DEPARTMENT OF LINGUISTICS
Choice Based Credit System (CBCS)
2014-2015
Scheme of Examination for M.A. Linguistics
Non- Lab oriented Course with Project Work
From 2014-2015 onwards

&

Revised Syllabus

Bharathiar University
## SCHEME OF EXAMINATION FOR M.A. LINGUISTICS

### NON - LAB ORIENTED COURSE WITH PROJECT WORK

### FROM 2014-2015 ONWARDS

### CORE PAPERS

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### ELECTIVE PAPERS

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### SUPPORTIVE PAPERS

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Includes 25% continuous internal assessment marks.
SYLLABUS
CORE PAPER-SEMESTER-I
PAPER-1: PHONETICS AND PHONOLOGY (4 credits)

OBJECTIVE: To train the students in identifying the speech sounds of world language and to enable them to classify and to transcribe the speech sounds of languages of various natures besides imparting them different schools of thoughts pertaining to phonetics & Phonology.

UNIT I: PHONETIC STUDY
Phonetic study: Articulatory, Acoustic, Auditory-Articulatory mechanism-active and passive articulators-different kinds of structures-air stream mechanism-acoustic properties of sounds -perception of sounds -ear training.

UNIT II: CLASSIFICATION OF SPEECH SOUNDS
Speech sounds-Vowels and consonant and their sub classification-Co articulation-segments-Syllables: open and close, perk and coda-Supra segmental: stress, pitch, intonation.

UNIT III: TRANSCRIPTION
Recording and transcribing speech sounds-Phonetic transcription-narrow and broad transcription.

UNIT IV: PHONOLOGY
Phonemes and allophones - Allophone distribution-Phoneme identification procedures-Neutralization and archiphoneme.

UNIT V: PHONOLOGY IN DIFFERENT SCHOOLS
Descriptive phonology-Prague phonology-generative phonology

Text Books:
PAPER-2: MORPHOLOGY AND SYNTAX (4 credits)

OBJECTIVES: To introduce the minimal meaningful units of language and their arrangement in words and sentences to the students. To impart the construction types, the relationship existing among the various member constituents of sentences, their meaning to the students besides introducing various syntactical theories.

UNIT I: INTRODUCTION TO MORPHOLOGY
Nature and scope of morphology - definition and illustration of the terms morpheme, allomorph - parallelism between these terms and the phonological terms phoneme, allophone - identification of morphemes - procedures for segmenting morphs - grouping allomorphs into morphemes - conditioning of allomorphs: phonological, morphological, types of morphs: Zero, empty, portmanteau, discontinuous etc;

UNIT II: MORPHEME AND MORPHOLOGICAL PROCESSES
Arrangement of morphemes-Morphological processes: addition, subtraction, internal change, etc; -Affixes: Prefix, infix, suffix, suprafixed- Root versus stem- Inflection versus derivation-Morphological models.

UNIT III: MORPHOPHONEMICS AND SANDHI
Morphophonemics -Morphophoneme -Morphophonemic processes- Alternations: regular and irregular; automatic and nonautomatic, internal and external-base form-canonical form

UNIT IV: CONSTITUENT ANALYSIS
Constitutes and constituents - Immediate constituents-Kinds of ICs - Form classes-Structural ambiguity-Hierarchical structure-Virtues and inadequacies of IC analysis

UNIT V: CONSTRUCTIONAL ANALYSIS
Construction types: endocentric, exocentric-subdivision under the above types -syntactic linkage: inflection, concord, government, cross reference-phrase structure and transformations-Phrase structure grammar- Some syntactic models.

Text Books:
Paper -3 Semantics (4 credits)

Objectives: To introduce different approaches to the students to acquire knowledge on the study of meaning with special emphasis on lexical meaning and lexical organization.

Unit I: Concept of meaning:

Place of semantics in Linguistics – different approaches – semantics and other disciplines. Concept of meaning – different definition- reference and sense – Ogden and Richards meaning triangle. Components of lexical meaning – designation, connotation, range of application – Leech’s seven types of meaning.

Unit 2: Synonymy and Multiple meaning:


Unit 3: Change of meaning:


Unit 4: Structural semantics –I:


Unit 5: Structural semantics –II:


Text books


PAPER-4 LANGUAGE TEACHING METHODS  
(4 credits)

OBJECTIVES: To introduce the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching: To make the students understand the role of programmed learning contrastive analysis and error analysis and to enable the knowledge of testing and evaluation in the context of language teaching and learning.

UNIT I: LINGUISTICS AND LANGUAGE TEACHING AND LEARNING
Learner, acquisition, learning and teaching -Socio-cultural setting, problems and methods in first and second language teaching-learning and teaching-cognate language learning and Foreign language learning-main principles of language teaching and learning-approaches to language learning: Behaviouristic and Mentalistic approaches to language learning-Teaching language structure and communicative Teaching.

UNIT II: PROGRAMMED LEARNING AND TEACHING AIDS
The relevance of programmed instruction in foreign language teaching and learning-Various teaching aids: charts, maps and Models flash cards, slide projector, gramophone records, tape recorder, film strips and projector teaching machines, T.V. language Laboratory, computer-their role in language teaching and learning.

UNIT III: CONTRASTIVE ANALYSIS
Reasons for systematic comparison of two different linguistic systems and cultures-Various level of comparisons: Phonological systems, grammatical systems, lexical systems culture, positive transfer (facilitation) negative transfer (interference)

UNIT IV: ERROR ANALYSIS
Error and mistake -error analysis and its use-Significance of learner’s errors-steps in error analysis-Sources of errors-Ways and means to overcome the errors.

UNIT V: LANGUAGE TESTING
Principles and methods of language testing-concepts of language testing-types of tests-aptitude, diagnostic, prognostic, achievement and proficiency -reliability and validity of tests.

Text Books:
3. Nadaraja Pillai, N & Vimala, N 1980 Pizai aayvu (Error Analysis)CIIL; Mysore
4. Karunakaran, K etal 1990 Tamil Karpittal (Teaching Tamil) TTES: Coimbatore5. 5. Brumfit, C
1984 Communicative Methodology in Language Teaching OUP: Oxford
PAPER -5: LANGUAGE AND COMMUNICATION
(4Credits)

OBJECTIVES: The course is designed to give introductory knowledge about the relationship found between language communication and enabling the students to know the various theories, different methods of communication.

UNIT I: LANGUAGE, SOCIETY AND COMMUNICATION
Inter-relationship of language, society and communication-definition of language, society and communication-meaning, needs and means of communication -the process and types of communication-barriers for communication-communication gap -verbal and non-verbal communication.

UNIT II: COMMUNICATION SYSTEMS AND MODELS
Communication theories-Models of communication: Shannon and Weaver, Lass well, Schrumm, Osgood, Westly, New comb, Gatekeeper theories -Writing and speech systems in communication.

UNIT III: MASS MEDIA AND SOCIETY

UNIT-IV: SOCIAL APPROACH TO THE STUDY OF COMMUNICATION
Communication and Society – the role of mass communication and mass media on public opinion formation, national and social development, inter and intra group communication – nature of audience – homogeneous and heterogeneous audience – communication and smaller larger social groups – social development and communication.

UNIT IV: LANGUAGE USE, COMMUNICATION AND CONCEPT OF MODERNIZATION
Language use – choice of styles, register words and other structure for specific purposes in communication and their special significance – formal and informal situation and communication pattern – emerging patterns of communication – wider communication – networks of communication – bilingual and multilingual situation and mass communication.

Text Books
5. Cherry, Colin 1970 On Human Communication A Survey, an criticism, the MIT
7. ................. 1980 `Modernisation of Tamil in Radio Broadcast; Ayuvukkovai 4.2, Annamalai University : Annamalainagar.
10. Thirumalai M.S 1990 Silent Talk, CIIL : Mysore
**Paper -6: Lexicography (4 Credits)**

**Objectives:** To acquaint the principals of lexical semantics to the students and to train them in the theory and methods of dictionary making.

**Unit I: Introduction:**

Lexicology and lexicography - lexical and grammatical meaning – components of lexical meaning: designation, connotation, and range of application – the meaning triangle of Ogden & Richards. – system and application.

**Unit II:**


**Unit III: Types of Dictionaries:**

Criteria of Classification- Encyclopaedic vs. Linguistic- synchronic vs. Diachronic- general vs. Restricted. General Dictionaries – standard descriptive- overall descriptive - Historical dictionaries- Restricted or special dictionaries ,dictionaries of synonyms etc., Number of languages – monolingual , bilingual, multilingual size of the dictionaries – small , medium, big, academic dictionaries.

**Unit IV: Lexicography Method :**


**Unit 5: Lexicography Method:**

Construction of entries – lemma - pronunciation- grammatical indication – the main part of the entry- lexicographic definition – use of synonyms, etc., examples- glosses- labels- visual aids – sub- entries – reduced entries presentation of polysymy – arrangements of entries – types of arrangement , alphabetical – semantics or ideological – Others, Notation and format- reader’s guide to pronunciation- abbreviations – punctuation and symbols – appendices.

**Text Books:*

**Paper -7 Sociolinguistics (4 Credits)**

**Objectives:** Since language is the major instrument of social interaction as well as social identity, social aspects of the language reveals new dimensions of the Linguistics study. Therefore, the sociolinguistics describes the study of the relationship between language and society, which is very useful for the students, those who are interested on language and society.

**Unit I: Definition of Sociolinguistics:**

Sociolinguistics and Socio - language. Methodological preliminaries: selecting the linguistics variables, collection the texts identifying linguistics variable and their variants in text. Method of quantified linguistics variation.

**Unit II: Language and Society:**


**Unit III: Language Varieties:**

Regional and social, formal and informal: standard and non – standard, the concept of register and the dimension of an area communication field, mode and tenor , vernacular restricted elaborated codes

**Unit IV: Language and contact:**

Language identity and language loyalty- maintenance and shift- language convergence- pidginization and creolization – language use and attitudes.

**Unit V: Language planning:**


**Text books**

PAPER-8 HISTORICAL AND COMPARATIVE LINGUISTICS (4 Credits)

OBJECTIVES: To introduce various approaches and classification made in language analysis to the students. To impart different types of linguistic changes taking place in the language across the time. To equip the students in reconstructing historical changes taken place in cognate language with the linguistics evidences and to enable the students to classify the languages based on the geographical area.

UNIT I: INTRODUCTION
Synchronic and diachronic approach to language-Use of written records for historical study of languages-Classification of languages: genealogical, typological -Criteria for classifying languages into various families-Typological classification: analytic or isolative agglutinative, inflectional or synthetic and polysynthetic-Basic word order type: SVO, SOV, etc.

UNIT II: LINGUISTIC CHANGES AND THEIR CAUSES
Sounds change-Gradualness and of sound change-Some well known sound laws: Grimm’s law, Varner’s law, Grossman’s law-Phonetic and phonemic changes -Major types of sound change: split and merger, conditioned and unconditioned, assimilation, dissimilation, mater thesis, vowel harmony, haplology, Epenthesis-Loss of sounds: syncope, apocope etc. - Addition of sounds-Modifications to the Neogrammarian theory-social motivation for sound change-Lexical diffusion- Exceptions to sound change: analogy, borrowing etc. Transformational generative approach to sound change: rule addition, rule deletion, insertion-Feeding order and bleeding order.

UNIT III: RECONSTRUCTION AND SUB GROUPING
Identification of cognates-Reconstruction of phonology of the proto language-Reconstruction of morphology and syntax of the proto language-Internal reconstruction- sub grouping within a family-shared innovation and retentions-Family tree model- relative chronology of different changes-Understanding of culture of the speakers of the proto language: Kinship System environments, food and other articles.

UNIT IV: VARIATION AND CHANGE IN LANGUAGE
Variation in language and language contact-Use of dialect geography for historical Linguistics-Dialect, Idiolect, isogloss, Focal area, Relicarea, Transition area etc.-Analogy its relationship to sound change- Types of analogy: Phonological, grammatical and lexical-Linguistics borrowing prestige and need filling motives-Bilingualism, Pialginization and creolization- Semantic variation and changes.
UNIT V: AREAL CLASSIFICATION OF LANGUAGES

Language families of South Asia-Areal features and convergence processes -India (South Asia) as a linguistic area- Ergativity, Dative subjects, Retroflexes, Repeated use of conjunctive particles, other shared regional and pan-South Asian characteristics.

Text Books:
3. Emaneau M B 1956 India as Linguistics area. Language, 33:3-16
PAPER -9: TRANSLATION THEORY AND PRACTICE
(4 Credits)

OBJECTIVES: To introduce various theories of translation evolved worldwide besides giving a brief history of translation. To teach the ways and means of evaluating the translation process and to introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion.

UNIT I: A BRIEF HISTORY OF TRANSLATION
History of translation works since early times-Development of translation as an art and Science-Definition of translation need and scope of translation-Types of translation-word to word, phrase to phrase and sentence to sentence-level of translation.

UNIT II: THEORIES OF TRANSLATION

UNIT III: PROBLEMS OF TRANSLATION

UNIT IV: TESTING AND EVALUATION OF TRANSLATION
Limits of translatability and quality in translation-Methods of testing and evaluating translation-feed back for translation.

UNIT V: MACHINE TRANSLATION

Text Books:
2. Nida, E.A. 1975 Language structure and Translation (Introduced by Answer Dil) ch, 1,2,3 & 6 SUP: Starford.
3. Sivashanmugam C & Thayalan V 2013 Molipeyarppiyal, Revised III edition, Bharathiar University, Coimbatore - 46
4. Karunakaran K & Jeyakumar, M 1987 Translation as synthesis, Bahri publication: New Delhi
Paper-10 Dravidian Linguistics (4 Credits)

Objectives: The aim of the course is to provide information on the Dravidian family, the language in it, their mutual relationship the nature of the reconstructed proto-language and the change in the various individual languages.

Unit-I: History

History of Comparative Dravidian studies, Common characteristic feature of Dravidian languages – basic differences between Dravidian family and other language families of India.

Unit-II: Phonology

Phonological structure of Dravidian languages; Vowel and their development – short vs. Long; i/u and u/o alternations; metathesis etc., Consonants and their developments in Dravidian languages – voice vs. Voiceless plosives ; nasal plus double plosives, laterals, trills and fricatives.

Unit-III: Noun morphology:

Gender – number system., pronouns ., numerals., case system, Numerals(ordinal and cardinal)and adjectives.

Unit –IV: Verb morphology:

Stem classification, past and non- past formation., negative expressions in Dravidian., pronominal suffixes., Imperative mood etc.

Unit –V: Sub-grouping

Sub- grouping of Dravidian languages, South, Central and North Dravidian - family tree diagram.

Text books
5. Shanmugam, S.V 1971 Dravidian Nouns ,Annamalai University
Paper-11 Schools of Linguistics (4 Credits)

Objectives: The main aim of this paper is primarily intended to make the students aware of different Linguistics approach to language. Hence, Unique elementary concepts of Schools of Linguistics and an over view on the subject Schools of Linguistics are briefly mentioned in this paper.

Unit –I: INTRODUCTION TO SCHOOLS OF LINGUISTICS:


Unit-II: PRAUGE SCHOOL OF LINGUISTICS:


Unit-III: LONDON SCHOOL OF LINGUISTICS:

   British tradition in Phonetics Malinowski’s context of situation, semantics theory, phatic communication Firth’s contextual theory of meaning, prosodic phonology, systems Structure grammar – Holliday’s scales and categories systemic grammar, Social aspect of language

Unit –IV: AMERICAN SCHOOL OF LINGUISTICS:

   Early stages and influence of Anthropology- Boas, Sapir and the development of linguistics-Bloomfield ‘s descriptive linguistics, behaviourism, taxonomy, scientific linguistics- Golden age of Descriptivism and Hockett, Trager, Harris- Development of mentalistic trend, Phrase structure, Grammars- development of T G Contemporary American Models of Grammars: Tagmemic model (Pike) – Stratificational Model (Lamb)- Generative Semantics(Lakoff)Descriptive model (Hockett, Harris)

Unit –V: LINGUISTICS IN INDIA:

   Introduction to Indian Schools of Linguistics – A brief history of Schools of Indian Linguistics – Traditional School (Classic period)- Panini – Patanjali etc., Phonetics –in Ancient time, Contribution of western scholars to Indian Linguistics – Comparative Philology, Studies of Dravidian Languages, modern period- Indian Linguistics in Pre- Independence and Post- Independence Periods. Summer Schools of Indian Linguistics, Pioneer linguistics studies Deccan College ,CIIL, CIEFL,CIH, JNU, Annamalai University etc.,

Text Books:
1. Bloch & Trager 1969 Out of Linguistics analysis
2. Bolomfield ,L 1933 Language
4. Saussure Course in General Linguistics
PAPER-12: COMPUTATIONAL LINGUISTICS (4 Credits)

OBJECTIVES: To introduce the basic concepts of computer and its role in the field of Linguistics. To guide the students where the computer can be exploited in the domain of applied Linguistics. To teach certain important computer languages or software which suit well in language analysis and teaching and to impart the natural language processing for the purpose of translation and language teaching

UNIT I: INTRODUCTION TO COMPUTERS
Computer hardware, software – types of computers, digital, analogue, and others – computer languages – use of computer in different disciplines

UNIT II: INTRODUCTION TO COMPUTATIONAL LINGUISTICS
Computational linguistics – Computer dictionary, parsing analysis – application of computers in various linguistic research activities – stylistics, translation, text editing, text editing, text analysis, indenting, bibliography preparation, word processing, etc.

UNIT III: COMPUTER LANGUAGE
An introduction to computer language like BASIC, FORTRAN, COBOL, C language and other-other role of BASIC: String, Variables, Statements, operations, etc; -use of BASIC in Linguistic research-programming perspectives in BASIC.

UNIT IV: NATURAL LANGUAGE PROCESSING (NLP) THROUGH COMPUTERS
Introduction to computational, grammars-LEG, GPSG-natural language processing: Morphology and syntax-text processing

UNIT V: COMPUTER IN APPLIED LINGUISTICS
A survey of computer aided language learning (CALL) and language teaching (CALT)-problems in learning and teaching phonology, Morphology, syntax, lexicon, etc.

Text Books:
PAPER 13: FIELD LINGUISTICS (4 Credits)

OBJECTIVES: To help the students understand the importance and role of field Linguistics in Linguistics area. To equip the students in obtaining the technical knowledge of corpus elicitation corpus analysis and evaluation and analysis and Evaluation and to equip the students to do Linguistics

UNIT I: INTRODUCTION TO FIELD LINGUISTICS
Aims of Field Linguistics -place of Field linguistics-use of field linguistics-Methods involved in field Linguistics-Field linguistic surveys-Field linguistics tools.

UNIT II: FIELD LINGUISTICS MACHINERY
Investigators-informant-qualification, selection, use of informants (sampling)-community and its role in data collection-kinds of data-working sessions-report formation-prerequisites.

UNIT III: DATA COLLECTION
Questionnaire - preparation, administration Data - elicitation procedure, recording, preservation, collection procedures methods; Interview method-participant observation method -schedule, etc.

UNIT IV: DATA ANALYSIS
Data description: language structure, language contrast, language variation, language learning disciplines-structural description: sound, word, construction, meaning descriptions-presentation methods.

UNIT V: EVALUATION
Evaluation of questionnaire, data, analysis and description, evaluation strategies-sample linguistic survey-Field linguistics in relation to descriptive, historical, socio and psycho linguistics.

Text Books:
3. Agesthialingom, S & Karunakaran, K 1975 Questionnaire for the study of Social stratification of Tamil in Madras city, Annamalai University, Annamalai Nagar.
5. Sivashanmugam C & Perumalsamy, P 1989 Sociolinguistic Survey of Tamil and Telugu in the Western Districts of Tamilnadu Questionaire, Bharathiar University, Coimbatore.
Paper- 14 Dialectology and Bilingualism (4 Credits)

OBJECTIVES: to introduce various methods and classifications used for identifying the Dialects to the students.

Unit-I: Language and its variations:

Language, dialects, idiolects, varieties- mutual intelligibility- shared and non- shared features between dialects, distances, regional, Social and Professional dialects.

Unit-II: Dialect studies in India with special reference to Tamil:

Linguistic survey of India- dialect study in Dravidian languages in general and in detail.

Unit –III: Field methods and techniques

Preparation of questionnaires, conducting survey and analytical procedures.

Unit-IV: Introduction to bilingualism

Concept of bilingualism -language in contact- interference – borrowing – nativization – Impact of bilingualism.

Unit-V: Indian bilingualism:

Bilingualism/ multilingualism in India with special reference to Tamilnadu. Functional aspect of Indian bilingualism - diglossia, language planning and education.

Text Books:


Paper- 15  Soft Skills (4 Credits)

Objectives

Acquisition of mere linguistic skills is not enough to become a successful communicator. One has to master a set of skills known popularly soft skills in order to be a successful communicator in the modern world. This course trains students in the soft skills.

Unit –I : Personality Skills

Personality, approaches to personality, traits, achievement motivation, gender culture and achievement, personal habits, optimism and pessimism.

Unit-II : Interpersonal Skills

Assertive Communication, body Language, starting a conversation, listening actively, making good decisions, solving problems, resolving group conflict, building esteem, recognizing and showing empathy.

Unit-III : Language and Communication Skills

Advanced communication skills, elements of communication, types of input, the internal map, internal state and behavior response, verbal cues, kinesthetic representational system, eye movement, six steps to building rapport

Unit- IV - Professional Proficiencies

Personal effectiveness, emotional intelligence, the cognitive interview, interacting in groups

Unit –V: Expressive Skills

Creativity, strategic thinking, team building, influencing skills, presentation skills, effective group discussion skills, interview etiquettes and selling skills,

References

2. Managing Life Skills. The McGraw-Hill Companies, 4400 Easton Commons, Columbus, OH 43219
4. Communication ,Paul Linsley
5. The hand book of communication skills , Owen Hargie. Routledge is an imprint of the Taylor & Francis Group, an informa business, 2006 Routledge
ELECTIVE PAPERS

PAPER-1: INTRODUCTION TO LANGUAGE STRUCTURE AND LANGUAGE USE (4 Credits)

OBJECTIVES: To introduce the basic components of language and various pattern of language structure and to enable the students understand the fact that how language in used in different domain and how components of language are enriched besides equipping them in the social aspect of language.

UNIT I: COMPONENTS OF LANGUAGE
Components of language-Sound-Phone-Phoneme-Morpheme-word-phrases-sentences-its function

UNIT II: PATTERNS OF LANGUAGE STRUCTURE

UNIT III: LANGUAGE USE
Language use-Definition-language use in various domains-education-administration-mass communication -Radio-Television - Newspapers-Journals

UNIT IV: LANGUAGE USE AND LANGUAGE DEVELOPMENT
Language use and Language development - principles of language development - concepts of Modernization- standardization - graphisation.

UNIT V: LANGUAGE AND CONTACT
Language identity and language loyalty -maintenance and shift -language convergence-pidginization and creolization - language use and attitudes.

Text Books:
2. Burrow, T 1968 Collected papers on Dravidian Linguistics, All India Tamil Linguistics Association
PAPER 2: HISTORY OF TAMIL LANGUAGE (4 Credits)

OBJECTIVES: To present a brief history of Tamil language and its development occurred across various periods. To give room for students to have the exposure on salient features of medieval Tamil and modern Tamil and to provide an opportunity to the students for understanding the fact that how legitimately other languages made an impact over Tamil language.

UNIT I: A BRIEF HISTORY OF TAMIL LANGUAGE

UNIT II: ANCIENT TAMIL

UNIT III: MEDIEVAL TAMIL
Medieval Tamil – Tamil in the period of Pallavas – Cholas – Naikars.

UNIT IV: MODERN TAMIL
Modern Tamil – 19th and 20th Century.

UNIT V: IMPACT OF OTHER LANGUAGE ON TAMIL

Text Books:
5. ------------------ 1983. Sociolinguistic patterns of Language use, All India Tamil Linguistics Association : Annamalainagar.
PAPER - 3: LANGUAGE, CULTURE AND SOCIETY  
(4 Credits)

OBJECTIVES: To inculcate the sense of relating the language with society and to make the students understand how one affects another and to introduce the concept of culture and its relating language besides equipping the students to have clear picture about the socio-cultural organization relating to language.

UNIT I: SOCIOLOGY OF LANGUAGE
Descriptive Sociology of language, situational shifting, Metaphorical switching – Dynamic Sociology of language – unstable bilingualism, stable bilingualism; Applied sociology of language, the creation and revision of Writing System, language planning.

UNIT II: LANGUAGE AND SOCIETY
Interaction of language and social life – speech community, diglossia, bilingualism, speech situation, speech event, speech act, speech styles – social context of speaking – correlation of speech – variation of speech – variations; social, age, sex, education, etc.

UNIT III: LANGUAGE AND CULTURE
Linguistics and ethnology, cultural emphasis, metaphorical usages, ethnography of speaking – Ethnolinguistics – colour, the lexicon of environment, personal names, etc.

UNIT IV: SOCIAL CONTEXT AND SEMANTIC FEATURE
Cultural patterning of speech behaviour, social meaning in linguistic structures – Micro and Macro Sociolinguistics - Multilingual settings, domains of language behaviour.

UNIT V: SOCIO-CULTURAL ORGANISATION
Language constraints and language reflections, the uses of Sociolinguistics, speaking as social action: Malinowski’s approach, philosophical approaches, speech act theory and Linguistic Anthropology.

Text Books:
6. Duranti, Allessonadre 1997 Linguistic Anthropology, CUP.
**Paper-4: Neurolinguistics (4 Credits)**

**Objectives:** To make the students understand the anatomy of the brain, and the study of the relationship between language and its natural basis in the brain. It is also aimed to make the students familiar with the different types of speech disorder and their correlation with brain.

**Unit-I Introduction**


**Unit-II Language and speech**

Language and speech – basic linguistic units - phonology – morphology – syntax - semantics- linguistics and psychology - linguistics and neurology - a comparison – neurolinguistics an – introduction.

**Unit –III History of neurolinguistics**


**Unit –IV Speech and language Disorders:**


**Unit-V Theories**

Western aphasia test battery- Boston Diagnostic aphasia Examination – evaluation of the above two test batteries – a sample study of a language disorder.

**Text books.**

SUPPORTIVE PAPERS

PAPER- 1: BASIC PHONETICS (2 Credits)

OBJECTIVES: To make the students understand the physiology of articulation so that they could produce the sounds correctly without blurs to make the students gain spoken skill in a language.

UNIT I: PHONETICS AND BRANCHES OF PHONETICS
Phonetic study- articulatory process -phases of speech -Articulatory, Audio and Acoustic approaches -ear training and performance.

UNIT II: ARTICULATORY PHONETICS:

UNIT III: CLASSIFICATION SPEECH SOUNDS:
Definition and classification of vocoids, eontoids and approximants - phonetics symbols-modification of sounds -stop with reference to air-stream mechanisms -oral drills.

Text Books:
2. Bloch B & Trager, G.L 972 Outline of Linguistics analysis, LSA, Baltimore, USA.
PAPER 2: BASICS OF TRANSLATION (2 Credits)

OBJECTIVES: To introduce the theories and principles of translation in order to make out students better translations. To impart practical translation skills to our students

UNIT I: BASIC COMPONENTS OF TRANSLATION
Basic components of Translation -Definition -need of translation-importance of translation -source VS target languages

UNIT II: TYPES OF TRANSLATION
Types of Translation -Full Vs partial -total VS restricted -phonological -Graphological translations extent -level -ranks

UNIT III: EQUIVALENCES
Translation equivalence-types of equivalence -textual equivalence-formal correspondence-dynamic equivalence

UNIT IV: PROBLEMS OF TRANSLATION
Types of problems - linguistics vs non linguistics problems -lexical problems - cultural problems - problems on translation scientific terms - science text -problems on translating literature- metaphor - simile.

UNIT V: PRACTICAL EXERCISE
Students will be asked to translate various kinds of text such as science, literature, conversation, official letters, documents and so on.

Text Books:
5. Sivashanmugam C & Thayalan, V. 2013 Mozhipeyarppiyal (Tamil) III revised, enlarged edition, Bharathiar University, Coimbatore
PAPER3: INTRODUCTION TO DRAVIDIAN LANGUAGES (2 Credits)

OBJECTIVES: To impart the knowledge about features of Dravidian language to the students in general and to equip them to have clear knowledge in subgroups of Dravidian languages and their unique features.

UNIT I: DRAVIDIAN
History of comparative Dravidian studies, common characteristic feature of the Dravidian languages-basic differences between Dravidian family and other language families of India.

UNIT II: SOUNDS OF DRAVIDIAN
Phonological structure of Dravidian Language, vowels and their development-short vs long; ai/e and u/o alternations; metathesis etc; consonants and their developments in Dravidian languages-voiced vs voiceless plosives; nasal plus double plosives, laterals, trills and fricatives.

UNIT III: NOUNS IN DRAVIDIAN
Noun morphology: Gender-number system; pronouns, numerals, case system

UNIT IV: VERBS
Verb Morphology: stem classification, past and nonpast formation; negative expression in Dravidian; pronominal suffixes; Imperative mood etc.

UNIT V: GROUPING DRAVIDIAN LANGUAGES AND LISTING THEIR FEATURES
Sub - grouping of Dravidian languages, Family tree diagram - Features of Dravidian sub groups.

Text Books:
1. Shanmugam, S. V. 1971 Dravidian Nouns, Annamalai University
2. Subramanyam, P.S. 1970 Dravidian Verb morphology, Annamalai University
3. Caldwell, Rebert 1961 A Comparative Grammar of the Dravidian or south India family of Languages (3rd edn.) madras university.
5. Zvelebil, kamil, V 1990 Dravidian Linguistics-An Introduction, PILC
PAPER 4: LANGUAGE FOR SPECIAL PURPOSE
(2 Credits)

OBJECTIVES: To make our students understand the structure of discourse in general and that of scientific language in particulars. To enable our students to become better communications in the field of science and teachings

UNIT I: LANGUAGE FOR SPECIAL PURPOSE
Language for common use and language for special purpose - differences -evaluation of language for use in Science.

UNIT II: MODIFYING LANGUAGES FOR SPECIAL PURPOSE
Techniques of promoting a language for use in Science-Language enrich mention

UNIT III: PLANNING LANGUAGE
Status and corpus planning -Language-modernization and standardization.

UNIT IV: TECHNICAL TERMS
Lexical enrichment and development of language - technical terms and their formation.

UNIT V: STYLE OF SPECIAL LANGUAGE
Style and usage of language for special purpose-sentence length and efficiency of language to impact scientific concepts.

Text Books:
4. Radha Chellappan 1985 Kalaicollakakkam, Bharathidasan University, Trichy.
PAPER 5: DICTIONARY MAKING (2 Credits)

OBJECTIVES: To impact the skill of dictionary making to introduce the concepts of relationship among words, synonymy, antonymy, etc.

UNIT I: LEXICAL MEANING

UNIT II: FORMAL ASPECTS OF LINGUISTIC VARIATION

UNIT III: TYPES OF DICTIONARIES

UNIT IV: LEXICOGRAPHICAL METHOD

UNIT V: FORMAT AND PLAN

Text Books: