurative Language*. Cambridge University Press, 2014.

Jeffries, Lesley, and Daniel McIntyre. *Stylistics*. Cambridge University Press, 2010.

- Misra, Partha Sarathi. *An Introduction to Stylistics: Theory and Practice*. Orient Blackswan, 2009.
- Paltridge, Brian. *Discourse Analysis: An Introduction*. Bloomsbury Publishing, 2012.
- Toolan, Michael. *Language in Literature*. Routledge, 2014.
- Wolfgang, Iser. *The Act of Reading: A Theory of Aesthetic Response*. Johns Hopkins University Press, 1978.
- Weber, Jean-Jacques. *The Stylistics Reader from Roman Jakobson to the Present*. Arnold, 1996.
- Zanotto, Mara Sophia, Lynne Cameron, and Marilda C. Cavalcanti, eds. *Confronting Metaphor in Use: An Applied Linguistic Approach*. Vol. 173. John Benjamins Publishing, 2008.

**COURSE OBJECTIVES:**

- To discuss the relation between language and literature.
- To discuss the properties of literary language.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the relationship between language and literature
- Understand the concepts of Style, defamiliarization and its techniques

**UNIT I**

Development of Stylistics, Relationship of Stylistics, Linguistics and Literary criticism, Language as Metaphor, Language and Verbal Art.

**UNIT II**

Definition and Approaches to Style, Defamiliarization, Foregrounding and Deviation.

**Suggested Readings:**

Austin, J.L. *How to Do Things with Words*. Oxford: Oxford University Press, 1976.

Carter, R. *Language and Literature: An Introductory Reader in Stylistics*. George Allen, London, 1982.

Chapman, R. *Linguistics and Literature*. Edward Arnold, London, 1973.

Chatman, S.(ed). *Literary Style: A Symposium*, Oxford, Oup, 1971.

Taylor, T. *Linguistic Theory and Structure of Stylistics*. Pergamon Press, Oxford, 2019.

Biber, Douglas, and Susan Conrad. *Register, Genre, and Style*. Cambridge University Press, 1981.

Chandler, Daniel. *Semiotics: The Basics*. Routledge, 2007.

Dancygier, Barbara, and Eve Sweetser. *Figurative Language*. Cambridge University Press, 2014.

Fabb, Nigel. *Linguistics and Literature: Language in the Verbal Arts of the World*. Blackwell, 1997.

Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*. Routledge, 2004.

**COURSE OBJECTIVES:**

- To introduce students to the basic concepts of translation.
- To impart the knowledge on various types of translation.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the basic concepts of translation.
- Have an idea of text-types and role of linguistics in translation studies.

**UNIT I**

Translation as a Process, Linguistics and Translation, Process of Translation, Source Language and Target Language, Text Analysis and Restructuring.

**UNIT II**

Different Types of Translation: Intralingual and Interlingual, Full and Partial, Total and Restricted; Rank Bound and Unbounded Translation. Translation vs. Transcreation, Applications of Translation.

**Suggested Readings:**

- Bell, R. T. and Christopher, N.C. *Translation and Translating: Theory and Practice*. Oxford: Clarendon. 1989.
- Catford, J.C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press, 1965.
- Gideon. T. *Translation Across Cultures*. New Delhi: Bahri Publications, 1987.
- Nida, E. *The Theory and Practice of Translation*. The United Bible Society, 1982.
- Nida. E. *Towards a Science of Translation*. Netherlands: Leiden, 1964.
- Newmark, P. *A Textbook of Translation*. Prentice Hall, 1988.
- Ray. M.K. *Studies in Translation*. Atlantic Publisher and Distributers, 2002.
- Singh. A.K. *Translation: Its Theory and Practice*, 1996.
- Tejawini, N. *Sitting Translation*. California: University of California Press, 1992.

## **SEMESTER IV**

LN23401CR	<b>Language Acquisition and Teaching</b>	<b>04</b>
LN23402CR	<b>Language Processing</b>	<b>04</b>
LN23403CR	<b>English Language Teaching</b>	<b>04</b>
LN23404CR	<b>Field Work Dissertation</b>	<b>04</b>
LN23405DCE	<b>Schools of Linguistics</b>	<b>04</b>
LN23406DCE	<b>Language and Education</b>	<b>04</b>
LN23407DCE	<b>Kashmiri Language and Linguistics</b>	<b>04</b>
LN23408DCE	<b>Urdu Language and Linguistics</b>	<b>04</b>
LN23409DCE	<b>Academic Writing and Creative Writing</b>	<b>04</b>
LN23400GE	<b>Introduction to ELT</b>	<b>02</b>
LN23400OE	<b>Introduction to Applied Linguistics</b>	<b>02</b>

**COURSE OBJECTIVES:**

- To discuss language as a biological phenomenon and also know about the stages of language acquisition
- To understand different language learning theories and methods of language teaching.
- To know about the Krashen's theories for second language acquisition.

**COURSE OUTCOMES:** After completing the course students shall be able to:

- Develop an understanding of Contrastive Analysis and Error Analysis.
- Differentiate between different theories of Language Learning.
- Have an idea of different models of Language Teaching.

**UNIT I**

Biological Basis of Language, Language Acquisition Stages: Pre-Language and Language Stages, Acquisition vs. Learning. Critical Period Hypothesis.

**UNIT II**

Innate Hypothesis: Theoretical Issues, Mentalistic Approaches to Language.  
UG model and Second Language Acquisition, Krashen's Monitor Model Hypothesis.

**UNIT III**

Language Teaching: Historical Development, Contrastive Analysis: Procedure and Limitations, Interlanguage: Features and Importance of Interlanguage. Error Analysis: Definition, Scope and Procedure.

**UNIT IV**

Methods of Language Teaching: GTM, Direct Method, Structural-Situational Method, Audiolingual Method, CLT, Eclectic Approach.  
Socio-psychological Issues in Language Teaching: Age differences, Motivation and Gender.

**Suggested Readings:**

- Krashen, S. *Issues and Practice in Second Language Acquisition*. London, Pergamon, 1982.  
Krashen, S. *The input Hypothesis: Issues and Implications*. New York: Longman, 1985.  
Richards, J.C. (ed). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman, 1974.  
Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press, 1983.  
Richards, J.C. and Rodgers, T.S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.  
Bhatia, T.K. and William, R.C. *Progression in Second Language Acquisition*. New Delhi: Bahri Publications, 1983.  
Buckby, M, Betteridge, D and Wright, A. *Games for Language Learning*. Cambridge: Cambridge University Press, 1983.



Cameron, L. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press, 2001.

Widdowson, H.G. *Teaching Language as Communication*. Oxford University Press, 1978.

**COURSE OBJECTIVES:**

- To understand the basics of language processing and its different phases.
- To understand the basic topics in speech production and speech perception.
- To understand the concept of speech recognition and speech comprehension.

**COURSE OUTCOMES:** After completion of the course, students should be able to:

- Know the basics of language processing and its different types.
- Understand the main phases of speech production and perception.
- Understand the research field and methodology of speech recognition and sentence comprehension.

**UNIT I**

Language Processing: Phases of language processing. Speech Production, perception, recognition and Comprehension, Mental Representation of language and lexicon, Types of language processing. Serial, parallel, top down and bottom-up processing. Modularity of mind.

**UNIT II**

Speech Production: Basic Concepts, Phases of speech production, Models of speech production, Speech Errors and their relevance to processing.

**UNIT III**

Speech Perception: Basic issues, Motor Theory of Speech Perception and its Relevance for Language Processing. Speech Recognition: Issues and perspectives. Models of SWR (Logogen, cohort, LAFs, Trace)

**UNIT IV**

Sentence Comprehension: Basic Issues, Historical perspective, Ambiguity Resolution: Garden Path Model and Referential Model of Ambiguity resolution. Constraint based models.

**Suggested Reading:**

Allen, James. *Natural language understanding*. Benjamin-Cummings Publishing Co., Inc., 1995.

Cairns, Smith. "Eva M. Fernández and Helen." *The Handbook of Psycholinguistics* 2017.

Eisenstein, Jacob. *Introduction to natural language processing*. MIT press, 2019.

Field, John. *Psycholinguistics: A resource book for students*. Psychology press, 2003.

Field, John. *Psycholinguistics: The key concepts*. Psychology Press, 2004.

Frackowiak, Richard SJ. *Human brain function*. Elsevier, 2004.

Grishman, Ralph. *Computational linguistics: an introduction*. Cambridge University Press, 1986.

Grishman, Ralph. *Computational linguistics: an introduction*. Cambridge University Press, 1986.

Jurafsky Daniel and H. Martin James, *Speech and Language Processing. Computational Linguistics* 2009.

Walker, Michael. *Hands On Natural Language Processing with TensorFlow: Concepts and Applications*. CreateSpace Independent Publishing Platform, 2018.

Wingfield, Arthur, and Dennis L. Byrnes. *The psychology of human memory*. Academic Press, 2013.

**COURSE OBJECTIVES:**

- To discuss the history of English language in the Indian context.
- To discuss the ways and means of instruction on the various language skills.
- To discuss the concept of syllabus and curriculum along with the types and methods of testing.

**COURSE OUTCOMES:** After completing the course students shall have developed:

- a fair understanding of how English made its place in India
- a proper understanding of how to carry out instruction on various aspects of English language.
- a good knowledge of preliminaries of English language programs and testing process

**UNIT I**

Position of English in India, Charter Act of 1813, Three Language Formula, Principles of English Teaching, Problems of Teaching English in India, English as a Global Language

**UNIT II**

Needs Analysis: Munby's Model, Munby's Model with Special Reference to the Needs of Kashmiri Students Learning English, Introduction to development of language skills in students: Listening, Speaking, Reading and Writing

**UNIT III**

Teaching Grammar, Teaching Vocabulary.

Syllabus Design: Definition, Comparison with Curriculum.

Grammatical Syllabus, Notional Syllabus, Communicative Syllabus.

**UNIT IV**

Language Testing: Modes and Types of Testing

Characteristics of a good Test.

Test Batteries. Discrete Vs. Integrative Tests.

Standard English Language Tests (TOFEL, IELTS, etc.)

ESP

**Suggested Readings:**

Johnson, R.K. *The Second Language Curriculum*. Cambridge University Press, 1989.

Nunan, D. *The Learner Centered Curriculum*. Cambridge University Press, 1988.

Gass, S.M. and Schachter, J. *Linguistic Perspectives on Second Language Acquisition*. Cambridge University Press, 1989.

O'Malley, M. J. and Chanot, A. *Learning Strategies in Second Language Acquisition*. Cambridge University Press, 1990.

Brown, G., et al. *Performance and Competence in Second Language Acquisition*. Cambridge University Press, 1976.

Byram, M. and Fleming, M. *Language Learning in Intercultural Perspectives*. Cambridge University Press, 1998.

Stevick, E. *Teaching and Learning Languages*. Cambridge University Press, 1982.  
Harner, J. *The Practice of English Language Teaching*. Longman, 1983.  
Marina Celce-Muria. *Teaching English as a Second or Foreign Language*. Cenage India Private Limited, 2016  
Larson freeman and marti Anderson. *Techniques and Principles in Language Teaching*. Oxford University Press, 2012  
Spada light bown. *How Language are Learned*. Oxford University Press, 2013.

In this course, a language which is relatively under described or so far completely undescribed is chosen for linguistic analysis. Students are first introduced to the basic techniques of the data collection and transcription. They then collect data from the informant(s) on various aspects of language being investigated such as phonology, morphology and syntax and work out the basic structural patterns in the language. Some students also examine the pragmatic and sociolinguistic aspects of the language being analyzed. At the beginning of the third semester, each student chooses a specific topic and prepares himself or herself to write a dissertation on it. Students go on a field trip to the area in which the language under investigation is spoken and collect extensive data in order to verify their hypotheses. The dissertation includes a brief typological sketch of the language and a discussion about the salient features of the language in terms of the topic chosen by the student enrolled in the course.

**COURSE OBJECTIVES:**

- To introduce the students to Indian and other grammatical traditions.
- To discuss and understand the contribution of Geneva, Prague and Yale Schools of Linguistics.

**COURSE OUTCOMES:** After completing the course, the students should have:

- The knowledge about different grammatical traditions and should have critical understanding of the contribution of these grammatical traditions to the linguistic studies.
- The knowledge and understanding of the contribution of the Geneva School, Prague School and Yale School to linguistics as a discipline.

**Unit I**

Indian Grammatical Traditions:

Patanjali, Panini, Bhartrhari, etc

Arabic Grammatical Contribution: Sibawayh's Al Kitab

**Unit II****The Geneva School**

Concepts of Saussurian Dichotomies.

Synchronic and Diachronic.

Syntagmatic and Paradigmatic.

Langue and Parole.

Signifier and Signified.

**The Prague School:**

Theoretical basis of Prague School.

Phonological oppositions.

Grammatical patterns.

**Unit III****The Yale School:**

Behaviouristic approach to the study of language.

Grammatical patterning;

Grammar and Morphology.

Grammar and Phonology.

Grammar and Meaning.

Notions of Form and Meaning.

**Unit IV****Tagmemic School:**

Conceptual frame of Tagmemic theory.

Grammatical levels in Tagmemic theory.

Tagmemic Hierarchy.

**Suggested Readings:**

*Atchison, J. Linguistics. Cambridge, Cambridge University Press.*

*Bloomfield, L. 1933. Language. Henry Holt, New York.*

*Beaugrande, R. 1991. Linguistic Theory. Longman.*

*Chomsky, N. 1957. Syntactic Structures. Mouton, The Hague.*

-- *1965. Aspects of the Theory of Syntax. MIT press, Cambridge.*

*Gleason, H.A. 1968. An Introduction to Descriptive Linguistics. Oxford and IBH Publishing Company.*

*Hockett, C.F. 1959. A Course in Modern Linguistics. Macmillan. Lyons, J. Language and Linguistics. Cambridge, Cambridge University Press.*

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

*Robins, R.H. 1964. General Linguistics: An introductory survey. Longman.*



**COURSE OBJECTIVES:**

- To discuss the relationship between language and education.
- To understand how language functions as a tool for asserting and constructing identities.
- To understand the linguistic scenario in the Indian education system with special reference to Jammu and Kashmir.

**COURSE OUTCOMES:**

After successfully completing the course students shall have:

- a fair understanding of language as an autonomous system and a tool for constructing disseminating knowledge
- a good understanding of linguistic scenario in the education system of Jammu and Kashmir
- a knowledge of the language policy in India
- proper understanding of methods of teaching and ways of assessment.

**UNIT I**

Language as an Autonomous System.

Language as a Means of Structuring Knowledge.

Language and Society: Identity, Power and Discrimination.

Gender Bias in Language.

**UNIT II**

Language Education and Multilingualism: Issues and Perspective.

Linguistic Scenario in the Education System of Jammu and Kashmir.

Differential Status of Indian Classroom with Special Reference to Jammu and Kashmir.

Critiquing State Policies on Language and Education.

**UNIT III**

Language Acquisition and Language Learning: Pre-school and Early School Years.

Functions of Language: In the Classroom and Outside the Classroom.

Language in Education and Curriculum.

Learning Language and Learning through Language.

**UNIT IV**

Principles of Language Teaching.

Prevalent Language Teaching Methods and their Critique.

Assessment as a continuum, Use of Multiple sources for Comprehensive Assessment.

Ways of Assessment.

**Suggested Reading:**

- Barton, D. ed. *Sustaining Local Literacies, Special Issue of Language and Education*. Multilingual Matters, 1994.
- Cummins, J. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Avon: Multilingual Matters, 1984.
- Freedman, A. et al. (ed.) *Learning to Write: First Language/Second Language*. London: Longman, 1983.
- Halliday, Michael Alexander Kirkwood. *Language and Education*. C Black, 2007.
- Wright, Wayne E., Sovicheth Boun, and Ofelia García, eds. *The Handbook of Bilingual and Multilingual Education*. Malden, MA: Wiley-Blackwell, 2015.

**COURSE OBJECTIVES:**

- To discuss the evolution and development of Kashmiri language.
- To understand Phonology, Morphology, and Syntactic patterns of Kashmiri language.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- critically analyze and understand the development of Kashmiri Language.
- understand and analyze the phonological, morphological and syntactic structure Kashmiri language.

**UNIT I**

Origin and Development of Kashmiri Language, Genealogical and Typological Classification of Kashmiri, Dialects of Kashmiri.

**UNIT II**

Kashmiri Phonology: Vowels and Consonants, Phonological Processes in Kashmiri, Phonotactics, Morphophonemic Processes in Kashmiri.

**UNIT III**

Kashmiri Morphology, Word Building Processes in Kashmiri, Morphological Processes in Kashmiri, Compounding in Kashmiri, Reduplication and Echo-formation.

**UNIT IV**

Syntactic Properties of Kashmiri Language, Kashmiri Word Order, A comparative perspective, Kashmiri as a Postpositional Language.

**Suggested Readings:**

Kachru Braj. *A Reference Grammar of Kashmiri*. Urbana: University of Illinois, 1969.

Koul, O. N and Ruth Laila Schmidt. *Kashmiri: A Sociolinguistic Survey*. Patiala: Indian Institute of Language Studies, 1983.

Wali, Kashi. and O. N. Koul. *Kashmiri: A Cognitive-Descriptive Grammar*. London and New York: Routledge, 1997.

Bhat, Roopkrishen. *A Descriptive Study of Kashmiri*. New Delhi, Amar Prakash, 1987

Hook, Peter, and O.N Koul. *Pronominal Suffixes and Split Ergativity in Kashmiri*. Vol. 14, IJDL, 1984.

Kachru, Braj b. *An Introduction of Spoken Kashmiri*. University of Illions Urbana, 1973.

Koul, O. N. *Modern Kashmiri Grammar*. Dunwoody Press, 2006

**COURSE OBJECTIVES:**

- To discuss the origin and development of Urdu language in India.
- To understand Phonology, Morphology, and Syntactic patterns of Urdu.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Analyze and understand the origin and development of Urdu Language.
- Have the understanding of phonological, morphological and syntactic structure of Urdu.

**UNIT I**

Origin and Development of Urdu Language in North and South India (Deccan)  
Genealogical and typological Classification of Urdu

**UNIT II**

Urdu Phonology: Vowels and Consonants  
Phonological Processes in Urdu  
Phonotactics  
Morphophonemic processes in Urdu

**UNIT III**

Urdu Morphology: Word Building Processes in Urdu  
Morphological Processes in Urdu: Compounding, Reduplication and Echo formation

**UNIT IV**

Syntactic Properties of Urdu Language: Word Order, Sentence Types, Coordination, Subordination, Reflexives and Reciprocals

**Suggested Readings:**

- Kelkar, A.R. *Studies in Hindi-Urdu*. Pune: Deccan College, 1968.  
Platts, J. *A Grammar of the Hindustani or Urdu Language*. New Delhi: Munshiram Manoharlal, 1990.  
Schmidt, R.L. *Decani Urdu*. New Delhi: Bahari Publications, 1980.  
Khan, M. H. *Muqadimai Tareekhi Zabaan Urdu*. Aligarh: Sir Syed Book Depot, 1970.  
Chatterjee, S.K. *Indo-Aryan and Hindi*. Culcatta: Farmake L Mukhupadhyay, 1969.  
Khan, Iqtidar H. *A Contrastive and Comparative Study of Standard Urdu and Standard Hindi*. Aligarh: Aligarh Muslim University Press, 1999.  
Beg, Mirza K. A. *Urdu Grammar: History and Structure*. New Delhi: Bahri Publications, 1988.  
Fatihi, A. R. *Urdu Lisaaniyaat*. New Delhi: National Council for Promotion of Urdu Language, 2013.

**COURSE OBJECTIVES:**

- To provide introductory remarks on academic writing and creative writing.
- To understand the characteristics of academic writing and creative writing.
- To understand the different aspects of academic writing and creative writing, categorization and stylistic features of academic writing and creative writing.

**COURSE OBJECTIVES:** After completion of the course, students should be able to:

- Develop an understanding of academic writing and creative writing.
- Have an understanding of language and style of academic writing and creative writing.
- Develop an understanding of stylistic analysis of academic writing and creative writing.

**UNIT-I**

Academic Writing: Definition and Scope.

Categories of Academic Writing.

Styles of Academic Writing: Composing, Paragraphing and Editing.

**UNIT-II**

Language and Style of Academic Writing.

Vocabulary, Grammar and Punctuation.

Kinesics and Proxemics.

**UNIT-III**

Creative Writing — Developing Plot, Narratives and Themes.

Types of Creative Writings: Speeches, Essays, Scriptwriting, Poetry and Fiction etc.

**UNIT-IV**

Stylistic Analysis of Academic and Creative Writing.

Describing Style Features.

Arguments, Creativity and Critical Thinking.

***Suggested Readings***

*Burroway, Janet. Writing Fiction: A Guide to Narrative Craft. 10th ed., University of Chicago Press, 2022.*

*Carter, Ronald, and Michael McCarthy. Cambridge Grammar of English: A Comprehensive Guide. Cambridge University Press, 2019.*

*Fry, Barbara. How to Write Poetry: A Guided Journal with Prompts for Creative Writing. Adams Media, 2018.*

*Gardner, John. The Art of Fiction: Notes on Craft for Young Writers. Vintage, 2019.*

*Graff, Gerald, and Cathy Birkenstein. "They Say / I Say": The Moves That Matter in Academic Writing. 4th ed., W. W. Norton & Company, 2018.*

**LN23400GE INTRODUCTION TO ENGLISH LANGUAGE TEACHING 02 Credits**

**COURSE OBJECTIVES:**

- To discuss the history of English Language Education in India.
- To discuss various language teaching methods.
- To discuss Needs Analysis and Testing as integral components of Language Teaching.

**COURSE OUTCOMES:** After successfully completing the course students shall have:

- The knowledge of the history of English Language Teaching in the Indian context.
- The knowledge of various language teaching methods.
- The knowledge of Needs Analysis and Language Testing.

**UNIT I**

Position of English in India: Charter Act of 1813. Three Language Formula.  
Language teaching methods.

**UNIT II**

Needs Analysis: Munby's Model.  
Language Testing: Modes of Testing, Types of Testing.

**Suggested Readings:**

Nunan, D. *The Learner Centered Curriculum*. Cambridge University Press, 1988.

Brown, G., et al. *Performance and Competence in Second Language Acquisition*.  
Cambridge University Press, 1976.

Byram, M. and Fleming, M. *Language Learning in Intercultural Perspectives*. Cambridge  
University Press, 1998.

Stevick, E. *Teaching and Learning Languages*. Cambridge University Press, 1982.

Harner, J. *The Practice of English Language Teaching*. Longman, 1983.

**COURSE OBJECTIVES:**

- To introduce students to Applied Linguistics and its scope.
- To discuss various branches of Applied Linguistics

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Know how Applied Linguistics is different from Theoretical Linguistics.
- Know the basics of Language Teaching, Translation, Lexicography, and Computational Linguistics as branches of Applied Linguistics.

**UNIT I**

Linguistics as a Branch of Knowledge,  
Theoretical and Applied linguistics.  
Nature and Scope of Applied Linguistics.

**UNIT II**

Branches of Applied Linguistics:  
Language Teaching, Translation, Lexicography  
Computational Linguistics, Language and Mind.

**Suggested Readings:**

- Weidman, Albert. *Design Principles and the Future of Applied Linguistics, Responsible Design in Applied Linguistics: Theory and Practice*. Crossef, 2016.
- Linn, Andrew R. *The Birth of Applied Linguistics*. Vol. 3, International Journal for Language Sciences, 2008.
- Simpson, James. *The Routledge Handbook of Applied Linguistics*. Vol. 1.
- Barton, D. ed. *Sustaining local literacies, Special issue of Language and Education*. Vol. 8: id 2, Multilingual Matters.1994.
- Cummins, J. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Avon: Multilingual Matters. 1984.