**M. A. Linguistics**

**Syllabus**

**(With effect from 2024-25)**

**Program Code :**



**DEPARTMENT OF LINGUISTICS**

**Bharathiar University**

**(A State University, Accredited with “A++”Grade by NAAC and**

**15th Rank among Indian Universities by MHRD-NIRF)**

**Coimbatore 641 046, INDIA**

**BHARATHIAR UNIVERSITY:: COIMBATORE 641046**

**DEPARTMENT OF LINGUISTICS**

**MISSION**

The Department of Linguistics was established in the year 1985. Since its inception, the department is successfully doing higher researches and offering courses leading to M.A., and Ph.D. degrees. In addition to these, the Department of Linguistics has taken up academic extension activities in the socially relevant areas such as tribal literacy, tribal empowerment, teacher training, etc.

The Department of Linguistics has a tradition of excellence in teaching and research. It is a vibrant centre of research and teaching and committed to diversity of linguistic phenomena through different modes of inquiring.

The department of linguistics has a lofty mission imbibe the art and science of analysing the languages in the minds of the future linguists in order to write grammar, learn and teach the language, prepare teaching-learning and evaluation materials, apply the knowledge of language in different disciplines and to theorize. The department has potential infrastructure for innovative researches on phonetic studies through computer programming and corpus collection in view of documenting the endangering tribal languages of Western Ghats.

**EMPLOYMENT AND HIGHER STUDIES**

|  |  |
| --- | --- |
| **Program Educational Objectives (PEOs)** | |
| The **M.A. Linguistics** program describe accomplishments that graduates are expected to attain within five to seven years after graduation | |
| PEO1 | Teaching in Schools, Colleges, Universities and Research Institutions |
| PEO2 | Central Institutes: Central Institute of Indian Languages(CIIL), Language Division, Kolkata, Indian Statistics Institute(ISI), Puducherry Institute of Linguistics and Culture(PILC), All India Institute of Speech and Hearing (AIISH), Regional Institutes: International Institute of Tamil Studies(IITS), Central Institute of Classical Tamil(CICT), |
| PEO3 | Writing and editing jobs at Mass media, professional and technical communications |
| PEO4 | Lexicographers, translators, research associate of language documentation and research, |
| PEO5 | Language analyst, psycholinguist, engineers in NLP, Forensic linguist, Accent trainer, |
| PEO6 | Broadcaster, News Reader, Interpreter, Language editors, Copy writer, Content writer |
| PEO7 | Machine Learning Engineer, Computational Linguist, Data Scientist, |
| PEO8 | Language editing and processing in Digital Humanities |
| PEO9 | Higher Studies and Research at Indian and Foreign Universities |
|  | |

**PROGRAM SPECIFIC OUTCOMES (PSOS)**

|  |  |
| --- | --- |
| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of M.A. Linguistics program, the students are expected to | |
| PSO1 | Master the complexity of language features in use and usage through cognitive, biological, cultural, and social factors |
| PSO2 | collect, organize and analyze linguistic data from diverse languages in comparative and contrastive research methods |
| PSO3 | To understand the technicality of employing the language in the fields such as Business, Computer Science, Translation, Culture, Teaching and Learning, Psychology and Dictionary Making. |
|  | Acquire the academic and technical knowledge for linguistic research, publication and teaching |
| PSO4 | Help the Tribal Societies by studying and documenting their language and Culture |
| PSO5 | Incorporate the linguistic science in computer technologies |
| PSO6 | Apply the linguistics knowledge in professional and research activities |
| PSO7 | Understand the concepts, theories, and methodologies adopted by linguists in various research perspectives |
|  | |

**PROGRAMME OUTCOMES**

|  |  |
| --- | --- |
| **Program Outcomes (POs)** | |
| On successful completion of the M. A. Linguistics program | |
| PO1 | Students can understand the nature and function of language in terms of sound, structure and meaning. |
| PO2 | Students can get familiarity with the basic concepts and assumptions of different theoretical frameworks of linguistics discipline, and obtain the ability to critically question and evaluate these assumptions. |
| PO3 | Integrate relevant knowledge to establish a foundation for advanced researches in indigenous languages and people. |
| PO4 | Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors. |
| PO5 | Students can employ their linguistic knowledge and skills in teaching, training and linguistics researches at further studies. |
| PO6 | * Can engineer the mechanics of language through various linguistic components so as to employ them in Natural language processing. |
| PO7 | Demonstrate the in depth knowledge and understanding of the concepts, theories, and methodologies proposed by linguists in Linguistics and its different applied and subfields. |
| PO8 | Students can apply their linguistic knowledge to enhance their writing activities and also to improve their understanding on psycho-socio skills in inter and intra lingual communicative contexts. |
| PO9 | Students can attain a comprehensive understanding of the basic principles of research in theoretical and descriptive linguistics. |
| PO10 | * Understand and demonstrate the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research. |
|  | |

**BHARATHIAR UNIVERSITY: : COIMBATORE 641 046**

**M. A LINGUISTICS Curriculum (University Department)**

*(For the students admitted during the academic year 2024 – 25 onwards)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | | |
| LINBO1 | Phonetics and Phonology | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO2 | Morphology | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO3 | Syntax | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO4 | Semantics | | 4 | 60 | - | 25 | 75 | 100 |
| LINGE01 | **Elective**: History of Tamil Language | | 4 | 60 | - | 25 | 75 | 100 |
|  | **Supportive-I** | | 2 | 30 |  | 12 | 38 | 50 |
| 1JA | **Certificate Course - I** | | 2 | 30 |  | 12 | 38 | 50 |
| **Total** | | | 24 |  |  |  |  | 600 |
| **SECOND SEMESTER** | | | | | | | | |
| LINBO5 | Language Teaching Methods | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO6 | Language and Communication | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO7 | Lexicography | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO8 | Sociolinguistics | | 4 | 60 | - | 25 | 75 | 100 |
| LINGE02 | **Elective**: Forensic Linguistics | | 4 | 60 | - | 25 | 75 | 100 |
|  | **Supportive-I** | | 2 | 30 |  | 12 | 38 | 50 |
| **Total** | | | 22 |  |  |  |  | 550 |
| **THIRD SEMESTER** | | | | | | | | |
| LINBO9 | Translation Theory and Practice | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO10 | Historical and Comparative Linguistics | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO11 | Schools of Linguistics | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO12 | Computational Linguistics | | 4 | 60 | - | 25 | 75 | 100 |
| LINGE03 | **Elective**: Language Culture and Society | | 4 | 60 | - | 25 | 75 | 100 |
|  | **Supportive-I** | | 2 | 30 |  | 12 | 38 | 50 |
| 3JA | **Job Oriented Course - I** | | 2 | 30 |  | 12 | 38 | 50 |
| **Total** | | | 24 |  |  |  |  | 600 |
| **FOURTH SEMESTER** | | | | | | | | |
| LINBO13 | Field Linguistics | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO14 | Dialectology and Bilingualism | | 4 | 60 | - | 25 | 75 | 100 |
| LINBO15 | Soft Skills | | 4 | 60 | - | 25 | 75 | 100 |
|  | Project Work | |  |  |  |  |  |  |
|  | Project and Viva Voce | | 8 | - | - | - | - | 200 |
| LINGE04 | Neurolinguistics | | 4 | 60 | - | 25 | 75 | 100 |
|  | **Total** | | 24 |  |  |  |  | 600 |
|  | **Sub Total** | | **94** |  |  |  |  | **2,350** |
|  | | | | | | | | |
| **SUPPORTIVE COURSE OFFERED TO OTHER DEPARTMENT** | | | | | | | | |
| **I Semester** | **Title of the course** | |  |  |  |  |  |  |
| LINGSO1 | Basic Phonetics | | 2 | 30 |  | 12 | 38 | 50 |
| LINGSO2 | Basic of Translation | | 2 | 30 |  | 12 | 38 | 50 |
| **II**  **Semester** |  | |  |  |  |  |  |  |
| LINGSO3 | Introduction to Dravidian Languages | | 2 | 30 |  | 12 | 38 | 50 |
| LINGSO4 | Language for Special Purpose | | 2 | 30 |  | 12 | 38 | 50 |
| **III Semester** |  | |  |  |  |  |  |  |
| LINGS05 | Dictionary Making | | 2 | 30 |  | 12 | 38 | 50 |
| LINGS06 | Introduction to Language Teaching Methods | | 2 | 30 |  | 12 | 38 | 50 |
|  |  | |  |  |  |  |  |  |
| **ONLINE COURSES** | | | | | | | | |
| **1** | **Mooc’s –Online course(SWAYAM, NPTEL)** | | 2 |  |  |  |  |  |
| **CERTIFICATE COURSES** | | | | | | | | |
| 1 | Professional Writing | | 2 | 30 |  |  |  | 50 |
| 2 | Tribal Studies | | 2 | 30 |  |  |  | 50 |
| 3 | Teaching English as Second Language | | 2 | 30 |  |  |  | 50 |
|  | | | | | | | | |
| **JOB- ORIENTED COURSES** | | | | | | | | |
| 4 | Corpus Linguistics | | 2 | 30 |  |  |  | 50 |
| 5 | Clinical Linguistics | | 2 | 30 |  |  |  | 50 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **LINBO1** | | **PHONETICS AND PHONOLOGY** | | | **L** | | | **T** | **P** | **C** | |
| **Core** | | | | |  | | | **4** | | |  |  | **4** | |
| **Pre-requisite** | | | | | **Knowledge in reading and speaking** | | | **Syllabus Version** | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To train the students to identify the speech sounds of world languages. 2. To enable the students to classify and transcribe the speech sounds of Language of various natures besides imparting different schools of through pertaining to phonetics and phonology 3. To train them with IPA transcription for any language 4. To identify the parts of the vocal tract and their roles in speech production 5. To describe phonological patterns using phonological rule format and feature specifications. 6. To train the students about the methods of phonemic analysis | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | To remember broad and narrow transcription in phonetics | | | | | | | | | | K1 | | |
| 2 | | Understands segmental and supra segmental features of speech sounds. | | | | | | | | | | K2 | | |
| 3 | | Apply the concept of phonetic transcription methods by using IPA | | | | | | | | | | K3 | | |
| 4 | | Describe and analyze various phonetic and phonological perspectives in recorded language data | | | | | | | | | | K4 | | |
| 5 | | To evaluate phonemes and allophones and from basic phonological pattern of any given languages. | | | | | | | | | | K5 | | |
| 6 | | Creating awareness about various aspects of research on world language. | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | **PHONETIC STUDY** | | | | | | **12 -- hours** | | | | |
| Definition Phonetics – Branches of Phonetics: Articularty Phonetics – Acoustic Phonetics – Auditory Phonetics – Speech organs and their function - Airstream mechanism – Pulmonic, Glollaik and velaric Airstream mechanism – Sound Production: - Place of articulation - Manner of articulation – Active and Passive articulators – Kinds of Phonatin – Different kinds of Strictures. | | | | | | | | | | | | | | |
| **Unit:2** | | | | **CLASSIFICATION OF SPEECH SOUNDS** | | | | | **12 -- hours** | | | | | |
| Speech sounds: Vowels Production, Tonguage Position, Lip Position, Rounded and unrounded Vowels, Cordinal Vowels – Consonants sub classification – Monopthongs and Dipthongs – Co-articulation, segments, syllabic structure, open and closed syllable, onset, peak and coda – Supra segmental Features: Definition and Classification – Stress, Primary and secondary stress - Tone, Pitch, Innotation and Juncture. | | | | | | | | | | | | | | |
| **Unit:3** | | | | **TRANSCRIPTION** | | | **12 -- hours** | | | | | | | |
| Transcription Definition – Use of transcription - Recording and transcribing speech sounds – IPA – Phonetics symbols – Kinds of transcription: Narrow and Broad Transcription - Transcription practice in phonetics Laboratory – Writing and Reading transcription – Trascription Assignments. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | **PHONOLOGY** | | | **12 -- hours** | | | | | | | |
| Relation of Phonetics and Phonology – Phone, Phoneme and Allophone – Phoneme Identification procedures – Complementary distribution – Constrastive distribution – Free variation – minimal pair – Neutralization and Archiphoneme. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | **PHONOLOGY IN DIFFERENT SCHOOLS** | | **10 -- hours** | | | | | | | | |
| Descriptive Phonology – Prague Phonology – Generative Phonology - Auto segmented Phonology – Linear – Non-Linear Phonology – Computational Phonology Lexical Phonology – Optimality theory. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **60 --hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | Abercrombie, D. 1967 Elements of Phonetics Edinburgh, University Press. | | | | | | | | | | | | | |
| 2 | Brosnahan, L. E &Malmberg B, 1976, Introduction to phonetics. Cambridge: CUP. | | | | | | | | | | | | | |
| 3 | Catford, J.C. 1990, A Practical introduction to Phonetics. Oxford: Clarendon Press. | | | | | | | | | | | | | |
| 4 | Nida, E.A. 1949, Morphology - the descriptive analysis of word. Michigan: University of Michigan. | | | | | | | | | | | | | |
| 5 | Pike, K.L. 1947, Phonemics. Ann Arbor, MIT. | | | | | | | | | | | | | |
| 6 | Abercrombie, D. 1967 Elements of Phonetics Edinburgh, University Press. | | | | | | | | | | | | | |
| 7 | Gleason, H. A. 1961 An Introduction to Descriptive Linguistics, NewYork: Holt Rinehart and Winston Inc. | | | | | | | | | | | | | |
| 8 | D. B. Fry,1979, The Physics & Speech, Cambridge University Press, Cambridge . | | | | | | | | | | | | | |
| 9 | Bharadwaj, English Phonetics and Phonology, Jain VishvaBharathi Institute, Ladnun (Rajasthan) | | | | | | | | | | | | | |
| 10 | Francis Katamba.1989, Introduction to Phonology. | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Abercrombie. D, Elements of general phonetics. Edinburgh University Press: Edinburgh. 1967.* | | | | | | | | | | | | | |
| 2 | *Catford, J.C, A practical introduction to phonetics. Clarendon Press: Oxford. 1989* | | | | | | | | | | | | | |
| 3 | *Pike. K.L, Phonetics. The University of Michigan Press: USA. 1964.* | | | | | | | | | | | | | |
| 4 | *David Odden, Introducing Phonology. Cambridge University Press: Cambridge. 2005.* | | | | | | | | | | | | | |
| 5 | *Durand, Jacques, Generative and Non-linear Phonology. Longman. 1990.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | <https://www.internationalphoneticassociation.org/redirected_home> | | | | | | | | | | | | |
| 2 | [https://www.internationalphoneticassociation.org/content/links-phonetics-resources#A6](https://www.internationalphoneticassociation.org/content/links-phonetics-resources%23A6) | | | | | | | | | | | | |
| 3 | <https://all-about-linguistics.group.shef.ac.uk/> | | | | | | | | | | | | |
| 4 | <https://sites.google.com/a/sheffield.ac.uk/aal2013/branches/phonetics/what-is-phonetics> | | | | | | | | | | | | |
| 5 | <https://www.britannica.com/science/phonetics> | | | | | | | | | | | | |
| 6 | <https://www.routledgehandbooks.com/pdf/doi/10.4324/9781315145006-4> | | | | | | | | | | | | |
| 7 | <https://linguistics.berkeley.edu/~kjohnson/English_Phonetics/> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By:  **Dr. P. SANKARGANESH, sankarganesh@buc.edu.in** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | **S** | M | S | M | S | S | M | M | S | S |
| **CO2** | S | M | S | M | M | S | M | S | M | S |
| **CO3** | S | S | S | M | M | S | S | S | S | S |
| **CO4** | S | M | S | S | S | M | M | S | S | M |
| **CO5** | M | S | M | M | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINB02** | | **MORPHOLOGY** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge in grammar and writing** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Equip the students with the Linguistics techniques of morphological analysis and to know the concepts of morphology. 2. know the inflection and derivation of words 3. know the morphological analysis related to nouns and verbs 4. know the techniques of analysing the morphology of a new language 5. know the relationship of morphology and syntax | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Remember the concepts of Morphology | | | | | | | | | | K1 | |
| 2 | | | Understands the procedures for the analysis of morphology of any language | | | | | | | | | | K2 | |
| 3 | | | Apply the principles for any unknown languages | | | | | | | | | | K3 | |
| 4 | | | Analyze their mother tongue as well as a new language to write a grammar | | | | | | | | | | K4 | |
| 5 | | | Evaluate the principles applied in other languages by contrastive study | | | | | | | | | | K5 | |
| 6 | | | Create rules for Morphological Analyzer | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **ELEMENTS OF MORPHOLOGY** | | | | | | **12 -- hours** | | | |
| Introduction: Morphology – Morphological Units – Morph - Allomorph – Morpheme – Monomorphemic Word – Dimorphemic Word – Polymorphemic Word – Parallelism between Morphological Terms and the Phonological Terms. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **CLASSIFICATION OF MORPHEMES** | | | | | **12 -- hours** | | | | |
| Classification of Morphemes: Roots and Stem. Affixes: Prefix – Infix – Suprafix - Suffix. Types of Morphemes: Free Morpheme vs. Bound Morpheme, Continuous vs. Discontinuous, Obligatory vs. Optional, Additive, Subtractive, Reduplicative, Completive vs. Noncompletive – Nucleus vs. Non Nucleus Morphemes. Types of Morphs: Empty – Zero – Portmanteau – Replacive – Endocentric – Exocentric – Abbreviations. Inflection and Derivation. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **WORD FORMATIONS** | | | **12 -- hours** | | | | | | |
| Identification of Morphemes: Morph - Morpheme – Allomorph – Nida’s Principles. Procedures for Segmenting Morphs – Grouping Allomorphs into Morpheme – Conditioning of Allomorphs Phonologically and Morphologically. Morphophonemics: Internal Sandhi vs. External Sandhi, Phonemic Changes, Regular vs. Irregular. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **STRUCTURE OF SYLLABLES AND FORMS** | | | **12 -- hours** | | | | | | |
| Differences between Word and Morpheme: Structure of Word: Syllables – Monosyllabic – Disyllabic – Trisyllabic, Types of Words. Free Compound Complex. Paradigmatic and Syntagmatic Relations: Item and Arrangement – Item and Process – Word and Paradigm. Morophosyntactic Structure Cases, Participles. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **NOUN &VERB MORPHOLOGY** | | **10 --hours** | | | | | | | |
| Morphology: Noun Morphology – Pronouns, Number, Gender – Numerals - Case grammar. Verb Morphology: Verb Structure – Tense Marker – Finite vs. Non-finite Verb. Adjectives, Adverbs, Particles, Clitics. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert Lectures, Online Seminars - Webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillian* | | | | | | | | | | | | | |
| 2 | *Matthews, P.H. 1974, Morphology, Cambridge University Press, Cambridge* | | | | | | | | | | | | | |
| 3 | *Nida, E.A. 1949, Morphology, University of Michigan Press, Michigan* | | | | | | | | | | | | | |
| 4 | *Elson, B & Pickett. V.S. 1962, An Introduction to Morphology and Syntax, SIL* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Agesthialingom, S. 1967, A Generative of Tamil, Dept. of Linguistics, Annamalainagar* | | | | | | | | | | | | | |
| 2 | *Gleason, H.A. 1976 An Introduction to Descriptive Linguistics, New York. H.R.W.* | | | | | | | | | | | | | |
| 3 | *Verma, K. & Krishnaswamy, N. 1989, Modern Linguistics: An Introduction Oxford University Press, London* | | | | | | | | | | | | | |
| 4 | *Crystal, D. 1987, The Cambridge Encyclopedia of Language, CUP, Cambridge* | | | | | | | | | | | | | |
| 5 | *Lyons, J. 1968, Introduction to Theoretical Linguistics, CUP, Cambridge* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=zQ81ypnnMHo> | | | | | | | | | | | | |
| 2 | | [https://www.goodreads.com/book/show/3467141-morphology?](https://www.goodreads.com/book/show/3467141-morphology?from_search=true&from_srp=true&qid=GzbgutfvbQ&rank=6) | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. N. VIJAYAN, vijayan@buc.edu.in** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | M | S | M |
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **LINBO3** | | **SYNTAX** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | **Grammatical And Syntactical Knowledge of Language** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  1. Making the students to know about the language, its structure and word order of sentences  2. Prepare the students to familiarize with the basic goals and assumptions of Generative Grammar  3. disseminate the students in the rudiments of syntactic analysis and syntactic theorizing and argumentation  4. Introduce the computational models and natural language structures for language parsing techniques  5. Train the students with the major syntactic structures and their relevance to linguistic theory  6. Developing the critical thinking of the students through the analysis, interpretation and application of morphological and syntactical structures of language  7. Enhancing the students’ grammatical, structural and pragmatic knowledge for personal and professional applications | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | Students can learn the major syntactic structures and their relevance in linguistic theory | | | | | | | | | | | K1 | |
| 2 | Students can understand the word order and structure of sentences in language | | | | | | | | | | | K2 | |
| 3 | Learners can apply the basic knowledge of language in Generative Grammar models | | | | | | | | | | | K3 | |
| 4 | Students can analyze the rudiments of syntactic theories and argumentation in natural languages | | | | | | | | | | | K4 | |
| 5 | Comparison of deep structure and surface structure of language will help learners peruse researches. Learners can compare the linguistics structures of L1 and L2 so as to avoid language errors in use. | | | | | | | | | | | K5 | |
| 6 | Students can create language structures of various types for linguistics knowledge enhancement | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **PARTS OF SPEECH AND IC ANALYSIS** | | | | | | **12 -- hours** | | | |
| Syntax – Introduction, Parts of Speech, Nouns and Determiners – Adjectives – Verbs – Prepositions – Adverbs – Conjunctions - Interjections, The Notion of ‘Word’, Word Classes and Phrases, Phrase Structure - Rewrite System, IC Analysis, Constitutes and Constituents - Immediate Constituents: Kinds of IC- Hierarchical Structure.. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **PHRASE STRUCTURE GRAMMAR** | | | | | **12 -- hours** | | | | |
| Phrase – Structure - Rewrite, Tree Structures, Structures Defined by the Grammar System – Alternative Rules - The Function – Form Interface - Realizations of Subject - Predicate – Direct Object - Indirect Object- Adjuncts, Grammatical Functions and Theoretic Roles, Modification and Ambiguity – Ambiguity - Limitations of Phrase Structure Description. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | | | **TRANSFORMATIONAL GRAMMAR AND MOVEMENTS** | | | **12 -- hours** | | | | | | |
| The Structure of the Lexicon – Lexemes - Nominal Lexemes - Verbal Lexemes - Constant Lexemes - Lexemes vs. Parts of Speech - Transformational Grammar: Deep Structure and Surface Structure - Transformational Rules, Categorizations - Functional Notions - Syntactic Features. Form and Function, Sentence Analysis – Phrase - Structure. Head to Head Movement - Verb Movement - NP Movements, Components of Transformational Grammar. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | | | **COMPONENTS OF X-BAR AND BINDINGS** | | | **12 -- hours** | | | | | | |
| Cross-Categorical Generalizations: Heads, Complements and Specifies, The Notions Coindex and Antecedent – Binding - Locality Conditions on the Binding of Anaphors – The Distribution of Pronouns Rule – System – Lexicon – Syntax - PF Component - LF Component, Pronominal Agreement, Binding in Prepositional Phrases. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:5** | | | | **SYNTACTIC THEORIES** | | **10 -- hours** | | | | | | | |
| Introduction To Syntactic Theories: Interface with Interpretation: The Syntax of Scope, Generalized Phrase Structure Grammar (GPSG), Head Driven Phrase Structure Grammar (HPSG), Quantification in Abstract Syntax – Syntactic Aspects of 1980 - Minimalism 1990 - Deconstructing Binding, Syntactic Reconstruction Effects. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **60 -- hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | | *Andrew, C. 2001, Syntax, published by Blackwell Publishers, Oxford* | | | | | | | | | | | |
| 2 | | *Bas, A. 2001, English Syntax and Argumentation, Palgrave Houndmills, New York,* | | | | | | | | | | | |
| 3 | | *Chomsky, N. 1965, Aspects of the Theory of Syntax, MIT Press* | | | | | | | | | | | |
| 4 | | *Chomsky, N. 1984, Lectures on Government and Binding, USA: Foris Publication* | | | | | | | | | | | |
| 5 | | *Gleason, H.A. 1976, An Introduction to Descriptive Linguistics, New York* | | | | | | | | | | | |
| 6 | | *Hackett, C.F. 1958, A Course in Modern Linguistics, Macmillan* | | | | | | | | | | | |
| 7 | | *Ivan, A. 2003, Syntactic Theory: A Formal Introduction, Center for the Study of Language and Information,Stanford* | | | | | | | | | | | |
| 8 | | *Tallerman, m (2019), Understanding Syntax. Routledse.* | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | | *Chechamma, Issac. 1974, An Introduction to the Theory of Transformational Generative Grammar, Trivandrum: College Book House* | | | | | | | | | | | |
| 2 | | *Joshi. A and Kroch. A. 1985, The Linguistic Relevance of Tree Adjoining Grammar. University of Pennsylvania* | | | | | | | | | | | |
| 3 | | *Mark, B. 2001, The Handbook of Contemporary Syntactic Theory, ch.5, Blackwell Publishers* | | | | | | | | | | | |
| 4 | | *Ran valin, R. D. (2001) An Introduction to Syntax. Cambridge University Press.* | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | <http://ufal.mff.cuni.cz/~hana/teaching/ling1/06-Syntax.pdf> | | | | | | | | | | | |
| 2 | | <https://plato.stanford.edu/entries/word-meaning/> | | | | | | | | | | | |
| 3 | | <https://dahliasagucio.wordpress.com/tag/immediate-constituents-analysis/> | | | | | | | | | | | |
| 4 | | <https://www.thoughtco.com/phrase-structure-grammar-1691509> | | | | | | | | | | | |
| 5 | | <https://www.thoughtco.com/transformational-grammar-1692557> | | | | | | | | | | | |
| 6 | | <http://www.sfu.ca/person/dearmond/322/Grammar.htm> | | | | | | | | | | | |
| 7 | | <https://kevinbinz.com/2017/10/02/x-bar-theory/> | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in** | | | | | | | | | | | | | |

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | S | M | M | S |
| **CO2** | S | M | M | S | S | S | L | S | M | M |
| **CO3** | S | M | S | M | S | S | S | M | S | M |
| **CO4** | S | S | S | M | S | S | S | M | S | S |
| **CO5** | S | S | S | M | M | S | S | M | S | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINBO4** | | **SEMANTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge in grammar and meaning of the words** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the basic semantic knowledge to the students to acquire knowledge on the study of meaning 2. To give an awareness on the multiple meaning and its sources lexical organization 3. To orient the students on the system of logical thoughts and lexical forms | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To interpret a meaning of meaning in a language | | | | | | | | | | K1 | |
| 2 | | | To understand the different components of lexical meaning in language and its internal structure of meaning | | | | | | | | | | K2 | |
| 3 | | | To apply one’s own sense relations of meaning in relation to cognitive processes of mind | | | | | | | | | | K3 | |
| 4 | | | To analyze a linguistics thought constructed in the process of meaning making in a language | | | | | | | | | | K4 | |
| 5 | | | To evaluate the social meaning in the language and the structure of lexical organization | | | | | | | | | | K5 | |
| 6 | | | To create an awareness on the study of meaning with special emphasis on lexical meaning and lexical organization | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **CONCEPT OF MEANING** | | | | | | **12 -- hours** | | | |
| Place of Semantics in Linguistics – Different Approaches – Semantics and Other Disciplines. Concept of Meaning – Different Definition - Reference and Sense – Ogden and Richard’s meaning Triangle. Components of Lexical Meaning – Designation, Connotation, Range of Application – Leech’s Seven Types of Meaning. . | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **SYNONYMY AND MULTIPLE MEANING** | | | | | **12 -- hours** | | | | |
| Synonymy – Absolute Synonymy and Near Synonymy, Partial Synonymy, Total Synonymy. Polysemy it’s Sources – Kinds of Senses: Derived Sense, Transferred Sense, Figurative Sense, Extensive Sense, etc., Homonymy – Total Homonymy - Partial Homonymy - Safeguards against Ambiguity. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **CHANGE OF MEANING** | | | **12 -- hours** | | | | | | |
| Causes and Kinds of Semantic Change – Metaphor and Metonymy - Popular Etymology – Ellipsis. Consequences of Semantic Change – Change in Range – Extension and Restriction – Change in Evaluation; Pejorative and Ameliorative Development. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **STRUCTURAL SEMANTICS** | | | **12 -- hours** | | | | | | |
| Structural Semantics – I: Structuralism in Semantics – Paradigmatic and Syntagmatic Relations. Lyons’s Sense Relations – Synonymy – Binary and Non Binary Oppositions – Antonymy - Complementaries - Converses – Directional Opposition – In Compatibility- Hyponymy – Hierarchical Structure of the Vocabulary. Structural Semantics – II: Semantic Fields – Relation to Incompatibility and Hyponymy. Types of Semantic Fields Colour Systems, Kinship System – Aspects of Love. Componential Analysis of Lexical Meaning. Universal Semantic Components. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **GENERATIVE SEMANTICS** | | **10 -- hours** | | | | | | | |
| Logical Semantics: Arguments and Predicates; First Order Predicate, Logic, Sense, Denotation and Reference (Intension and Extension) Sentence, Statement, Utterance and Proposition; Logical Properties of Sentence, Logical Classes; Logical Relations; Qualification; Use and Mention. Tense and Modal Operators, Montague’s Intentional Logic, The Grammar of PTQ. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 -- hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Curse, D.A, 1986, Lexical Semantics, Cambridge University Press, Cambridge.* | | | | | | | | | | | | | |
| 2 | *Leech, G. 1981, Semantics, Penquin Books, Middle sex, England.* | | | | | | | | | | | | | |
| 3 | *Cruse, D.A, 2000, Meaning in Language: An Introduction to semantics and Pragmatics. Oxford. Oxford University Press* | | | | | | | | | | | | | |
| 4 | *Palmer, F.R.1981, Semantics, Cambridge University Press, Cambridge.* | | | | | | | | | | | | | |
| 5 | *Lyons, J.1977, Semantics (Vol-I, II) Cambridge University Press, Cambridge.* | | | | | | | | | | | | | |
| 6 | *Balasubramanian K. 2017 “Tolkappiyailakkanamarapu” Arimanookku Chennai-96* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Lyons, J.1968, Introduction to theoretical linguistics, Cambridge University Press, Cambridge.* | | | | | | | | | | | | | |
| 2 | *Ullmann, S. 1963, Semantics: An Introduction to the Science of Meaning. Oxford.* | | | | | | | | | | | | | |
| 3 | *Zugusta, L et al., 1971, Manual of Lexicography, Mouton, the Haque.* | | | | | | | | | | | | | |
| 4 | *Sundarabalu, S. (2018). Unavum Vinaiyum (PorunmaiKKala amaippiyal aaivu). Kaavya, Publication. Chennai.* | | | | | | | | | | | | | |
| 5 | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.slideshare.net/sundarabalu/components-of-lexical-meaning> | | | | | | | | | | | | |
| 2 | | <https://www.slideshare.net/sundarabalu/semantics-in-tamil-237431267> | | | | | | | | | | | | |
| 3 | | <https://www.slideshare.net/sundarabalu/leechs-seven-types-of-meaning> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By**: Dr. S. SUNDARABALU, sundarabalu@buc.edu.in** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | M | S | S | S | M | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | L | M | S | M | S | S | S | M | S | S |
| **CO4** | M | S | S | S | M | S | S | S | S | S |
| **CO5** | M | M | S | S | S | S | M | S | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGE01** | | **HISTORY OF TAMIL LANGUAGE** | | | | **L** | | | **T** | **P** | **C** |
| **Elective** | | | | | |  | | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge about languages, history and sociolinguistics** | | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce a brief history of Tamil Language and its development occurred across various periods. 2. To provide knowledge about Tamil inscription, Tamil script at ancient period and ancient Tamil grammar. 3. To stretch opportunity for students to have the exposure on salient features of Medieval and modern Tamil. 4. To provide a possibility to the students for understanding the fact that how other language made an impact over Tamil language. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | To remember the origin of Tamil language and its various language families | | | | | | | | | | | | K1 | |
| 2 | | To understand ancient period of Tamil and its forms | | | | | | | | | | | | K2 | |
| 3 | | To apply Tamil language features present in Sangam period | | | | | | | | | | | | K3 | |
| 4 | | To analyse the Tamil language of Ancient, Medieval and Modern period | | | | | | | | | | | | K4 | |
| 5 | | To evaluate the Tamil language features at various period | | | | | | | | | | | | K5 | |
| 6 | | To create knowledge about inscription, Ancient Tamil Script and Tamil Grammar. | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **STRUCTURAL LINGUISTICS** | | | | | | | **12 -- hours** | | | |
| Orgin of Tamil language history – Historical evidences – Proto Dravidian - languages; Dravidian families in india – sources of Tamil language history – History of Tamil script | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **ANCIENT TAMIL** | | | | | | **12 -- hours** | | | | |
| Tamil language inscription – Tamil in Tolkapiyam – Tamil in sangam period – Tamil language after sangam period literature – Phonological and Morphological features of ancient Tamil – Syntactic and semantic features of ancient Tamil. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **MEDIEVAL TAMIL** | | | **12 -- hours** | | | | | | | |
| Medieval Tamil – Tamil in the period of Pallavas – Cholas – Naikars – Marati: - Features of medieval Tamil. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **MODERN TAMIL** | | | **12 -- hours** | | | | | | | |
| Modern Tamil 19th and 20th century – Modern Tamil Vowels and Consonant, distribution – Morphological and syntactical features of Modern Tamil. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **IMPACT OF OTHER LANGUAGE ON TAMIL** | | **10 -- hours** | | | | | | | | |
| Impact of other languages on Tamil – Code mixing code switching - History of Tamil dialect – Changes of Meaning. | | | | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary issues** | | | | | | **2 -- hours** | | | | | | |
| Experts lectures, online seminars - webinars | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | *Block, Jules 1954. The Grammatical Structure of Dravidian Languages: Deccan College: Poona.* | | | | | | | | | | | | | | |
| 2 | *Caldwell, R. 1956. A Comparative Grammar of the Dravidian or South or South Indian Family Languages, Madras.* | | | | | | | | | | | | | | |
| 3 | *Ferguson, C.A. 1971. Language use: SUP: Stanford.* | | | | | | | | | | | | | | |
| 4 | *Karunakaran, K. 1978. Students in Tamil Sociolinguistics, Malar Pathippagam: Mariappanagar.* | | | | | | | | | | | | | | |
| 5 | *----------1983. Sociolinguistics patterns of Language use, All India Tamil Linguistics Association: Annamalainagar.* | | | | | | | | | | | | | | |
| 6 | *Sakthivel, S. 1985. Tamil Mozhi Varalaru, (History of Tamil Language) Manivasagar Noolagam; Chidambaram.* | | | | | | | | | | | | | | |
| 7 | *Meenakshi Sundaram, The 1977. Tamil Mozhi Varalaru, Sarvodhaya Ilakkiappannai: Madurai.* | | | | | | | | | | | | | | |
| 8 | *Varadharajan , Moo. 1958. Mozhi Nool, Theninida Saiva Chithandha Noorpathippuk Kazhagam: Chennai.* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Dravidian Encyclopedia (Vol.I,II) – 1990, ISDL . Thiruvananthapuram 86 | | | | | | | | | | | | | | |
| 2 | Comparative Dravidian “2011” Savatha publication- Chennai. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. P. SANKARGANESH, sankarganesh@buc.edu.in** | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | M | S | S | S | M |
| **CO2** | S | S | S | M | M | S | S | M | S | S |
| **CO3** | S | M | S | S | S | S | M | M | S | S |
| **CO4** | S | S | S | M | S | M | S | S | S | S |
| **CO5** | S | S | S | S | S | S | S | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **LINBO5** | | **LANGUAGE TEACHING METHODS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | **Knowledge in Mechanics, Meaning, Structure, and Cohesive features of Language** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | |
| 1. To provide the students about the basics of approaches and techniques for the teaching of second or foreign languages from the linguistics and language acquisition research perspectives. 2. To introduce the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching. 3. To make the students understand the role of programmed learning contrastive analysis and error analysis 4. To Introduce the various teaching learning tools and aids to the students 5. To enable the knowledge of testing and evaluation in the context of language teaching and learning 6. To introduce the various methods of testing and evaluation being used in curriculum 7. To enable the students make use of online learning sources and employ the online classroom applications in teaching and research domains | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | Students can recognize the language learning and acquisition process in home and curriculum setup | | | | | | | | | | K1 | |
| 2 | Students can learn and identify the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching | | | | | | | | | | K2 | |
| 3 | Learners can apply contrastive analysis and error analysis in their personal language use as well as research activities | | | | | | | | | | K3 | |
| 4 | knowledge about testing in the context of language teaching and learning will help the analyzing the learning achievements of the learners | | | | | | | | | | K4 | |
| 5 | Adoption of new method of teaching based on the needs of learners is possible by making use of the existing language teaching methods | | | | | | | | | | K5 | |
| 6 | Learners can be exposed to understand, compare, contrast and evaluate the language errors committed by the users for professional and research developments | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | **LINGUISTICS AND LANGUAGE TEACHING AND LEARNING** | | | | | | **12 -- hours** | | | |
| Learning, 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: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching-Language Teaching Methods. Online classrooms-Online applications.. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:2** | | | **PROGRAMMED LEARNING AND TEACHING AIDS** | | | | | **12 --hours** | | | | |
| The Relevance of Programmed Instruction in Foreign Language Teaching and Learning - Various Teaching Aids: Charts, Maps and Models Flash Cards, Power point, Online tools and classrooms, T.V. Language Laboratory, Computer - Their Role in Language Teaching and Learning. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:3** | | | **CONTRASTIVE ANALYSIS** | | | **12 --hours** | | | | | | |
| 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:4** | | | **Error Analysis** | | | **12 -- hours** | | | | | | |
| 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:5** | | | **LANGUAGE TESTING** | | **10 -- hours** | | | | | | | |
| Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude, Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of Tests. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **60 -- hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | *Brown, H D, and PriyanvadaAbeywickrama. Language Assessment: Principles and Classroom Practice. White Plains, NY: Pearson Education, 2010* | | | | | | | | | | | |
| 2 | *Brown, H. Douglas (1987) Principles of Language Learning Teaching. New Jersey: Prentice Hall.* | | | | | | | | | | | |
| 3 | *Richards, J. C. and T. S. Rodgers (1986) Approaches and Methods in Language Teaching. Cambridge : Cambridge University Press* | | | | | | | | | | | |
| 4 | *Glenn Fulcher and Fred Davidson (2007). Language Testing and Assessment: An Advanced Resource Book, Routledge Press. Newyork* | | | | | | | | | | | |
| 5 | *S. Pit Corder (1987). Error Analysis and Interlanguage: Oxford University Press, Oxford University Press Walton Street, Oxford* | | | | | | | | | | | |
| 6 | *Lado, Robert (1957). Linguistics across cultures: Applied linguistics for language teachers. Ann Arbor: University of Michigan Press* | | | | | | | | | | | |
| 7 | *James, C. (1980). Contrastive analysis. Longman: London* | | | | | | | | | | | |
| 8 | *Subramanian, V.M., Language Teaching and Testing Mechanics, Notion Press, 1st edition, New Delhi, 2020.* | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | *Brumfit, C. (1984) Communicative Methodology in Language Teaching. Cambridge : Cambridge University Press.* | | | | | | | | | | | |
| 2 | Klein, E. C. and G. Martohardjono (eds.). 1998. The Development of Second Language Grammar: A Generative Approach. Amsterdam/Philadelphia: John Benjamins Publication Company | | | | | | | | | | | |
| 3 | Moor house, B.L.,y., & Walsh, S. (2023). E. classroom International Competencies. Mediating and assisting language learning during synchronous online lessons. Relc Journal 54, (1), 114 – 128. | | | | | | | | | | | |
| 4 | *Odlin, T. (1989). Language transfer: Cross-Linguistic Influence in Language Learning. Cambridge: Cambridge University Press* | | | | | | | | | | | |
| 5 | *Robert Lado(1961). Language Testing: The Construction and Use of Foreign Language Tests: New York: McGraw-Hill Book Co.* | | | | | | | | | | | |
| 6 | Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching. UK: Oxford University Press | | | | | | | | | | | |
| 7 | *D. Willems, B. Defrancq, T. Colleman, D. Noël.(2003). Contrastive Analysis in Language: Identifying Linguistic Units of Comparison: Palgrave Macmillan UK* | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/> | | | | | | | | | | | |
| 2 | https://www.myenglishpages.com/blog/second-language-learning-difficulties/ | | | | | | | | | | | |
| 3 | http://moramodules.com/ALMMethods.htm | | | | | | | | | | | |
| 4 | <https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms> | | | | | | | | | | | |
| 5 | <http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf> | | | | | | | | | | | |
| 6 | <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0084> | | | | | | | | | | | |
| 7 | <https://risussite.wordpress.com/2016/09/27/mistake-vs-error-in-language-learning/comment-page-1/> | | | | | | | | | | | |
| 8 | <https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-TYPE-L-BENM.pdf> | | | | | | | | | | | |
| 9 | https://www.slideshare.net/SubramanianMuthusamy3/principles-of-language-assessment-238780972 | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in** | | | | | | | | | | | | |

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | M | M | S |
| **CO2** | S | S | S | M | S | S | M | M | S | S |
| **CO3** | S | M | S | L | S | S | S | S | M | M |
| **CO4** | M | S | S | M | S | M | S | M | S | M |
| **CO5** | S | M | S | M | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINBO6** | | **LANGUAGE AND COMMUNICATION** | | | **L** | | | **T** | | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  | |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge in language structure and style** | | | **Syllabus Version** | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   * The course is designed to give introductory knowledge about the relationship found between Language and Communication. * Enable the students to know the various theories and different methods of communication. * To understand the pattern of communication in any language * To know the importance of language used in mass media * To expertise the use of language and language structure in the field of communication | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **1** | | | remember various concept in the use of language in the media | | | | | | | | | | K1 | | |
| **2** | | | To understand the role of language in the mass media and print media | | | | | | | | | | K2 | | |
| **3** | | | apply the appropriate linguistic theories in various areas of expressions | | | | | | | | | | K3 | | |
| **4** | | | To analyze the concepts of language structure and language use in the media | | | | | | | | | | K4 | | |
| **5** | | | To evaluate the concept of language use of language in the media | | | | | | | | | | K5 | | |
| **6** | | | To create knowledge and expertise the usages of vocabularies | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **LANGUAGE, SOCIETY AND COMMUNICATION** | | | | | | **12 -- hours** | | | | |
| 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:2** | | | | | **COMMUNICATION SYSTEMS AND MODELS** | | | | | **12 -- hours** | | | | | |
| Communication Theories – Models of Communication: Shannon and Weaver ,Lass Well, Schrumm, Osgood, Westly, New Comb, Gatekeeper Theories – Writing and Speech Systems in Communication – Greenberg’s Universals. | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **MASSMEDIA AND SOCIETY** | | | **12 -- hours** | | | | | | | |
| Characteristics of Mass media – Print Media – Newspapers -Magazines,Periodicals,Advertisements,AnnouncementsandBooksRadioTelevision,Cinemaand Photographic Communication – Mass Media and Society – LanguageUseinDifferentMediaModernizationofLanguageforuseinDifferentMedia - Modernization of Language for use in Different Media – Case Studies. | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **SOCIAL APPROACH TO THE STUDY OF COMMUNICATION** | | | **12 -- hours** | | | | | | | |
| 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:5** | | | | | **LANGUAGE USE, COMMUNICATION AND CONCEPT OF MODERNIZATION** | | **10 -- hours** | | | | | | | | |
| 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. | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 -- hours** | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | *Guire, A. 1974, Sociologyof Mass Communication, Penguin: London.* | | | | | | | | | | | | | | |
| 2 | *Hind, J.(ed)1923, Verbal andNon-verbal communication, CUP:London.* | | | | | | | | | | | | | | |
| 3 | *Miller, G.A. 1957, Languageand Communication, McGraw Hill Co.: London.* | | | | | | | | | | | | | | |
| 4 | *Borden, G.A. 1971, An introduction to Human Communication, Brown Coloma* | | | | | | | | | | | | | | |
| 5 | *Cherry,Colin. 1970, OnHumanCommunicationASurvey,ancriticism,theMITANN11-BMA LINGUISTICS (CBCS)2008-09: Cambridge.* | | | | | | | | | | | | | | |
| 6 | *Karunakaran,K.1978,`ModernisationofIndianLanguagesinNewsMedia`(eds.) KrishnamurthiBh, Osmania University:Hyderabad.* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | *Karunakaran,1980`Modernization of Tamil in Radio Broadcast; Ayuvukkovai4.2, AnnamalaiUniversity:Annamalainagar.* | | | | | | | | | | | | | | |
| 2 | *Thayalan V and V.Jeya,1989 Mass Communication(in Tamil)Jeyapathippagam:Coimbatore* | | | | | | | | | | | | | | |
| 3 | *Thirumalai M.S 1990 Silent Talk, CIIL:Mysore* | | | | | | | | | | | | | | |
| 4 | *Thirumalai M.S. 1991 Tamil NovalkazilUdalmozhiE.Mo. Na.Ni: Mysore.* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <http://www.bris.ac.uk/Depts/DeafStudiesTeaching/bslsoc/Sessions/s1.htm> | | | | | | | | | | | | | |
| 2 | | <http://pkdas.in/inter/ls.pdf> | | | | | | | | | | | | | |
| 3 | | <https://www.peoi.org/Courses/Coursesen/mass/mass2.html#:~:text=The%20study%20of%20communication%20and,psychology%20of%20individuals%3B%20interactionist%20theories> | | | | | | | | | | | | | |
| 4 | | <https://www.ipl.org/essay/The-Five-Characteristics-Of-Mass-Media-P3ETXDNPCED6> | | | | | | | | | | | | | |
| 5 | | <https://www.cliffsnotes.com/study-guides/sociology/contemporary-mass-media/the-role-and-influence-of-mass-media> | | | | | | | | | | | | | |
| 6 | | <https://sites.google.com/site/communicationskill4you/informal-communication> | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. P. SANKARGANESH, sankarganesh@buc.edu.in** | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | M | S |
| **CO2** | S | S | S | S | M | S | S | S | S | M |
| **CO3** | S | S | S | M | S | S | S | M | S | S |
| **CO4** | S | S | S | M | S | S | M | S | M | S |
| **CO5** | S | S | M | S | S | S | S | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | | **LINBO7** | | | | **LEXICOGRAPHY** | | | | | | | | | **L** | | | **T** | | **P** | **C** | |
| **Core** | | | | | | | | | |  | | | | | | | | | **4** | | |  | |  | **4** | |
| **Pre-requisite** | | | | | | | | | | **Knowledge in identification of words and their lexical categories** | | | | | | | | | **Syllabus Version** | | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:  1. To introduce students on the study of lexical semantics  2. To train the students in the theory and methods of dictionaries  3. To orient the different strategies of lexical forms and meaning | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | To remember the a lexical meaning of meaning in the language, with different strategies and methods | | | | | | | | | | | | | | | | | | | | K1 | | |
| 2 | | | | To understand the different types of dictionaries and different components of lexical meaning in language | | | | | | | | | | | | | | | | | | | | K2 | | |
| 3 | | | | To apply the encyclopedic knowledge of language and to compile a dictionary for the society | | | | | | | | | | | | | | | | | | | | K3 | | |
| 4 | | | | Analysis semantic frames in the languages | | | | | | | | | | | | | | | | | | | | K4 | | |
| 5 | | | | To evaluate the social relativity of lexicographer’s knowledge of language and encyclopedic knowledge of language | | | | | | | | | | | | | | | | | | | | K5 | | |
| 6 | | | | To create a lexicographer’s thought construction in the process of meaning and making dictionaries | | | | | | | | | | | | | | | | | | | | K6 | | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | | **INTRODUCTION** | | | | | | | | | | | | | | **12 -- hours** | | | | | |
| 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:2** | | | | | | | **TYPES OF SENSES** | | | | | | | | | | | | | **12 -- hours** | | | | | | |
| Types of Senses – Influence of Context – Homonymy: Homophone and Homographs - Partial Homonymy - Presentation of Homonymy - Synonymy – It’s Types - Hyponymy – Hyperonyms - Semantically Related Words - Semantic Fields. Designative and Non-Designative Words – Functional Words. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | | **TYPES OF DICTIONARIES** | | | | | | | | | | | **12 -- hours** | | | | | | | | |
| Criteria of Classification - Encyclopedic 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:4** | | | | | | | **LEXICOGRAPHY METHOD - I** | | | | | | | | | | | **12 -- hours** | | | | | | | | |
| Monolingual Dictionaries and Bilingual Dictionaries: Basic Decisions – Articulation of Work –  Steps: Collection of Material - Sources – Excerption. Total and Partial Excerption - Gleaning –  Lexicographic Context - Lexicographic Archives. Lexicographer’s Knowledge of the Language – Use of Informants, Selection of Entries from Lexical Units. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | | **LEXICOGRAPHY METHOD - II** | | | | | | | | | | **10 -- hours** | | | | | | | | | |
| 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 polysemy – Arrangements of Entries – Types of Arrangement, Alphabetical – Semantics or Ideological – Others, Notation and Format - Reader’s Guide to Pronunciation - Abbreviations – Punctuation and Symbols – Appendices. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | | **Contemporary issues** | | | | | | | | | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Total Lecture hours** | | | | | | | | | | **60 -- hours** | | | | | | | | | |
| Text Book(s) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *Droszewski, W. 1973.Elements of Lexicology and Semiotics, Mouton, The Hague.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Landau, Sidney I. 2001 The Art and Craft of Lexicography, Cambridge University Press.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *Howard Jackson 2002, Lexicography: An Introduction, Taylor & Francis Routledge* | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | *Zugusta, L et al., 1971, Manual of Lexicography, Mouton, the Haque* | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | *Sing, R.A. 1982. An introduction in Lexicography, Mysore.* | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference Books | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *Cre-A: Dictionary of contemporary Tamil (Tamil-Tamil-English) Second Edi.2008 Cre-A:*  *Chennai-41* | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Gregory james(2000) Colporul A History of Tamil Dictionaries: Chennai. Cre-A* | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *Rajasekharan Nair, N. Raja, S. Sundarabalu, S. (2022). tamiz veeLaanN kalaiccoRkaLin vaTTaara veeRupaa TTu akaraati. Kalachuvadu. Nagercoil.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | <https://study.com/academy/lesson/lexicography-definition-history.html> | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | <http://www.ciil-ebooks.net/html/lexico/index.htm> | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | <https://www.sciencedirect.com/topics/social-sciences/lexicography> | | | | | | | | | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. S. SUNDARABALU,** [**sundarabalu@buc.edu.in**](mailto:sundarabalu@buc.edu.in) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Cos** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | | | | | | **PO10** | | |
| **CO1** | | | | L | | | M | M | | S | S | S | M | S | S | | | | | | | S | | |
| **CO3** | | | | M | | | S | S | | S | M | S | S | M | S | | | | | | | S | | |
| **CO3** | | | | L | | | M | S | | M | S | M | S | S | M | | | | | | | S | | |
| **CO4** | | | | M | | | S | S | | S | S | S | S | S | S | | | | | | | M | | |
| **CO5** | | | | S | | | S | M | | S | S | S | S | M | S | | | | | | | S | | |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **LINB08** | | **SOCIOLINGUISTICS** | | | **L** | | | **T** | **P** | **C** | |
| **Core** | | | | |  | | | **4** | | |  |  | **4** | |
| **Pre-requisite** | | | | | **Knowledge about language and sociology** | | | **Syllabus Version** | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To learn about the language relationship between language and society 2. To familiarize students with the basic concepts and methods of sociolinguistics 3. To explore the types of linguistic variation within society, and the causes and effects of linguistic change 4. To learn about the social interaction social identity and the social aspects of the language 5. To identify the basic principles of sociolinguistic theory and sociolinguistic variables | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | To remember language use and attitudes in social context | | | | | | | | | | K1 | | |
| 2 | | To understand about the relation between language and society | | | | | | | | | | K2 | | |
| 3 | | Apply sociolinguistic theory to find out various speech community | | | | | | | | | | K3 | | |
| 4 | | To Analyze the dialectal features in speech data from various region | | | | | | | | | | K4 | | |
| 5 | | Evaluate interrelationship between sociolinguistic research and theories/methods drawn from various fields, such as linguistics, sociology, anthropology, folklore and education | | | | | | | | | | K5 | | |
| 6 | | Create a knowledge to collect linguistic data and analyze it on sociolinguistics aspects | | | | | | | | | | K6 | | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
| **Unit:1** | | | | **DEFINITION OF SOCIOLINGUISTICS** | | | | | | **12 – hours** | | | | |
| Sociolinguistics and Sociology of Language: Micro and Macro Sociolinguistics – Variables: Linguistics Variables and Social variables – Sampling and Tools: Data processing, Interpretation, Quantitative Analysis and Variables rule. | | | | | | | | | | | | | | |
| **Unit:2** | | | | **LANGUAGE AND SOCIETY** | | | | | **12 – hours** | | | | | |
| Speech Community: Verbal Repertoire, Linguistic Competence, Communicative Competence,  Linguistic Variability: Identify Linguistics and Social Variables: Patterns of Variations: Internal Variation and External Variations - Language and Gender – Language and Power. | | | | | | | | | | | | | | |
| **Unit:3** | | | | **LANGUAGE VARIETIES** | | | **12 – hours** | | | | | | | |
| Dialect: 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 – Lingua Franca | | | | | | | | | | | | | | |
| **Unit:4** | | | | **LANGUAGE AND CONTACT** | | | **12 – hours** | | | | | | | |
| Language Identity and Language Loyalty – Maintenance and Shift – Language Convergence – Pidginization and Creolization – Diglossia – Language Use and Attitudes – Language Endangerment – Language Death – Code Mixing and Code Switching | | | | | | | | | | | | | | |
| **Unit:5** | | | | **LANGUAGE PLANNING** | | **10 – hours** | | | | | | | | |
| Language Planning – Definition – Theory and Practice – Corpus and Status Planning Orthographic Reforms and Literacy, Standardization – Modernization – National Language-Nationalism | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **60 – hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Bell, R.T, 1976.Sociolinguistics (Goals, approaches and problems) London.* | | | | | | | | | | | | | |
| 2 | *Ferguson,C.1977. Sociolinguistics setting of language planning in language planning process(Ed.Joan Rubin et al)Moutom, the Hauge.* | | | | | | | | | | | | | |
| 3 | *Fishman, J,1972. The impact of nationalism on language planning . Can language be planned?* | | | | | | | | | | | | | |
| 4 | *Peter Trudgill. 1974. Sociolinguistics :CharmondSworth, Penguin.* | | | | | | | | | | | | | |
| 5 | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change.* | | | | | | | | | | | | | |
| 6 | *Karunakaran, K 1978 Studies in Tamil Sociolinguistics, Malar Pathippu: Annamalinagar.* | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Wardhaugh ,2015 An introduction to Sociolinguistics, Seventh Edition, Blackwell publishing.* | | | | | | | | | | | | | |
| 2 | *Peter Trudgill 2000 Sociolinguistics : An introduction to language and society ,forth edition, Penguin books* | | | | | | | | | | | | | |
| 3 | *Coulmas. F, Sociolinguistics: The Study of Speakers Choice. Cambridge University Press: New York. 2005* | | | | | | | | | | | | | |
| 4 | *Hudson, R. A., Sociolinguistics. Cambridge. 1980* | | | | | | | | | | | | | |
| 5 | *8J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change* | | | | | | | | | | | | | |
| 6 | *Sundarabalu, S. (2018). Unavum Vinaiyum (PorunmaiKKala amaippiyal aaivu). Kaavya, Chennai.* | | | | | | | | | | | | | |
| 7 | *Sundarabalu, S. (2015). Occupational Implements: A Linguistics study. Seethai Pathippagam, Chennai* | | | | | | | | | | | | | |
| 8 | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | <https://www.britannica.com/science/sociolinguistics> | | | | | | | | | | | | |
| 2 | <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/> | | | | | | | | | | | | |
| 4 | <https://www.britannica.com/topic/diglossia> | | | | | | | | | | | | |
| 5 | <https://onlinelibrary.wiley.com/journal/14679841> | | | | | | | | | | | | |
| 6 | <http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf> | | | | | | | | | | | | |
| 7 | <http://lx16.yolasite.com/resources/%5BRonald_Wardhaugh%2C_Janet_M._Fuller%5D_An_Introductio(BookZZ.org).pdf> | | | | | | | | | | | | |
| 8 | <http://faculty.wwu.edu/sngynan/slx6.html> | | | | | | | | | | | | |
| 9 | [https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descriptive%20study,effect%20of%20language%20on%20society.](https://en.wikipedia.org/wiki/Sociolinguistics%23:~:text=Sociolinguistics%20is%20the%20descriptive%20study,effect%20of%20language%20on%20society.) | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Course Designed By: Dr. P.SANKARGANESH,** [**sankarganesh@buc.edu.in**](mailto:sankarganesh@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | S | S | S | M |
| **CO2** | S | S | S | S | M | M | S | S | S | M |
| **CO3** | S | M | S | S | S | M | M | M | S | M |
| **CO4** | S | M | S | M | S | S | M | M | M | S |
| **CO5** | M | S | M | S | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGE02** | **FORENSIC LINGUISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Elective** | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | **Knowledge in language and forensic studies** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the importance and role of Forensic Linguistics. 2. equip the students with the principles of Applied Linguistic techniques. 3. help the students in investigating and analysing the police proceedings and judicial system. 4. know the principles involved in the analysis of case studies from judicial system 5. know the techniques of analysing the language use in Forensic linguistics 6. know the techniques of psycholinguistics in the case study. 7. know relevant importance of Indian Penal Code ( IPC ) | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Remember therole and techniques of Forensic Linguistics | | | | | | | | | K1 | |
| 2 | | | Understand the procedures for collecting data from Police and judicial systems | | | | | | | | | K2 | |
| 3 | | | Apply the principles of collecting dataand analyzing the data forthe forensic linguistic study | | | | | | | | | K3 | |
| 4 | | | Analyzethe data thus collected and suggest ways to help the police in investigation | | | | | | | | | K4 | |
| 5 | | | Evaluate the principles while collecting data from cases understudy. | | | | | | | | | K5 | |
| 6 | | | Create Linguistic Evidences for the cases undertaken | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **INTRODUCTION TO FORENSIC LINGUISTICS** | | | | | | **18 hours** | | | |
| Definition of Forensic Linguistics – History of Forensic Linguistics – Place of Forensic Linguistics in the Domain Applied Linguistics – Areas of Research in Forensic Linguistics | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **LANGUAGE AS EVIDENCE** | | | | | **12 – hours** | | | | |
| Morphological Meaning and Phonetic Similarity - Lexical Meaning-**Pragmatic/Contextual meaning:** Syntactic Complexity – Interpretation of meaning in Legal Studies – Legal Style & Register- Lexical Grammatical words in legal documents – Interpreting legal words-Ordinary & Special meaning-**The Language of Non-Native Speakers:** Language comprehension, Language production – Cross-culture differences- Language Analysis in Determination of Origin (LADO). | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | | | **AUTHORSHIP IDENTIFICATION** | | | **12 – hours** | | | | | | |
| **Authorship Attribution: Forensic Stylistics –** Linguistic variation and style markers –Consistency and Distinctiveness – Corpus methods – Forensic Fingerprinting – Measurement of Style – **Plagiarism** – **Forensic Dialectology**- **Speaker Identification:** Forensic Phonetic – Analysis of the voice – Speaker Profiling – Speaker Comparison – Auditory &Acoustic Approach – Complexity of Voice Sample Comparation – Forensic Transcription | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | | | **LANGUAGE USE IN LEGAL DOCUMENTS** | | | **12 – hours** | | | | | | |
| Statements & Confession – Police Interviews/Interrogation – Judgements, Threating Letters – Suicide Letter etc. **Cybercrime:** Language of Social Media – Deception- Stalking – Harassments etc. **Discourse Analysis** – **Conversation Analysis – Semiotics.** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:5** | | | | **FORENSIC LINGUISTICS AND ALLIED FIELD** | | **12 – hours** | | | | | | | |
| **Forensic Psycholinguistics:** Attitudes & Emotions– Psychological Factors on Forensic Linguistics context –Language Disorder & Mental Disorder –Non-verbal clues – **Legal Translation:** Issues – (Coining Legal Registers, Structure etc.) **Computational Linguistics:** Corpus Creation & Analysis – Using softwares. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:6** | | | | **CONTEMPORARY ISSUES** | | **2 – hours** | | | | | | | |
| Expert Lectures, Online Seminars – Webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **60hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | *John Olsson : 2004 An Introduction to language, Crime and the law, Continuum, USA.* | | | | | | | | | | | | |
| 2 | *Colthard, M. & Johnson. A: 2007 An Introduction to Forensic Language in Evidence,Routledge: USA*. | | | | | | | | | | | | |
| 3 | *Gibbons. J : 2004 Language and the Law, Longman: London.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | *The Routledge Handbook of Forensic Linguistics; 2010 ☹e*[*d)Malcolm Coulthard, Alison Johnson*](https://www.routledge.com/products/search?author=Malcolm%20Coulthard) | | | | | | | | | | | | |
| 2 | *Coulthard, R,M&Sarangi,S. 2000 Discourse and Social life.Longman: London.* | | | | | | | | | | | | |
| 3 | *Mcmenamin G.R. : 2002 Forensic Linguistics: Advances in Forensic Stylistics, CRC Press:USA* | | | | | | | | | | | | |
| 4 | *Roger W. Shuy :2008 Fighting over words : Language and Civil Law Cases : Oxford University press, New York* | | | | | | | | | | | | |
| 5 | *Douglas, B., Conrad, S., & Reppen, R. (2006). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.* | | | | | | | | | | | | |
| 6 | *Thirumalai, M.S. (1987).Silent talk: Nonverbal Communication.* | | | | | | | | | | | | |
| 7 | *Gee, J.P., & Handford, M. (2013). The Routledge Handbook of Discourse Analysis. Routledge.* | | | | | | | | | | | | |
| 8 | *Givens, D. (2013). Crime signals: How to spot a Criminal before you become a Victim, St. Martin’s Press.* | | | | | | | | | | | | |
| 9 | *Coulthard, M., May, A., & Sousa-Silva, R. (2021). The Routledge Handbook of Forensic Linguistics. Second Edition. Routledge.* | | | | | | | | | | | | |
| 10 | *Shuy, R. W., & Emeritus Professor of Linguistics Roger W Shuy. (1998). The Language of Confession, Interrogation, and Deception. SAGE.* | | | | | | | | | | | | |
| 11 | *Thackery, E., & Harris, M. (2003). The Gale Encyclopaedia of Mental Disorders: A-L. Gale Cengage.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=ZuYZ0dzR2Ck> | | | | | | | | | | | |
| 2 | | <https://www.goodreads.com/book/show/6478439-wordcrime>? | | | | | | | | | | | |
| 3 | | <https://www.goodreads.com/book/show/51882879-forensic-linguistics-articles>? | | | | | | | | | | | |
| 4 | | <https://www.researchgate.net/publication/314426867_Forensic_Linguistics_An_Overview_of_the_Intersection_and_Interaction_of_Language_and_Law> | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By: **Dr .N. VIJAYAN,** [**vijayan@buc.edu.in**](mailto:vijayan@buc.edu.in) | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | L | M | S | L | L | L | M | L |
| **CO2** | S | S | L | S | S | M | S | M | M | M |
| **CO3** | S | M | L | M | M | S | S | M | M | S |
| **CO4** | S | S | L | S | S | S | S | S | M | S |
| **CO5** | S | S | L | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | | **LINBO9** | | | | **TRANSLATION THEORY AND PRACTICE** | | | | | | | | | **L** | | | **T** | | **P** | | **C** | |
| **Core** | | | | | | | | | |  | | | | | | | | | **4** | | |  | |  | | **4** | |
| **Pre-requisite** | | | | | | | | | | **Knowledge in source and target languages** | | | | | | | | | **Syllabus Version** | | | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   * 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. * To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion. * To enable the students practical and challenges of translation activities * To in calculate various obstacles faced by the translators in bringing out the original essence of source language | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | |  | | |
| 1 | | | | To remember the knowledge of history of translation and its issues | | | | | | | | | | | | | | | | | | | | | K1 | | |
| 2 | | | | To understand the theories and the practicality of translation | | | | | | | | | | | | | | | | | | | | | K2 | | |
| 3 | | | | To apply various concepts while translating from source language to target language | | | | | | | | | | | | | | | | | | | | | K3 | | |
| 4 | | | | To analyze linguistic and literary analysis of original and translated texts | | | | | | | | | | | | | | | | | | | | | K4 | | |
| 5 | | | | To evaluate the translated texts in appropriate context and situation | | | | | | | | | | | | | | | | | | | | | K5 | | |
| 6 | | | | To create well based knowledge in choosing vocabulary during translation activity | | | | | | | | | | | | | | | | | | | | | K6 | | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | |  | | |
| **Unit:1** | | | | | | | **A BRIEF HISTORY OF TRANSLATION** | | | | | | | | | | | | | | **12 -- hours** | | | | | | |
| History of Translation Works sincerely times – Development of Translations an Arts and Science – Definition of Translation Need and Scope of Translation – Types of Translation– Semantic Translation-Word to Word, Phrase to Phrase and Sentence to Sentence-Level of Translation- Principles of Translation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | | **THEORIESOFTRANSLATION** | | | | | | | | | | | | | **12 -- hours** | | | | | | | |
| Historical Survey of the Development of Theories of Translation – TechniquesandMethodsofTranslationofCreativeLiteratureTranslationofScientificandTechnologicalLiterature – Translation of Literature-Translation of Literature in Social Science and Humanities. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | | **ISSUES OFTRANSLATION** | | | | | | | | | | | **12 -- hours** | | | | | | | | | |
| Phonological Issues in Translation – Morphological Issues in Translation – Lexical Issues in Translation– Syntactic Problems in Translation – Syntactic Problems of Translation– Discourse Translation. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | | **TESTING AND EVALUATION OF TRANSLATION** | | | | | | | | | | | **12-- hours** | | | | | | | | | |
| Limits of Translatability and Quality in Translation – Methods of Testing and Evaluating Translation – Feed Back for Translation-Online Translation. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | | **MACHINE TRANSLATION** | | | | | | | | | | **10 – hours** | | | | | | | | | | |
| Machine Translation – Human Aided Machine Translation-Theory of Machine Translation-Merits and Demerits of Machine Translation-Practical Problems in Machine Translation. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | | **Contemporary issues** | | | | | | | | | | **2 hours** | | | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Total Lecture hours** | | | | | | | | | | **60–hours** | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *1. Catford, J.C. 1965 A Linguistics theory of Translation CUP:Newyork* | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Nida, E.A. 1975 Language structure and Translation SUP: Starfood.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *Sivashanmugam C & Thayalan V 1988 Molipeyarppiyal, AnnamPvt: Sivagangai* | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *Karunakaran K & Jeyakumar, M.1987 Translation as synthesis, Bahri publication: New Delhi* | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Sharma, 2015, Translation Theory and Practice, Himachal Pradesh University, Shimla* | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *John Lion, 1977, Semantics-1& 2,Cambridge University Press* | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | <https://marielebert.wordpress.com/2016/11/02/translation/> | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | <https://www.slideshare.net/HenniHerawati/development-of-translation-theory-ling-67960554> | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.42.5882&rep=rep1&type=pdf> | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | <https://www.academia.edu/19668446/Translation_Some_Lexical_and_Syntactic_Problems_and_Suggested_Solutions?auto=download> | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | <https://translationjournal.net/journal/29edu.htm> | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | <https://www.aclweb.org/anthology/J98-3009.pdf> | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | <https://www.sciencedirect.com/science/article/abs/pii/0167739X8690004X> | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. N. VIJAYAN,** [**vijayan@buc.edu.in**](mailto:vijayan@buc.edu.in) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Cos** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | | | | | | **PO10** | | | |
| **CO1** | | | | S | | | S | M | | S | S | M | S | S | S | | | | | | | S | | | |
| **CO2** | | | | S | | | S | S | | S | S | S | M | S | S | | | | | | | S | | | |
| **CO3** | | | | S | | | S | S | | S | M | S | S | S | S | | | | | | | S | | | |
| **CO4** | | | | S | | | S | S | | S | S | S | S | M | S | | | | | | | S | | | |
| **CO5** | | | | S | | | S | S | | M | S | S | S | S | S | | | | | | | M | | | |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINB010** | | **HISTORICAL AND COMPARATIVE LINGUISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge about historical linguistics** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the importance and role of Historical Linguistics. 2. equip the students with the principles of Historical and comparative linguistic techniques. 3. Help the students in analysing the cognate languages. 4. know the principles involved in finding out cognates. 5. know the linguistic changes and their reasons 6. know the areal classification of languages. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Remember the role and importance of Historical Linguistics | | | | | | | | | | K1 | |
| 2 | | | Understand the principles of Historical and comparative linguistic techniques. | | | | | | | | | | K2 | |
| 3 | | | Apply the principlesinvolved in finding out cognates. | | | | | | | | | | K3 | |
| 4 | | | Analyzethe linguistic changes and their reasons | | | | | | | | | | K4 | |
| 5 | | | Evaluate the principles and sound changes in the areal classification of languages. | | | | | | | | | | K5 | |
| 6 | | | Create a list of sound changes that led to the classification of other language families, like Aryan, Dravidian family of languages | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **INTRODUCTION** | | | | | | **12 – hours** | | | |
| 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, VSO, VOS, OSV, OVS. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **LINGUISTIC CHANGES AND THEIR CAUSES** | | | | | **12 – hours** | | | | |
| 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:3** | | | | | **RECONSTRUCTION AND SUB GROUPING** | | | **12 – hours** | | | | | | |
| 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:4** | | | | | **VARIATION AND CHANGE IN LANGUAGE** | | | **12 – hours** | | | | | | |
| 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, Pidginization and Creolization- Semantic Variation and Changes. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **AREAL CLASSIFICATION OF LANGUAGES** | | **10 – hours** | | | | | | | |
| 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. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert Lectures, Online Seminars – Webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Arlotto, Antony 1972, Introduction to Historical Linguistics. Houghton Miffincompany.USA* | | | | | | | | | | | | | |
| 2 | *Bloomfield Leonard 1933, Language, London.* | | | | | | | | | | | | | |
| 3 | *Emaneau M B 1956, India as Linguistics area. Language, 33:3-16* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *King R.D 1969, Historical Linguistics and generative grammar, Englewood cliffs, N.J. prentice Hall* | | | | | | | | | | | | | |
| 2 | *Fromkin, Language, University of California, Los Angeles.* | | | | | | | | | | | | | |
| 3 | *Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillan* | | | | | | | | | | | | | |
| 4 | *Kuiper F.B.J 1967, The genesis of Linguistics area. Indo-Iranian journal.* | | | | | | | | | | | | | |
| 5 | *Hale,M.2007,Historical Linguistics- Theory and Method. Blackwell Publishing. United Kingdom.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=CweVLCPJ5u8> | | | | | | | | | | | | |
| 2 | | <https://www.goodreads.com/book/show/61612.Historical_Linguistics> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. N. VIJAYAN,** [**vijayan@buc.edu.in**](mailto:vijayan@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | L | S | M | S | M |
| **CO2** | S | S | S | S | S | L | S | M | S | S |
| **CO3** | S | S | S | S | S | L | S | M | S | S |
| **CO4** | S | S | S | S | S | L | S | M | S | S |
| **CO5** | S | S | S | S | S | L | S | M | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINBO11** | | **SCHOOLS OF LINGUISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge about the linguistics tradition** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce students on the different approach to the historical perspectives of Linguistics 2. To orient students on the domain specific information of different schools of thought | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | The ideas of schools of different linguistics and their strategies and methods | | | | | | | | | | K1 | |
| 2 | | | To understand the different scientific theories and methods of linguistics history | | | | | | | | | | K2 | |
| 3 | | | To apply the knowledge of the linguistic systems and structure in their learning | | | | | | | | | | K3 | |
| 4 | | | To analyze the theoretical knowledge in the concerned domain | | | | | | | | | | K4 | |
| 5 | | | To evaluate the levels of linguistic analysis in language and different movements of revolution in linguistic theory | | | | | | | | | | K5 | |
| 6 | | | To create a new linguistic thought construction in the process of language | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **INTRODUCTION TO SCHOOLS OF LNGUISTICS** | | | | | | **12 – hours** | | | |
| Geneva School, London School, American School, etc., De Saussure’s Contribution to Linguistics – Langue and parole. Language – Synchrony, Diachronic – Linguistic Sign – Associative, Syntagmatic Relationship. . | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **PRAUGE SCHOOL OF LINGUISTICS** | | | | | **12 – hours** | | | | |
| Contribution of R. Jacobson and N. S. Trubetzkoy Oppositions – Classification of its Opposition, Concept of Archie Phoneme; Copenhagen Schools – Language as an Algebraic Structure – Glossematics French School: Andre Martinets Functional Linguistics, Phonology as Functional Phonetics. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **LONDON SCHOOL OF LINGUISTICS** | | | **12 – hours** | | | | | | |
| British Tradition in Phonetics Malinowski’s Context of Situation, Semantics Theory , Phatic Communication, Firth’s Contextual Theory of Meaning, Prosodic Phonology, Systems Structure Grammar – Holiday’s Scales and Categories Systemic Grammar, Social Aspect of Language. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **AMERICAN SCHOOL OF LINGUISTICS** | | | **12 – hours** | | | | | | |
| Early Stages and Influence of Anthropology – Boas , Sapir and the Development of Linguistics – Bloomfield‘s Descriptive Linguistics , Behaviorisms, 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:5** | | | | | **LINGUISTICS IN INDIA** | | **10 -- hours** | | | | | | | |
| 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, DLA, JNU, Annamalai University etc., | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 – hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Robins R.H. (forth Edi. 1997) A Short History of Linguistics. Longman, New York.* | | | | | | | | | | | | | |
| 2 | *Chomsky, N. 1957 Aspects of the theory of Syntax. The M.LT. PRESS Massachusetts Institute of Technology Cambridge, Massachusetts.* | | | | | | | | | | | | | |
| 3 | *Bloomfield .L 1933 Language:* reprint: Routledge, (2015 *)* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Bloch &Trager . 1942. Outline of Linguistic Analysis. Philadelphia : Linguistic Society of America* | | | | | | | | | | | | | |
| 2 | *Boas ,France.2013. Hand book of American Indian Languages ; Cambridge University Press* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.britannica.com/science/linguistics/Transformational-generative-grammar> | | | | | | | | | | | | |
| 2 | | <https://www.slideshare.net/sundarabalu/history-of-linguistics-171526143> | | | | | | | | | | | | |
| 3 | | <https://www.youtube.com/watch?v=CmfYXu-vkRk> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. S. SUNDARABALU,** [**sundarabalu@buc.edu.in**](mailto:sundarabalu@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | M | S | S | M | M |
| **CO3** | S | M | S | S | S | S | M | S | S | S |
| **CO4** | M | S | S | M | S | S | M | S | S | S |
| **CO5** | S | S | M | S | M | M | S | S | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **LINBO12** | | **COMPUTATIONAL LINGUISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | | **Phonetic, Grammatical and Syntactical knowledge of language** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| 1. To introduce the basic concepts of computer and its role in the field of Linguistics. 2. To guide the students where the computers can be exploited in the domain of applied Linguistics. 3. To teach certain important computer languages and software which suit well in Language Analysis and Teaching. 4. To instruct the students on corpus collection and management related to spoken and written forms 5. To impart the natural language processing for the purpose of translation and language teaching. 6. Introduce machine translation methods, techniques and strategies to the students | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | | Students can Participate in recent data-driven learning in computational social sciences and digital humanities | | | | | | | | | | | K1 | |
| 2 | | | Students can use NLP tools in large document collections to identify the main themes and opinions of different texts. | | | | | | | | | | | K2 | |
| 3 | | | Apply techniques that are being widely used in search engines, digital libraries, speech recognition systems, and NLP data mining toolkits. | | | | | | | | | | | K3 | |
| 4 | | | students will be able to complete tasks in Computational Linguistics such as segmentation, morphological analysis, tagging and parsing etc. | | | | | | | | | | | K4 | |
| 5 | | | Take up the foundational tasks in Computational Linguistics such as e dictionary making, speech recognition and synthesis. | | | | | | | | | | | K5 | |
| 6 | | | Apply syntactic and semantic analysis to machine language and study the limitations of creativity. Engage in speech synthesis and in machine translation | | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | **INTRODUCTION TO COMPUTERS** | | | | | | **12 – hours** | | | |
| Computer Hardware, Software – Types of Computers, Digital, Analogue and Others – History of Computational Linguistics–Language Technology and Natural Language Processing-Application of Computers in various research activities of Linguistics.  . | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | **LANGUAGE PROCESSING** | | | | | **12 – hours** | | | | |
| Natural Language Processing, Parsing Analysis, Parsing and Parser (top-down and bottom-up parsing), chart parsing (Left to right and right to left), CYK parser, Stanford parser. Text Editing, Stylistics, Text Analysis, Indenting, Bibliography Preparation, Word Processing. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | **CORPUS LINGUISTICS** | | | **12 – hours** | | | | | | |
| An Introduction to corpus Linguistics, Definitions and types of corpus, Salient features of corpus, Spoken and written corpus, corpus collection, corpus classification techniques and methods, corpus and cloud computing systems , corpus collection methods. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | **MACHINE TRANSLATION** | | | **12 – hours** | | | | | | |
| Machine Translation – History, Approaches to Machine Translation, automatic and human assisted methods, Transfer-Google translations, Computer Dictionary, word level and sentence level machine translation. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | **COMPUTER IN APPLIED LINGUISTICS** | | **10 – hours** | | | | | | | |
| A Survey of Computer Aided Language Learning (CALL) and Language Teaching (CALT) – Spectrogram analysis, Speech synthesis (text to speech and speech to text) Online dictionaries, Voice assisted technology. Sentiment analysis and opinion mining. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
|  | | | | | | **Total Lecture hours** | | **60 – hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| *1* | | | | *AksharBharati 1990. Intensive Course on Natural Language processing for Vincent ChaitanyaLinguistics, Vol.I& II, IIT : Kanpur* | | | | | | | | | | | |
| *2* | | | | *Alexander Clark, Chris Fox, and Shalom Lappin (2010).The Handbook of Computational Linguistics and Natural Language Processing: Blackwell Publishing Ltd except for editorial material and organization.* | | | | | | | | | | | |
| *3* | | | | *Baker, Paul. 2012. Contemporary Corpus Linguistics [Reprint ed.]. Bloomsbury Academic* | | | | | | | | | | | |
| *4* | | | | *Dash, N.S. 2005. Corpus Linguistics and Language Technology. New Delhi, Mittal Publications.* | | | | | | | | | | | |
| *5* | | | | *Dash, N.S., & Ramamoorthy, L. 2019. Utility and Application of Language Corpora. Singapore: Springer Nature.* | | | | | | | | | | | |
| *6* | | | | *Grishman, Ralph 1992. Computational Linguistics: An introduction, Cambridge University Press* | | | | | | | | | | | |
| *7* | | | | *JURAFSKY, DANIEL, and H. MARTIN JAMES. “Speech and language processing. 3rd edn. Draft.” Online: https://web. ubraman. Edu/~ jurafsky/slp3 (2019).* | | | | | | | | | | | |
| *8* | | | | *Mitkov, R. (ed.) 2003. Computational Linguistics. Oxford University Press* | | | | | | | | | | | |
| *9* | | | | *Peter Van-Roy(2004): Concepts, Techniques, and Models of Computer Programming: MT Press Cambridge, Massachusetts, United States* | | | | | | | | | | | |
| *10* | | | | *Pang, Bo and Lilliam. 2008. Opinion mining and sentiment analysis. Foundations and Trends in Information Retrieval 2 (1-2): 1-135.* | | | | | | | | | | | |
| *11* | | | | *Rolph, G. 1994. Computational Linguistics. Cambridge University Press.* | | | | | | | | | | | |
| *12* | | | | *Noble, H. M. 1988. Natural Language Processing. Blackwell.* | | | | | | | | | | | |
| ***Reference Books*** | | | | | | | | | | | | | | | |
| 1 | *Akshar Bharti et al 1992. Computational Linguistics in IIDL, Vol.XXIINo.* | | | | | | | | | | | | | | |
| 2 | *Bara, B.G. &G. Guida. (ed.) 1984. Computational Models of Natural Language Processing. Elsevier Science Publishers B.V.* | | | | | | | | | | | | | | |
| 3 | *Coughlin, D. 2003. “Correlating Automated and Human Assessments of Machine Translation Quality” in MT Summit IX, New Orleans, USA pp. 23–27* | | | | | | | | | | | | | | |
| 4 | *Gaspari, F. 2006 “Look Who’s Translating. Impersonations, Chinese Whispers and Fun with Machine Translation on the Internet” in Proceedings of the 11th Annual Conference of the European Association of Machine Translation. Pp. 149-158* | | | | | | | | | | | | | | |
| 5 | *Sangal, R.et. al. (ed.) 2003. Recent Advances in Natural Language Processing. Mysore, CIIL.* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | Website Links:  <http://en.wikipedia.org/wiki/computational_linguistics> | | | | | | | | | | | | | |
| 2 | | <http://www.coli.uni-saarland.de/~hansu/what_is_cl.html> | | | | | | | | | | | | | |
| 3 | | <http://ai-depot.com/intro.html> | | | | | | | | | | | | | |
| 4 | | <https://www.youtube.com/watch?v=dWd1dHjP78M&feature=youtu.be> | | | | | | | | | | | | | |
| 5 | | <https://www.youtube.com/watch?v=bXINYc2w-K4&feature=youtu.be> | | | | | | | | | | | | | |
| 6 | | [http://www.athel.com/corpus.html 50](http://www.athel.com/corpus.html%2050) | | | | | | | | | | | | | |
| 7 | | <https://www.slideshare.net/SubramanianMuthusamy3/stylistics-in-computational-perspective> | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in** | | | | | | | | | | | | | | | |

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | S | M | L | S |
| **CO2** | S | M | S | M | S | S | S | S | M | M |
| **CO3** | S | M | M | M | S | S | S | M | M | S |
| **CO4** | S | S | M | S | S | S | M | L | M | M |
| **CO5** | S | M | S | M | S | S | M | M | S | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGE03** | | **LANGUAGE CULTURE AND SOCIETY** | | | **L** | | | **T** | **P** | **C** |
| **Elective** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge about the language and culture** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the concept of culture and it’s relating language besides equipping the students to have clear picture about the socio-cultural organization relating to language. 2. To explore the relationship between language and society. 3. To Identify and explain the relationship between linguistics, anthropology, and linguistic anthropology. 4. To identity the indigenous factors in the culture and language 5. To express how various aspects of culture can affect language and that language can affect. | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To remembers cultural and linguistic observations of the community and language | | | | | | | | | | K1 | |
| 2 | | | To understand the concept of culture and its relationship with language | | | | | | | | | | K2 | |
| 3 | | | To apply the concept and strategies observed from the community’s cultural aspects | | | | | | | | | | K3 | |
| 4 | | | To analyse a socio-cultural aspects of speech data | | | | | | | | | | K4 | |
| 5 | | | To evaluate the common features among cultural and language | | | | | | | | | | K5 | |
| 6 | | | To Create realization from understanding of linguistic knowledge among language | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **LANGUAGE AND CULTURE** | | | | | | **12 – hours** | | | |
| Definition of Language and Culture – Linguistic and Ethnology – Sapir – Whorf theories - Linguistic Relativity – Cultural Emphasis – Metaphorical usages – Ethnography of speaking – Ethno linguistics – Color – the lexicon of Environment. Personal Names etc. Culture – Material culture –Non material culture – Linguistic Anthropology – Malinowski’s Approach. | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **SOCIOLOGY OF LANGUAGE** | | | | | **12 – hours** | | | | |
| Descriptive Sociology of Language, Situational Shifting, Metaphorical Switching – Dynamic Sociology of Language – Unstable Bilingualism, Stable Bilingualism; Applied Sociology of Language. | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **LANGUAGE AND SOCIETY** | | | **12 – hours** | | | | | | |
| 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:4** | | | | | **SOCIAL CONTEXT AND SEMANTIC FEATURE** | | | **12 – hours** | | | | | | |
| Cultural Patterning of Speech Behaviour, Social Meaning in Linguistic Structures – Speech Act theory – Multilingual Settings, Domains of Language Behaviour. | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **LANGUAGE DOCUMENTATION AND REVITALIZATION** | | **10 – hours** | | | | | | | |
| Definition of Language documentation – Language Revitalization – Documentary Linguistics – Use of Language documentation – Stages of Language documentation – Field techniques and strategies of Language documentation – Language documentation tools Questionnaires for Language documentation – Digital documentation. | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 – hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *DellHymes 1996. Language in cultureand society, A HaperInternationalEdition, NewYork* | | | | | | | | | | | | | |
| 2 | *Fishman, J.A. 1972. Languagein Sociocultural change, Stanford: California.* | | | | | | | | | | | | | |
| 3 | *Gumperz, J.J.&D.(Eds.)1972.Directions in Sociolinguistics, Holt, Hymes: New York.* | | | | | | | | | | | | | |
| 4 | *Hickerson, N.P. 1980. Basic AnthropologyUnits: NewYork.* | | | | | | | | | | | | | |
| 5 | *AsifAgha1998.Stereotypesandregistersofhonorificlanguage, languageinSociety,Vol.27,NO.2, pp.151- 194, CambridgeUniversity Press.* | | | | | | | | | | | | | |
| 6 | *Duranti, Allessonadre 1997 LinguisticAnthropology, CUP.* | | | | | | | | | | | | | |
| 7 | *Wardhaugh ,2002 An introduction to Sociolinguistics, Fourth Edition, Blackwell publishing.* | | | | | | | | | | | | | |
| 8 | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change* | | | | | | | | | | | | | |
| 9 | *K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change.* | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Wardhaugh ,2002 An introduction to Sociolinguistics, Fourth Edition, Blackwell publishing.* | | | | | | | | | | | | | |
| 2 | *DellHymes 1996. Language in cultureand society, A HaperInternationalEdition, NewYork* | | | | | | | | | | | | | |
| 3 | *Philip Riley Language culture and identity – An ethnolinguistic perspectives* | | | | | | | | | | | | | |
| 4 | *Christine Jourdan and Kevin Tuite 2006 Language, Culture and Society Cambridge university press* | | | | | | | | | | | | | |
| 5 | *Sundarabalu, S. (2018). Unavum Vinaiyum (PorunmaiKKala amaippiyal aaivu). Kaavya, Chennai.* | | | | | | | | | | | | | |
| 6 | *Sundarabalu, S. (2015). Occupational Implements: A Linguistics study. Seethai Pathippagam, Chennai* | | | | | | | | | | | | | |
| 7 | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descriptive%20study,effect%20of%20language%20on%20society.> | | | | | | | | | | | | |
| 2 | | <https://www.britannica.com/science/ethnolinguistics> | | | | | | | | | | | | |
| 4 | | <https://www.communicationtheory.org/speech-act-theory/> | | | | | | | | | | | | |
| 5 | | <https://www.sciencedirect.com/topics/psychology/sapir-whorf-hypothesis> | | | | | | | | | | | | |
| 6 | | <https://www.britannica.com/topic/writing/Types-of-writing-systems> | | | | | | | | | | | | |
| 7 | | <http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf> | | | | | | | | | | | | |
| 8 | | <https://www.cambridge.org/core/books/language-culture-and-society/53EFF82B2393C3A3AB99BAE467CBFBC8> | | | | | | | | | | | | |
| 9 | | <https://www.uni-due.de/ELE/Language_Variation_and_Change_Introduction.pdf> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Course Designed By: Dr. P. SANKARGANESH,** [**sankarganesh@buc.edu.in**](mailto:sankarganesh@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | M | S | S | S | M |
| **CO2** | S | S | S | S | S | M | M | S | S | S |
| **CO3** | M | S | S | S | S | M | S | S | S | M |
| **CO4** | S | M | S | S | S | S | S | M | M | S |
| **CO5** | S | S | S | S | S | M | S | M | M | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | | **LINB013** | | | | **FIELD LINGUISTICS** | | | | | | | | | **L** | | | **T** | | **P** | **C** | |
| **Core** | | | | | | | | | |  | | | | | | | | | **4** | | |  | |  | **4** | |
| **Pre-requisite** | | | | | | | | | | **Knowledge in linguistics research** | | | | | | | | | **Syllabus Version** | | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. understand the importance and role of Field Linguistics. 2. equip the students with the Linguistics techniques of collecting data 3. know the application of the principles while collecting data 4. know the principles involved in the analysis of all the levels of language, namely ,Phonology ,Morphology, Syntax and Semantics 5. know the techniques of analysing the data of a new language 6. know the techniques of field linguistics in the field | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | Remember the techniques of collecting data from the field | | | | | | | | | | | | | | | | | | | | K1 | | |
| 2 | | | | Understand the procedures for collecting data from the speakers of any language | | | | | | | | | | | | | | | | | | | | K2 | | |
| 3 | | | | Apply the principles of collecting data and analyzing the data for any unknown language for all the levels of language. | | | | | | | | | | | | | | | | | | | | K3 | | |
| 4 | | | | Analyze the data thus collected from a new language to write a grammar | | | | | | | | | | | | | | | | | | | | K4 | | |
| 5 | | | | Evaluate the principles while collecting data from the informants of the new language. | | | | | | | | | | | | | | | | | | | | K5 | | |
| 6 | | | | Create a Sketch Grammar for a new language | | | | | | | | | | | | | | | | | | | | K6 | | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | | **INTRODUCTION TO FIELD LINGUISTICS** | | | | | | | | | | | | | | **12 – hours** | | | | | |
| Aims of Field Linguistics – Place of Field Linguistics – Use of Field Linguistics – Methods Involved in Field Linguistics – Field Linguistic Surveys – Field Linguistics Tools.  . | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | | **FIELD LINGUISTICS MACHINERY** | | | | | | | | | | | | | **12 – hours** | | | | | | |
| Investigators – Informant – Qualification, Selection, Use of Informants (Sampling) - Community and its Role in Data Collection – Kinds of Data – Working Sessions – Report Formation – Prerequisites. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | | **DATA COLLECTION** | | | | | | | | | | | **12 –hours** | | | | | | | | |
| Questionnaire – Preparation, Administration Data – Elicitation Procedure, Recording, Preservation, Collection Procedures Methods; Interview Method – Participant Observation Method – Schedule, Transcription, etc | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | | **DATA ANALYSIS** | | | | | | | | | | | **12 -- hours** | | | | | | | | |
| **Data Description:** Language Structure, Language Contrast, Language Variation, Language Learning Disciplines – **Structural Description:** Sound, Word, Construction, Meaning Descriptions – Presentation Methods. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | | **EVALUATION** | | | | | | | | | | **10 – hours** | | | | | | | | | |
| Evaluation of Questionnaire, Data, Analysis and Description, Evaluation Strategies - Sample Linguistic Survey – Field Linguistics in Relation to Descriptive, Historical, Socio and Psycho Linguistics. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | | | **Contemporary issues** | | | | | | | | | | **2 – hours** | | | | | | | | | |
| Expert Lectures, Online Seminars–Webinars | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Total Lecture hours** | | | | | | | | | | **60 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *Samarin, W.J 1967 Field Linguistics: A Guide to Linguistics Field Work. Holt, Rinohart and Winston: New York* | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Wolfram, W&Fasold, R. F 1972 Field Techniques in an Urban Language Study CAL: Washington Dc* | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *Claire Bowern, 2008, Linguistic Fieldwork: A Practical Guide, Palgrave Macmillan, London* | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | *Agesthialingom, S &Karunakaran, K 1975 Questionnaire for the study of Social stratification of Tamil in Madras city, Annamalai University, Annamalai Nagar.* | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | *Karunakaran K &Sivashanmugam, C 1981 A study of Social Dialect in Tamil AITLA: Annamalainagar.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | *Sivashanmugam C &Perumalsamy, P 1989 Sociolinguistic Survey of Tamil and Telugu in the Western Districts of Tamilnadu Questionaire, Bharathiar University, Coimbatore.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | *Terry Crowley, 2007, Field Linguistics: A Beginner’s Guide, Oxford University press, London.* | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | *Anvita Abbi,2001, A Manual of Linguistic Fieldwork & Structures of Indian Languages, LINCOM Europa, Germany* | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | <https://www.youtube.com/watch?v=VN6qjVCsfdc> | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | <https://www.goodreads.com/book/show/1986473.Field_Linguistics> | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | [https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-in-linguistics?](https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-in-linguistics?from_search=true&from_srp=true&qid=I3b9WRFKY0&rank=3) | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. N. VIJAYAN,** [**vijayan@buc.edu.in**](mailto:vijayan@buc.edu.in) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Cos** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | | | | | | **PO10** | | |
| **CO1** | | | | S | | | S | S | | M | M | L | M | L | M | | | | | | | M | | |
| **CO2** | | | | S | | | S | S | | S | M | M | S | M | M | | | | | | | S | | |
| **CO3** | | | | S | | | S | S | | S | M | M | S | M | M | | | | | | | S | | |
| **CO4** | | | | S | | | S | S | | S | M | M | S | M | M | | | | | | | S | | |
| **CO5** | | | | M | | | S | S | | S | M | M | S | M | M | | | | | | | S | | |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINBO14** | | **DIALECTOLOGY AND BILINGULISAM** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge in language used in various domains** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce dialectology and its significance in the study of language in actual speech behavior of the community of concerned 2. To introduce the methodology, procedures and frameworks related to the study of regional and social variation found in languages. 3. To make use of different methods including field linguistics to analyze dialects of different types in language 4. To easily identify the various dialects of a language using methods and classifications. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To remember the various categorization of language varieties | | | | | | | | | | K1 | |
| 2 | | | To understand different field techniques for research purpose | | | | | | | | | | K2 | |
| 3 | | | To apply the theories related to dialects on various researchers | | | | | | | | | | K3 | |
| 4 | | | To analyze various dialectal variations among the region, caste etc… | | | | | | | | | | K4 | |
| 5 | | | To evaluate various components in the dialect | | | | | | | | | | K5 | |
| 6 | | | To create knowledge in collecting dialect data and analyze it from dialectology aspects | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **LANGUAGE AND ITS VARIATIONS** | | | | | | **12 – hours** | | | |
| Language, Dialects, Idiolects, Varieties – Mutual Intelligibility – Distances, Regional, Social, Professional Dialect, Temporal dialect and caste dialects. Language Variations – Formal and Informal Language. – history of dialectology –structural dialectology–linguistic diversity- -dialect dictionary | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **DIALECT STUDIES IN INDIA WITH SPECIAL REFERENCE TO TAMIL** | | | | | **12 – hours** | | | | |
| Linguistic Survey of India – Dialect Study in Dravidian Languages in General and in detail- current trend methods in dialectology in particular reference to Dravidian and Indian languages. | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **FIELD METHODS AND TECHNIQUES** | | | **12 -- hours** | | | | | | |
| Dialectology field techniques – Preparation of questionnaires- sampling method –field interviews in dialectology- dialect map- Conducting Survey –Analytical Procedures- field work based report writing (Practical) | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **INTRODUCTION TO BILINGUALISM** | | | **12 – hours** | | | | | | |
| Concept of Bilingualism – Language in Contact – Interference – Borrowing – Nativization –Impact of Bilingualism. | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **INDIAN BILINGUALISM** | | **10 – hours** | | | | | | | |
| Bilingualism / Multilingualism in India with Special Reference to Tamilnadu. Functional Aspect of Indian Bilingualism – Diglossia, Language Planning and Education. | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| *1* | *Charles Boberg,JohnNerbonne and Dominic Watt- 2018 The Handbook of Dialectology , Blackwell publishing* | | | | | | | | | | | | | |
| *2* | *Grierson, G.A. 1927. Linguistic Survey of India, Culcutta.* | | | | | | | | | | | | | |
| *3* | *Hockett, C.F. 1958. A course in Modern linguistics. Oxford & IBH , Newdelhi(1970 Indian Edition)* | | | | | | | | | | | | | |
| *4* | *Krishnamooti BH, 1962.A Telugu Dialect survey of Occupational Vocabulary, Hyderabad.* | | | | | | | | | | | | | |
| *5* | *Wardhaugh ,2015 An introduction to Sociolinguistics, Seventh Edition, Blackwell publishing.* | | | | | | | | | | | | | |
| *6* | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change.* | | | | | | | | | | | | | |
| *7* | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change.* | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| *1* | *Tej K. Bhatia William C. Ritchie - 2013The Handbook of Bilingualism and Multilingualism, Second Edition Blackwell publishing.* | | | | | | | | | | | | | |
| *2* | *Varma, Srinivasa, G.1986. kilaimoliyial(Tamil)-(Dialectology) AITLA, Annamalainagar.* | | | | | | | | | | | | | |
| *3* | *Varma, Srinivasa, G.1980. Irumoliyam(Tamil)-(Bilingualism)AITLA, Annamalainagar.* | | | | | | | | | | | | | |
| *4* | *Sundarabalu, S. (2015). Occupational Implements: A Linguistics study. Seethai Pathippagam, Chennai* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-variation> | | | | | | | | | | | | |
| 2 | | <https://en.wikipedia.org/wiki/Dravidian_languages> | | | | | | | | | | | | |
| 3 | | <https://www.britannica.com/science/linguistics/Dialectology-and-linguistic-geography> | | | | | | | | | | | | |
| 4 | | <http://depts.washington.edu/uwcl/el-stec/Vaux_Cooper_1999_ch1.pdf> | | | | | | | | | | | | |
| 5 | | <http://www.healthofchildren.com/B/Bilingualism-Bilingual-Education.html> | | | | | | | | | | | | |
| 6 | | <https://www.academia.edu/5478036/THE_CONCEPT_OF_BILINGUALISM> | | | | | | | | | | | | |
| 7 | | <https://www.tandfonline.com/doi/pdf/10.1080/00437956.1957.11659634> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. P. SANKARGANESH,** [**sankarganesh@buc.edu.in**](mailto:sankarganesh@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | M | S | S |
| **CO2** | S | S | S | M | S | S | S | M | S | S |
| **CO3** | S | M | S | S | S | S | M | M | S | S |
| **CO4** | S | S | S | M | S | M | S | S | S | S |
| **CO5** | S | S | S | S | S | S | M | S | M | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **LINB015** | | **SOFT SKILLS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | **Ability to understand the instruction and apply them in practice** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | |
| 1. Make the students acquire linguistic skills to become a successful communicator. 2. To guide the students understand soft skills in order get success in the modern world. 3. To create a positive attitude in social life of the students. 4. To create the students understand and apply non-verbal communication in professional and social life. 5. to practice the students on maintaining body language and personal rapport in newer communicative domains 6. Equipping the students with adequate practices in job skills and preparing them with reliable techniques and etiquettes of Interviews. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | Communicate effectively with people in their day to day life by recalling the linguistics knowledge and techniques | | | | | | | | | | K1 | |
| 2 | Students can make use of their knowledge in presentation and interactive skills | | | | | | | | | | K2 | |
| 3 | Applying the soft skills tactics will help improve in time management, organizational skills & goal setting of the learners | | | | | | | | | | K3 | |
| 4 | Analyzing the issues and tasks help learners for problem solving in personal and professional life | | | | | | | | | | K4 | |
| 5 | Students will be able to develop their leadership skills to improve teamwork, creativity, efficiency and productivity | | | | | | | | | | K5 | |
| 6 | Creativity in language, strategic thinking, team building and presentation skills will lead to success in students’ professional life | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | **PERSONALITY SKILLS** | | | | | | **12 -- hours** | | | |
| Personality, Approaches to Personality, Traits, Achievement Motivation, Gender Culture and Achievement, Personal Habits, Optimism and Pessimism. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:2** | | | **INTERPERSONAL SKILLS** | | | | | **12 -- hours** | | | | |
| Assertive Communication, Body Language, Starting a Conversation, Listening Actively, Making Good Decisions, Solving Problems, Resolving Group Conflict, Building Esteem, Recognizing and Showing Empathy | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:3** | | | **LANGUAGE AND COMMUNICATION SKILLS** | | | **12 -- hours** | | | | | | |
| 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:4** | | | **PROFESSIONAL PROFICIENCIES** | | | **12 – hours** | | | | | | |
| Personal Effectiveness, Emotional Intelligence, the Cognitive Interview, Interacting in Groups, Strategic Thinking, Team Building. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:5** | | | **EXPRESSIVE SKILLS** | | **10 – hours** | | | | | | | |
| Creativity, Influencing Skills, Presentation Skills, Effective Group Discussion Skills, Interview Etiquettes and Selling Skills.**Practical**-1. Mock interview, 2. Group discussion | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:6** | | | **CONTEMPORARY ISSUES** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **60 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | *Cengage (2014) . English Language Communication Skills. Cengage Learning India* | | | | | | | | | | | |
| 2 | *Ferguson(2004) . Communication Skills, An imprint of Facts On File, Inc, New York NY.* | | | | | | | | | | | |
| 3 | *Jerry M. Burger (2015) . Personality, Cengage Learning, India.Education company ,New York* | | | | | | | | | | | |
| 4 | *McGraw-Hill (2010) . Managing Life Skills, McGraw-Hill Education* | | | | | | | | | | | |
| 5 | *Owen Hargie ( 2006) The Handbook of Communication Skills, Taylor & Francis e-Library,UK* | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | *Advanced communication skills (2012) MTD training, New Delhi .* | | | | | | | | | | | |
| 2 | *John Seely (2005) .The Oxford Guide to Effective Writing and Speaking . Oxford University Press, UK* | | | | | | | | | | | |
| 3 | *Steptoe, A & Wardle, J. (2017). Life Skills, Wealth, Health and Well being in later life. Proceedings of the National Academy of Sciences, 114(17), 4354 – 4359.* | | | | | | | | | | | |
| 4 | *SuneethaYedla(2014) . Communicative English Research on Technical Aspects in ESP Language. Adhyayan Books House, New Delhi* | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | <https://medium.com/the-helm/10-personality-traits-most-important-than-any-other-skill-e45b3ab14a9c> | | | | | | | | | | | |
| 2 | <http://psychology.iresearchnet.com/social-psychology/personality/achievement-motivation/> | | | | | | | | | | | |
| 3 | <https://www.slideshare.net/SubramanianMuthusamy3/creativity-and-strategic-thinking> | | | | | | | | | | | |
| 4 | <https://www.skillsyouneed.com/ps/assertiveness.html>, | | | | | | | | | | | |
| 5 | <https://www.slideshare.net/SubramanianMuthusamy3/presentation-skills-23878585> | | | | | | | | | | | |
| 6 | <https://sites.google.com/site/communicationskill4you/element-of-communication> | | | | | | | | | | | |
| 7 | <https://www.slideshare.net/SubramanianMuthusamy3/building-rapport-soft-skills> | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in** | | | | | | | | | | | | |

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COS** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | M | L | S | M | M |
| **CO2** | S | S | M | S | S | M | M | M | M | S |
| **CO3** | S | M | S | S | S | M | S | S | M | S |
| **CO4** | S | M | S | S | S | L | M | S | M | M |
| **CO5** | S | S | M | S | S | M | S | M | S | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGE04** | | **NEUROLINGUISTICS** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | |  | | | **4** | | |  |  | **4** |
| **Pre-requisite** | | | | | | **Knowledge in linguistics and brain** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce different theoretical approaches to the students to acquire knowledge on the study of Neurolinguistics 2. To make the students understand the anatomy of the brain, and the study of the relationship between language and brain 3. To make the students familiar with the different types of speech disorder and their correlation with brain | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | To interpret the ideas various methodologies involved in the studies of language and the human brain | | | | | | | | | | K1 | |
| 2 | | | To understand the different scientific theories and methods of neurolinguistics | | | | | | | | | | **K2** | |
| 3 | | | To analyses the different methods involved in understanding the test battery of language disorder | | | | | | | | | | K3&4 | |
| 4 | | | To evaluate the knowledge system involved in the nervous system of human brain and language disorder | | | | | | | | | | K5 | |
| 5 | | | To provide the knowledge about the nerves system of human brain and speech/ language disorders | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **ANATOMY OF THE BRAIN** | | | | | | **12 -- hours** | | | |
| Introduction to the Anatomy of the Brain – Cerebral Cortex – Cerebral Hemisphere – Cerebellum – Medulla – Mid Brain – Corpus Callosum – Major Lobes – Frontal Lobe – Parietal Lobe – Occipital Lobe – Temporal Lobe – Fissure – Nervous System – Cranial Nerves and its Functions. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **LANGUAGE AND LINGUISTICS** | | | | | **12 – hours** | | | | |
| Language and Speech – Basic Linguistic Units – Phonology – Morphology – Syntax – Semantics- Linguistics and Psychology – Linguistics and Neurology – A Comparison – Neurolinguistics – an Introduction. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **HISTORY OF NEUROLINGUISTICS** | | | **12 – hours** | | | | | | |
| History of Neurolinguistics – P. Broca – C. Wernicke – Hughlings Jackson – and others – Current Trends in Neurolinguistics. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **SPEECH AND LANGUAGE DISORDERS** | | | **12 – hours** | | | | | | |
| Aphasia – Classification of Aphasia – Other Disabilities, Broca – Wernicke – Semantic – Syntactic Jargon – Motor – Sensory, Dysphasia – Paraphasia – Dyslexia – Anomia – Agraphia – Alexia – Agnosia – Apraxia – Dysarthria – Paragrammatism – Agrammatism etc, etiology of the aphasias. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **EVALUATION OF LANGUAGE DISORDERS** | | **10 – hours** | | | | | | | |
| Western Aphasia Test Battery – Boston Diagnostic Aphasia Examination – A Sample Study of a Language Disorder. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **60 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Crystal David, 1989. Introduction to language pathology, Edward Arnold.* | | | | | | | | | | | | | |
| 2 | *David Caplan, 1987. Nerurolinguistics and linguistics aphasiology, Cambridge University Press.* | | | | | | | | | | | | | |
| 3 | *Ruth Molte, 1981.The human Brain. An introduction to its functional Anatomy.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Chris Code (ed)1989. The Charectristics of aphasia, Taylor & Francis.* | | | | | | | | | | | | | |
| 2 | *Ruth Lesser, 1978. Linguistics Investigations of aphasia, Edward Arnold.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://en.wikipedia.org/wiki/Central_nervous_system> | | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=xzNpRpx0VBQ> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. S. SUNDARABALU,** [**sundarabalu@buc.edu.in**](mailto:sundarabalu@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | L | L | S | S | M | S | S | S |
| **CO2** | M | S | M | M | S | S | S | S | S | S |
| **CO3** | M | L | S | S | M | M | S | M | S | M |
| **CO4** | S | M | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

**SUPPORTIVE PAPERS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGS01** | **BASIC PHONETICS** | | | **L** | | | **T** | **P** | **C** |
| **Supportive** | | | | |  | | |  | | |  |  |  |
| **Pre-requisite** | | | | | **Knowledge in identifying the sound units of words** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. understand the basic Linguistics techniques of phonetics. 2. know the Anatomical Structure of the Vocal Apparatus and the air stream mechanisms. 3. know the classification of Vowels and Consonants. 4. know the phonetic symbols used for transcription. 5. know the description of speech sounds | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Remember the basic techniques of phonetics | | | | | | | | | K1 | |
| 2 | | | Understand the descriptions of anatomical structure of vocal apparatus, the air stream mechanisms and the descriptions of sounds | | | | | | | | | K2 | |
| 3 | | | Apply the phonetic techniques to produce sounds in a given language and describe the speech sounds of that language | | | | | | | | | K3 | |
| 4 | | | Analyze the vowels and consonants in their mother tongue and other known languages | | | | | | | | | K4 | |
| 5 | | | Evaluate the speech sounds of a given language | | | | | | | | | K5 | |
| 6 | | | Create phonetic description of any given language | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **PHONETICS AND BRANCHES OF PHONETICS** | | | | | | **10 –hours** | | | |
| Phonetic Study - Articulatory Process - Phases of Speech - Articulatory, Auditory and Acoustic Approaches – Ear Training and Performance. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **ARTICULATORY PHONETICS** | | | | | **10 – hours** | | | | |
| Anatomical Structure of the Vocal Apparatus - Physiological Bases of Speech Production Supraglottal and Supraglottal Organs of Speech as a System of Passages and Cavities. **Configuration:** Active and Passive Articulators – Stricture Types – Air Stream Mechanism – Direction of Air Flow – **Glottal Function:** Principal Phonation Types – Voice and Voiceless – Breathy Voice – Whispery – Murmur – Creaky Voice – Relationship of Phonation and Intonation – Aspiration. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | | | **CLASSIFICATION SPEECH SOUNDS** | | | **8 –hours** | | | | | | |
| Definition and Classification of Vocoids, Contoids and Approximants – Phonetics Symbols- Modification of Sounds – Stop With Reference to Air – Stream Mechanisms – Oral Drills. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | | | **CONTEMPORARY ISSUES** | | **2 hours** | | | | | | | |
| Expert Lectures, Online Seminars – Webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **30 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | *Abercrombie, D 1964 Elements of General Phonetics Edinburgh University press Edinburgh* | | | | | | | | | | | | |
| 2 | *Bloch B & Trager, G.L 972 Outline of Linguistics analysis, LSA, Baltimore, USA.* | | | | | | | | | | | | |
| 3 | *Jhones, D 1964 An outline of English phonetics, Heffnor &Sons Ltd; Cambridge* | | | | | | | | | | | | |
| *4* | *Pike, K.L. 1947, Phonemics. Ann Arbor, MIT.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | *Catford, J.C 1989 An introduction to practical phonetics Edinburgh University press, Edinburgh.* | | | | | | | | | | | | |
| 2 | *Laver, Hohn. 1980 The phonetic description of Voice quality, Cambridge University Press, Cambridge.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=dfoRdKuPF9I> | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=GLBsvdaR_ow> | | | | | | | | | | | |
| 3 | | <https://ielanguages.com/phonetics.html> | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By: **Dr. N. VIJAYAN,** [**vijayan@buc.edu.in**](mailto:vijayan@buc.edu.in) | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **LINGS02** | | **BASICS OF TRANSLATION** | | | **L** | | **T** | | **P** | **C** |
| **Supportive** | | | | |  | | |  | |  | |  |  |
| **Pre-requisite** | | | | | **Linguistics knowledge in source and target languages** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   * To introduce the theories and principles of translation in order to train the students as better translators. * To impart practical translation skills to students. * To teach the ways and means of evaluating the translation process. * To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion. * To enable the students practical and challenges of translation activities | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| 1 | Critically apply theories, methodologies, and knowledge to address fundamental questions in Translation Studies. | | | | | | | | | | K1 | | |
| 2 | Demonstrate skills in oral and written communication sufficient to publish and present work in Translation Studies. | | | | | | | | | | K2 | | |
| 3 | Follow the principles of ethics in Translation Studies and in academia in general. | | | | | | | | | | K3 | | |
| 4 | Demonstrate knowledge at a level required for university undergraduate teaching in Translation. | | | | | | | | | | K4 | | |
| 5 | Studies and assessment of student learning. | | | | | | | | | | K5 | | |
| 6 | Interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism. | | | | | | | | | | K6 | | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | **BASIC COMPONENTS OF TRANSLATION** | | | | | | | | | **10 – hours** | | |
| Basic Components of Translation – Definition – Need for Translation-Importance of Translation – Source vs. Target Languages. | | | | | | | | | | | | | |
| **Unit:2** | | | | **TYPES OF TRANSLATION** | | | | | **10 – hours** | | | | |
| Types of Translation – Full vs. Partial –Total vs. Restricted –Phonological –Graphological Translations Extent – Level– Ranks.Translations Extent – Level – Ranks.  Translation Equivalence – Types of Equivalence – Textual Equivalence –Formal Correspondence – Dynamic Equivalence. | | | | | | | | | | | | | |
| **Unit:3** | | | | **PROBLEMS OF TRANSLATION** | | | **8 – hours** | | | | | | |
| 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:4** | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | **Total Lecture hours** | | | | **30 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| **1** | | *Bell, Roger, T1991 Translation and Translating: Theory and Practice, Longman, London.* | | | | | | | | | | | |
| **2** | | *Catford, J.C. 1965 A Linguistics theory of Translation, OUP: London* | | | | | | | | | | | |
| **3** | | *Isodore, Pinchuck1981Scientific and Technical translation.* | | | | | | | | | | | |
| **4** | | *Lakshmi, H, 1993 Problems of Translation, Boolings Corporation: Hyderabad.* | | | | | | | | | | | |
| **5** | | *Sivashanmugam C &Thayalan, V. 1989 Mozhipeyarppiyal (Tamil) Annam Sivagangai* | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By:  **Dr. P. SANKARGANESH,** [**sankarganesh@buc.edu.in**](mailto:sankarganesh@buc.edu.in) | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGS03** | | **INTRODUCTION TO DRAVIDIAN LANGUAGES** | | | **L** | | | **T** | **P** | **C** |
| **Supportive** | | | | | |  | | |  | | |  |  |  |
| **Pre-requisite** | | | | | | **Knowledge in linguistics and language families** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To impart the features of Dravidian languages 2. To equip the students to have clear knowledge in Dravidian languages 3. To make the students understand the unique features of Dravidian languages 4. To ascertain the morphological and phonological features of the Dravidian languages 5. To make the students trained in the identification and employment of the lexical items used in the Dravidian languages | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | gain knowledge about the features of Dravidian languages | | | | | | | | | | K1 | |
| 2 | | | understand the subgroups of Dravidian languages and their special features | | | | | | | | | | K2 | |
| 3 | | | make Comparative and contrastive analysis in Dravidian languages to identify the language and its family | | | | | | | | | | K3 | |
| 4 | | | Analyze the phonological and morphological features of languages and their features | | | | | | | | | | K4 | |
| 5 | | | Corpus related to Dravidian languages provide the glimpse of the various dialectal verities | | | | | | | | | | K5 | |
| 6 | | | Linguistic studies in the innate features of Dravidian languages help learners create sentences with newer features | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **INTRODUCTION TO DRAVIDIAN LANGUAGES** | | | | | | **10 – hours** | | | |
| History of Comparative Dravidian Studies, Common Characteristic Feature of the Dravidian Languages – Basic Differences between Dravidian Family and Other Language Families of India.  . | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **SOUNDS OF DRAVIDIAN** | | | | | **10 – hours** | | | | |
| Phonological Structure of Dravidian Language, Vowels and their Development – Short Vs Long; Metathesis etc; Consonants and their Developments in Dravidian Languages – Voiced Vs Voiceless Plosives; Nasal Plus Double Plosives, Laterals, Trills and Fricatives. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **DRAVIDIAN NOUNS AND VERBS** | | | **8 -- hours** | | | | | | |
| Noun Morphology: Gender-Number System; Pronouns, Numerals, Case SystemVerb Morphology: Stem Classification, Past and Nonpast Formation; Negative Expression in Dravidian; Pronominal Suffixes; Imperative Mood etc. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **Contemporary issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **30 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Shanmugam, S. V. 1971 Dravidian Nouns, Annamalai University* | | | | | | | | | | | | | |
| 2 | *Subramanyam, P.S. 1970 Dravidian Verb morphology, Annamalai University* | | | | | | | | | | | | | |
| 3 | *Caldwell, Robert 1961 A Comparative Grammar of the Dravidian or South India family of Languages (3rd edn.) Madras University* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Emeneau, M.B. 1994 Dravidian studies, selected papers, MotilalBabarsidas, Delhi* | | | | | | | | | | | | | |
| 2 | *Zvelebil, Kamil. V 1990 Dravidian Linguistics-An Introduction, PILC* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.britannica.com/topic/Dravidian-languages> | | | | | | | | | | | | |
| 2 | | <https://www.britannica.com/topic/Dravidian-languages/Grammatical-features-and-changes> | | | | | | | | | | | | |
| 3 | | <https://www.jstor.org/stable/603302?origin=crossref&seq=1#metadata_info_tab_contents> | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. S. SUNDARABALU,** [**sundarabalu@buc.edu.in**](mailto:sundarabalu@buc.edu.in) | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGS04** | **LANGUAGE FOR SPECIAL PURPOSE** | | | **L** | | | **T** | **P** | **C** |
| **Supportive** | | | | |  | | |  | | |  |  |  |
| **Pre-requisite** | | | | | **Knowledge in use of language in different domains** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  1. To make the students learn various styles of communication used in business and technical domains  2. To create awareness among the students on language maintenance and language planning  3. To ascertain the language modernization and standardization in academic and social domains  4. To teach the students on lexical enrichment and corpus collection  5. To make the students understand the various techniques used in testing and evaluation of language in science and social disciplines  6. To teach techniques and strategies of communication employed in business trade, commerce, medicine, engineering, online and social domains. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | recall the stylistics of language used in various domains | | | | | | | | | K1 | |
| 2 | | | understand the various methods of employing linguistic features in different communicative domains | | | | | | | | | K2 | |
| 3 | | | Technical and practical knowledge obtained through the study can be applied in professional fields | | | | | | | | | K3 | |
| 4 | | | collect the various corpus related to language domains and analyze them in terms of its use and usage | | | | | | | | | K4 | |
| 5 | | | test and evaluate the language being used in various contexts | | | | | | | | | K5 | |
| 6 | | | create a new variety in communication by making use of the knowledge gained through the study | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **LANGUAGE FOR SPECIAL PURPOSE** | | | | | | **10 – hours** | | | |
| Introduction to Language for Special purpose – Language use in various domains – Science & technology – Medicine, Business - Translation – Language Assessment, Research, communication – Teaching, Language for specific purpose – Methodological perspectives. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **MODIFYING LANGUAGES FOR SPECIAL PURPOSE** | | | | | **10 – hours** | | | | |
| Techniques of Promoting a Language for use in Science – Language Enrich Mention Status and Corpus Planning – Language – Modernization and Standardization. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | | | **TECHNICAL TERMS** | | | **8 – hours** | | | | | | |
| Lexical Enrichment and Development of Language – Technical Terms and their Formation. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **30 – hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | Humbley, J., Budin, G., &Laurén, C. (Eds.). (2018). *Languages for special purposes: An international handbook*. Walter de Gruyter GmbH & Co KG. | | | | | | | | | | | | |
| 2 | Trace, J., Hudson, T., & Brown, J. D. (2015). Developing courses in languages for specific purposes. | | | | | | | | | | | | |
| 3 | Garzone, G. E., Heaney, D., & Riboni, G. (Eds.). (2017). *Language for Specific Purposes: Research and Translation across Cultures and Media*. Cambridge Scholars Publishing. | | | | | | | | | | | | |
| 4 | Pace, M. (2021). Teaching languages for specific purposes: perceptions, methodological perspectives, practical issues and challenges. | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | *Languages for Special Purposes- An International Handbook , 2018 John Humbley, Gerhard Budin, and ChristerLaurén, De Gruyter Mouton* | | | | | | | | | | | | |
| 2 | *Language for Specific Purposes, 2015. Sandra Gollin-Kies , David R. Hall , Stephen H. Moore ,palgravemacmillam* | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | <https://nobaproject.com/modules/language-and-language-use> | | | | | | | | | | | |
| 2 | | <https://core.ac.uk/download/pdf/32300318.pdf> | | | | | | | | | | | |
| 3 | | <https://shodhganga.inflibnet.ac.in/bitstream/10603/14046/9/09_chapter%201.pdf> | | | | | | | | | | | |
| 4 | | [https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs\_selected\_pages&cad=2#v=onepage&q&f=false](https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs_selected_pages&cad=2%23v=onepage&q&f=false) | | | | | | | | | | | |
| 5 | | <https://www.cambridgescholars.com/download/sample/59361> | | | | | | | | | | | |
| 6 | | <https://www.britannica.com/topic/modernization> | | | | | | | | | | | |
| 7 | | <https://www.britannica.com/topic/language/Lexical-meaning> | | | | | | | | | | | |
| 8 | | <http://14.139.13.47:8080/jspui/bitstream/10603/102390/10/10_chapter%205.pdf> | | | | | | | | | | | |
| 9 | | <https://www.sas.upenn.edu/~haroldfs/messeas/grammar/node5.html> | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN,** [**subramanian@buc.edu.in**](mailto:subramanian@buc.edu.in) | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGS05** | | **DICTIONARY MAKING** | | | **L** | | | **T** | **P** | **C** |
| **Supportive** | | | | | |  | | |  | | |  |  |  |
| **Pre-requisite** | | | | | | **Knowledge in grammatical and lexical notions of words** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To impart the linguistics skills of dictionary making 2. To introduce the concepts and relationship among the words 3. To take the students understand the various types of dictionaries 4. To create the students with the knowledge of the basics of lexical identification and collection 5. To ascertain the linguistic knowledge of lexical items used in dictionary making | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Recognize the central designing issues in various types of lexicography | | | | | | | | | | K1 | |
| 2 | | | understand the technical use of software for dictionary making | | | | | | | | | | K2 | |
| 3 | | | apply lexicographic techniques in the formulation of dictionary definition for English and other languages | | | | | | | | | | K3 | |
| 4 | | | analyze the lexical entries related to semantics, grammar, sociolinguistics and broader encyclopedic knowledge | | | | | | | | | | K4 | |
| 5 | | | do researches on the futuristic developments of lexicography | | | | | | | | | | K5 | |
| 6 | | | create dictionaries in monolingual and multilingual levels by employing lexicographic knowledge | | | | | | | | | | K6 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **FORMAL ASPECTS OF LINGUISTIC VARIATION** | | | | | | **10 – hours** | | | |
| Introduction – Lexicology and Lexicography – Lexical and Grammatical Meaning – Homonymy Antonym – Synonymy – Homograph – Semantically Related – Words –Polysemy.Formal Variation – Paradigm – Canonical Form – Lexical Unit – Variation in Language – Dialect Standard –Diglossia– Linguistic Change – Place of these aspects in Dictionary Making.  . | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **TYPES OF DICTIONARIES** | | | | | **10 – hours** | | | | |
| Criteria of Classification –Encyclopedia vs. Linguistic, Synchronic vs. Diachronic – General vs. Restricted – Monolingual vs. Bi/ Multi Lingual Dictionaries – Dictionary vs. Thesaurus – Learner’s Dictionary – **Size:** Small, Medium, Big etc. Presentation, Alphabetical – Conceptual. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **LEXICOGRAPHICAL METHOD** | | | **8 – hours** | | | | | | |
| Basic Design – Collection of Material – Selection of Entries – Construction of Entries – Lemma –Representation of Pronunciation – Grammatical Category – Special Problems of Bilingual and Multilingual Dictionaries – Lexical Equivalents – Translation etc. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **30 – hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | *Hartman, R.R.K. 1982 Principles of Lexicography AP: London.* | | | | | | | | | | | | | |
| 2 | *Singh, R.A 1980 An Introduction to Lexicography , Central Institute of Indian Languages: Mysore.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | *Zugusta 1971 Manual of Lexicography Mouson : The Hague.* | | | | | | | | | | | | | |
| 2 | *Jeyadevan 1981 Akara:tiyiyalValarcciVarala:ru: Ayntinaippathippagam: Chennai.* | | | | | | | | | | | | | |
| 3 | *Rajasekharan Nair, N. Raja, S. Sundarabalu, S. (2022). tamiz veeLaanN kalaiccoRkaLin vaTTaara veeRupaa TTu akaraati. Kalachuvadu. Nagercoil.* | | | | | | | | | | | | | |
| 4 | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <http://www.ciil-ebooks.net/html/lexico/link4.htm> | | | | | | | | | | | | |
| 2 | | <http://martinweisser.org/courses/intro/lexico.html> | | | | | | | | | | | | |
| 3 | | <https://www.thoughtco.com/synchronic-linguistics-1692015> | | | | | | | | | | | | |
| 4 | | <https://www.sciencedirect.com/topics/engineering/lexicographic-method> | | | | | | | | | | | | |
| 5 | | <https://www.academia.edu/35658336/The_Construction_of_Entries_in_The_Alphabetical_Dictionary_1668_John_Wilkins_and_William_Lloyd>Fs | | | | | | | | | | | | |
| Course Designed By: **Dr. S. SUNDARABALU, sundarabalu@buc.edu.in** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **LINGS06** | | **INTRODUCTION TO LANGUAGE TEACHING METHODS** | | | **L** | | | **T** | **P** | **C** |
| **Supportive** | | | | | |  | | |  | | |  |  |  |
| **Pre-requisite** | | | | | | **Studied Second/Foreign Language during the Under Graduate Program** | | | **Syllabus Version** | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the basics of teaching second or foreign languages from the linguistics and language acquisition research perspectives 2. To introduce the various methods of language teaching 3. To Introduce the various teaching learning tools and aids to the students 4. To enhance the knowledge of testing and evaluation in the context of language teaching and learning 5. To familiarize with various computer assisted language teaching and learning activities | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Students can understand the language acquisition and learning process in various domains | | | | | | | | | | K1 | |
| 2 | | | Students can learn and identify various methods and approaches of language teaching | | | | | | | | | | K2 | |
| 3 | | | Understand the use of various teaching aids and tools in teaching methods | | | | | | | | | | K3 | |
| 4 | | | Can identify the suitable language testing and evaluation method for learners | | | | | | | | | | K4 | |
| 5 | | | Students can employ computer aided sources and use online contents in teaching | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Language Teaching and Learning** | | | | | | **10-- hours** | | | |
| Learning, Acquisition, Learning and Teaching - Socio-Cultural Setting, Problems and Methods in First and Second Language Teaching - Approaches to Language Learning: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching-Language Teaching Methods. Online classrooms-Online applications. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **Language Teaching Tools and Error analysis** | | | | | **10-- hours** | | | | |
| 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. 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:3** | | | | | **Language Testing** | | | **8-- hours** | | | | | | |
| Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude, Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of Tests. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | | **Contemporary Issues** | | | **2-- hours** | | | | | | |
| Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | **30-- hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1. | *Brown, H D, and PriyanvadaAbeywickrama. Language Assessment: Principles and Classroom Practice. White Plains, NY: Pearson Education, 2010* | | | | | | | | | | | | | |
| 2. | *Brown, H. Douglas (1987) Principles of Language Learning Teaching. New Jersey: Prentice Hall.* | | | | | | | | | | | | | |
|  | *Glenn Fulcher and Fred Davidson (2007). Language Testing and Assessment: An Advanced Resource Book, Routledge Press. Newyork* | | | | | | | | | | | | | |
| 3. | *Pit CorderS. Error Analysis and Interlanguage: Oxford University Press, Oxford University Press Walton Street, Oxford, 1987.* | | | | | | | | | | | | | |
| 4. | *Richards, J. C. and T. S. Rodgers (1986) Approaches and Methods in Language Teaching. Cambridge : Cambridge University Press* | | | | | | | | | | | | | |
| 5. | *Subramanian, V.M., Language Teaching and Testing Mechanics, Notion Press, 1st edition, New Delhi, 2020.* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1. | *Brumfit, C. (1984) Communicative Methodology in Language Teaching. Cambridge : Cambridge University Press.* | | | | | | | | | | | | | |
| 2. | *By gate, M. (2009) Teaching and Testing Speaking, “The Handbook of Language Teaching, 412 - 440* | | | | | | | | | | | | | |
| 3. | Klein, E. C. and G. Martohardjono (eds.). 1998. The Development of Second Language Grammar: A Generative Approach. Amsterdam/Philadelphia: John Benjamins Publication Company | | | | | | | | | | | | | |
| 4. | *Odlin, T. (1989). Language transfer: Cross-Linguistic Influence in Language Learning. Cambridge: Cambridge University Press* | | | | | | | | | | | | | |
| 5. | *Robert Lado(1961). Language Testing: The Construction and Use of Foreign Language Tests: New York: McGraw-Hill Book Co.* | | | | | | | | | | | | | |
| 6. | Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching. UK: Oxford University Press | | | | | | | | | | | | | |
| 7. | *D. Willems, B. Defrancq, T. Colleman, D. Noël.(2003). Contrastive Analysis in Language: Identifying Linguistic Units of Comparison: Palgrave Macmillan UK* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | |  | | | | | | | | | | | | |
| 2 | |  | | | | | | | | | | | | |
| 4 | |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. V.M. SUBRAMANIAN, Subramanian@buc.edu.in** | | | | | | | | | | | | | | |

**Clarification for offering Job-oriented Certificate courses**

**and Value Added courses.**

**Course: :Certificate course**

**Period :** 3 – 6 Months.

**Number of hours :** 45-60 Hours.

**Credits :** A minimum of 1 credit for five hours may be allotted.

So, minimum of (45 hours) to 12 (60 Hours) credits may

be given,

**Ideal Days :** Saturdays, since, it is in association with Industries. If it is online, it

is the choice of faculty member and student.

**Course :Value Added courses**

**Number of hours :** 40 Hours. (As per NAAC requirement inclusive of Evaluation)

**Credits**  : 4 Credits (100 Marks) (1 Credit for 10 Hours)

**Ideal Days** : 1st week of December **or** January in every Academic year.

1. Immediately after the completion of Odd Semester Examination.
2. In the beginning of Odd Semester for the 2nd year students.

**Implementation of Outcome based Education and issuance of Certificate and credit allotment for value added course and certificate courses:**

1. Both Value-added and certificate courses are non-scholastic courses. Hence, the credits earned will be add-on Credits.
2. The certificate for successful completion of the courses will be issued by the Controller of Examinations based on the mark statements received from the respective departments.
3. The credits earned from these courses will be mentioned in the bottom of the consolidated mark statements with a note to refer the certificate for complete details.
4. It is decided to give the responsibility to the respective departments for conduct of the examination and send the final mark statements with credits allotment to the Controller of Examinations office.
5. A Minimum cost of Rs.100/- for each certificate will be collected from the students by the Controller of Examination office.

\*\*\*\*\*

**CERTIFICATE COURSES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PROFESSIONAL WRITING** | | | | | | | |
| **Certificate Course** | | | | | | | |
| **Name of the Department** | | | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | | **Dr. N. VIJAYAN, Assistant Professor**  **Department of Linguistics, Bharathiar University**  **Coimbatore-46. Ph.no. 9731753413**  **e-mail.** **vijayan@buc.edu.in** | |
| **Inter / Intra Department Course** | | | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | | | **3-6** | |
| **Eligibility** | | | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | | | **20** | |
| **Mode of the Course** | | | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies**  (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | | | **NIL** | |
| **Registration Procedure** | | | | | | **NIL** | |
| **Job Opportunities:** | | | | | | | |
| 1. Writing for Mass media | | | | | | | |
| 2. Scientific writing for companies and products | | | | | | | |
| **The objectives of the Course are:** | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| 1 | | | To write effectively about a variety of professional, technical, and scientific texts, both print and online. | | | | |
| 2 | | | To establish the role of rhetoric in the production, reception, and transmission of professional texts, in professional fields. | | | | |
| 3 | | | To use computer technologies necessary to communicate, research, design, and publish texts. | | | | |
| 4 | | | To identify and use professional writing strategies for the production of professional documents and researches. | | | | |
| 5 | | | To develop strategies on writing memos, instructions, reports, drafting and revision that meet the needs of contemporary professional requirements. | | | | |
| 6 | | | To work with others to improve their writing and produce texts and presentations. | | | | |
| 7 | | | To understand ethical considerations involved in writing and testing the writing of presentations and documents. | | | | |
| **Course Content** | | | | | Lecture / Practical / Project / Internship | | |
|  | | | | | | | |
| **Module 1** | | | | **Unit-I –Introduction**  **Professional Writing:** Definition: - Need and importance-scope-purpose-audience, code of conduct and standards of practice. | | | **4 hours** |
| **Module 2** | | | | **Unit-II – Mechanics and Rhetoric**  **Writing Mechanics and Components**- punctuations –spelling - grammar - syntax- rhetoric, **Various types** of Styles; Literary-Functional –Professional. | | | **4 hours** |
| **Module 3** | | | | **Unit-III –Effective Writing**  **Structuring effective discourse Pattern:** coherence-cohesion-competence-performance, **Emphasize on Information** - sentence length-focus on subject, verb, structure, modified. | | | **4 hours** |
| Module 4 | | | | Right words and Phrases: appropriateness and formality - clear and specific- concise- inoffensive language Unit-IV–Application of Writing. | | | 4 hours |
| **Module 5** | | | | **Unit –V – Technical Writing for career**: resume- application- appointment- promotion, **Official writing**: e-mails- texts- memos and letters, | | | **4 hours** |
| **Module 6** | | | | **Academic writing**: technical reports-proposals- progress reports- project writing, Journal **media and feature writing: greetings**- blogs-columns-feature writing-critics. | | | **4 hours** |
| **Module 7** | | | | **Technical Reports:** formal and informal- style and tone of proposal and progress report | | | **4 hours** |
| **Module 8** | | | | **Publishing**: duplicate publication - reporting results from large studies -Policies for data sharing - Fast tracking and early releases - e-journals & e-letters -Net prints - Citations index - Impact factors. | | | **4 hours** |
| **Module 9** | | | | **Writing ethics**: Plagiarism and theft of intellectual properties. | | | **4 hours** |
| **Module 10** | | | | **Revising and Editing**: Revising- substantive editing-**c**opy editing-proofreading- copy editing symbols-Tran cultural editing. | | | **4 hours** |
|  | | | |  | | |  |
| **Book(s) for Study** | | | | | | | |
| 1 | *David, Lindsay. "Scientific writing= Thinking in words." Australia: Csiro Publishing (2011).* | | | | | | |
| 2 | *Garrison, Bruce. Professional feature writing. Routledge, 2009.* | | | | | | |
|  |  | | | | | | |
|  | | | | | | | |
| **Book(s) for reference** | | | | | | | |
| 1 | *Johnson-Eilola, Johndan, and Stuart A. Selber. "Solving problems in technical communication." IEEE Transactions on Professional Communication 56.3 (2013): 256-259.* | | | | | | |
| 2 | *Johnson-Sheehan, Richard. Technical communication today. Pearson/Longman, 2005.(chapter-12, 19,* | | | | | | |
| 3 | *Markel, Mike. Technical Communication 10th edition. Bedford, 2012.* | | | | | | |
| 4 | *Peat, J., et al. "Scientific Writing Easy when you Know How." (2002).* | | | | | | |
| 5 | *Saleh, Naveed. The complete guide to article writing: How to write successful articles for online and print markets. Penguin, 2013* | | | | | | |
| 6 | *Tebeaux, Elizabeth, and Sam Dragga. The essentials of technical communication. Oxford, UK: Oxford University Press, 2010.( part -1- principles, part-2 applications-)* | | | | | | |
|  | | | | | | | |
| **Related Online Contents** | | | | | | | |
| 1 | | Your Guide to Professional Resumes and Letter Writing (2017-2018)[www.uu.edu/studentlife/vocatio-center](http://www.uu.edu/studentlife/vocatio-center), [vocatiocenter@uu.edu](mailto:vocatiocenter@uu.edu) | | | | | |
| 2 | | <https://www.google.com/search?q=Technical+Writing+for+career&rlz=1C1GIWA_enIN710IN710&oq=Technical+Writing+for+career&aqs=chrome..69i57j0l7.790j0j1&sourceid=chrome&ie=UTF-8> | | | | | |
| 3 | | <https://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html> | | | | | |
| 4 | | <https://medium.com/technical-writing-is-easy/what-is-technical-writing-report-fbaccc5d4b74> | | | | | |
| 5 | | <https://ecampusontario.pressbooks.pub/profcommsontario/chapter/ethical-guidelines-for-writing/> | | | | | |
| 6 | | <https://saylordotorg.github.io/text_business-english-for-success/s11-04-revising-and-editing.html> | | | | | |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TRIBAL STUDIES** | | | | | | | |
| **Certificate Course** | | | | | | | |
| **Name of the Department** | | | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | | **Dr. P. SANKARGANESH, Assistant Professor**  **Department of Linguistics, Bharathiar University**  **Coimbatore-46. Ph.no . 9095509152**  **e-mail: sankarganesh@buc.edu.in** | |
| **Inter / Intra Department Course** | | | | | | **3-6** | |
| **Duration of the Course** | | | | | | **Any Degree** | |
| **Eligibility** | | | | | | **20** | |
| **Number of Candidates to be Admitted** | | | | | | **Regular / Online / Both Regular and Online** | |
| **Registration Procedure** | | | | | | **NIL** | |
| **Job Opportunities:** | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| **The objectives of the Course are:** | | | | | | | |
| The main objectives of this course are to: | | | | | | | |
| 1 | | | To know the basic knowledge of tribes and their present life. | | | | |
| 2 | | | To understand the nature of tribal people in socio-linguistics perspectives. | | | | |
| 3 | | | To understand the tribal peoples lifestyle in terms of their culture, tradition present condition. | | | | |
| 4 | | | To Study their education and professional status. | | | | |
| 5 | | | To study their indigenous language. | | | | |
| 6 | | | To study communication patterns. | | | | |
| **Course Content** | | | | | Lecture / Practical / Project / Internship | | |
|  | | | | | | | |
| **Module 1** | | | | **Unit-I- Introduction to Tribal Studies**  I. Definition of Tribes-Tribal area and linguistic classification-Conceptual History- Categories and Classification of Tribes-Ethnicity**.** | | | **4 hours** |
| **Module 2** | | | | II. Tribal way of life-professional and occupational tradition. | | | **4 hours** |
| **Module 3** | | | | II. Tribal studies in India-Tribal people of Tamilnadu in general and Nilgiris/western Ghats in particular**.** | | | **4 hours** |
| **Module 4** | | | | Unit-II- Tribal culture and Characteristics Features  I. Definition of culture-tribal cultural traits and -characteristics | | | **4 hours** |
| **Module 5** | | | | II. Festival, food habits, living style, social order, cultural and religious faiths- beliefs- behaviors – customs-etiquettes-performing arts, etc. | | | **4 hours** |
| **Module 6** | | | | III. Maintenance of tribal culture present cultural status (like shift, convergence) | | | **4 hours** |
| **Module 7** | | | | **Unit-III-Language status and maintenance**  I. Indigenous languages-Identity of tribal languages in the Western Ghats. | | | **4 hours** |
| **Module 8** | | | | II. Tribal language policies-status-endangerment-preservation of tribal language. | | | **4 hours** |
| **Module 9** | | | | III. Tribal communication-inter and intra language levels Tribal Bilingualism, Tribal study. | | | **4 hours** |
| **Module 10** | | | | IV. Field research (Both cultural and Linguistics) – Tribal Language and Culture documentation. | | | **4 hours** |
| **Book(s) for Study** | | | | | | | |
| 1 | *Abbi, A. 1997.(ed). Languages of Tribal and other Indigenous People of India: The Ethnic Space. Delhi: MotilaBanarsidass.* | | | | | | |
| 2 | *Karunakaran K. and Jawaharlal Handoo (ed) Folklore of India, Bharathiar University, Coimbatore.* | | | | | | |
|  | | | | | | | |
| **Book(s) for reference** | | | | | | | |
| 1 | *Parthasarathy J. Tribes Inter ethic Relationship in Nilgris* | | | | | | |
| 2 | *Singh, K.S. 1985. Tribal society in India. New Delhi: Manohar Publication.* | | | | | | |
| 3 | *Shanmugom. C&Thayalan.V (retd) Tribal studies in the Western Ghats, Bharathiar University, Coimbatore* | | | | | | |
| 4 | *Thurston, Edgar, castes and tribes of southern India. Vol. 3. Government Press, 1909.* | | | | | | |
| 5 | *Sundarabalu, S. & Vijayan, N. (eds). (2021). A meaning centric tool for making thesaurus in tribal languages. Department of Linguistics. Bharathiar University. Coimbatore.* | | | | | | |
|  | | | | | | | |
| **Related Online Contents** | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=VN6qjVCsfdc> | | | | | |
| 2 | | <https://www.youtube.com/watch?v=XTuZoi2voag> | | | | | |
| 3 | | <https://www.youtube.com/watch?v=Sry7a4Bs01g> | | | | | |
| 4 | | <https://www.youtube.com/watch?v=BPuDF5Df-D0> | | | | | |
| 5 | | <https://www.youtube.com/watch?v=eJx8U8lFETY> | | | | | |
| 6 | | <https://www.youtube.com/watch?v=MpOjYhlpHJA> | | | | | |
| 7 | | <https://indiantribalheritage.org/?p=6039> | | | | | |
| 8 | | <https://www.wordsinthebucket.com/indian-tribal-languages-1> | | | | | |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **TEACHING ENGLISH AS SECOND LANGUAGE** | | | | | | | |
| **Certificate Course** | | | | | | | |
| **Name of the Department** | | | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | | **Dr. V.M. SUBRAMANIAN**  **Associate Professor & Head i/c**  **Department of Linguistics, Bharathiar University**  **Coimbatore-46. Ph.no 9047179903**  **e-mail: subramanian@buc.edu.in** | |
| **Inter / Intra Department Course** | | | | | | **6-9** | |
| **Duration of the Course** | | | | | | **Any Degree** | |
| **Eligibility** | | | | | | **20** | |
| **Number of Candidates to be Admitted** | | | | | | **Regular / Online / Both Regular and Online** | |
| **Registration Procedure** | | | | | | **NIL** | |
| **Job Opportunities:** | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| **Mode of Teaching: Offline/online** | | | | | | | |
| 1 | | Course Teachers: Faculty members Linguistics, TEFl/TESOL/EFL/ESL/DELTA/CELTA Teaching/Training Institutions. | | | | | |
| **Course Content** | | | | |  | | |
|  | | | | | | | |
| **Module 1** | | | | **I-Introduction to English Language Teaching**  English Language Teaching in Various contexts-Introductions to TESL-Learning objectives and styles | | | **8 hours** |
| **Module 2** | | | | **II- English Language Study**  Parts of Speech, Parts of a Sentence, Nouns, Pronouns, Adjectives, Determiners and Articles, Adverbs, Verbs, Conjunctions, Prepositions, Tenses, Teaching grammar  . | | | **8 hours** |
| **Module 3** | | | | **III-Phonology**  Introduction to Phonology, Introduction to Phonemes, Organs of Speech, Vowels, diphthongs and triphthongs, Consonants, Sentence Stress, Intonation, Teaching pronunciation | | | **8 hours** |
| **Module 4** | | | | **IV-Methods and Theories of TESL**  Approaches to language teaching, the communicative approach, integrated language teaching, teaching skills – listening, speaking, reading, writing, grammar-teaching vocabulary- | | | **8 hours** |
| **Module 5** | | | | **V-Assessment and Classroom Management**  Error Analysis-classroom management-using reliable and authentic materials-testing and assessment | | | **8 hours** |
|  | | | |  | | |  |
|  | | | | | | | |
| **Book(s) for reference** | | | | | | | |
| 1 | | | Alderson, J. Charles and Urquhart, A. H. (1984) Reading in a foreign language. London: Longman. | | | | |
| 2 | | | Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications (no date). Available at: http://tesl-ej.org/ej32/a2.html. | | | | |
| 3 | | | Brown, Gillian and Yule, George (1983) Teaching the spoken language: an approach based on the analysis of conversational English. Cambridge: Cambridge University Press. | | | | |
| 4 | | | Brown, H. D. (2014a) Principles of language learning and teaching: a course in second language acquisition. Sixth edition. White Plains, NY: Pearson Education. | | | | |
| 5 | | | Carter, R., McCarthy, M. and Channell, J. (2013) Vocabulary and language teaching. London: Routledge. Available at: http://ezproxy.lib.gla.ac.uk/login?url=https://www.taylorfrancis.com/books/9781315835860. | | | | |
| 6 | | | Carter, Ronald (1987) Vocabulary: applied linguistic perspectives. London: Allen &Unwin.  Dörnyei, Z. (1998) ‘Motivation in second and foreign language learning’, Language Teaching, 31(03).doi: 10.1017/S026144480001315X. | | | | |
| 7 | | | Ellis, R. (2005) ‘Principles of instructed language learning’, System, 33(2), pp. 209–224.doi: 10.1016/j.system.2004.12.006. | | | | |
| 8 | | | Flowerdew, John and Miller, Lindsay (2005) Second Language Listening: Theory and Practice. Cambridge: Cambridge University Press. Available at: http://ezproxy.lib.gla.ac.uk/login?url=http://dx.doi.org/10.1017/CBO9780511667244. | | | | |
| 9 | | | Gerngross, Gèunter (2007) Teaching grammar creatively. [Cambridge: Cambridge University Press. | | | | |
| 10 | | | Gibson, S. (2008) ‘Reading aloud: a useful learning tool?’, ELT Journal, 62(1), pp. 29–36. doi: 10.1093/elt/ccm075. | | | | |
| 11 | | | Gilmore, A. (2009) ‘Using online corpora to develop students’ writing skills’, ELT Journal, 63(4), pp. 363–372. doi: 10.1093/elt/ccn056. | | | | |
| 12 | | | Harmer, J. (2015a) The practice of English language teaching. Fifth edition. Harlow, Essex: Pearson Education Limited. | | | | |
| 13 | | | Harmer, Jeremy (2004) How to teach writing. Harlow: Longman | | | | |
| 14 | | | Hinkel, Eli (2011) Handbook of research in second language teaching and learning: Vol.2. Abingdon: Routledge. | | | | |
| 15 | | | oda, Keiko (2005) Insights into Second Language Reading: A Cross-Linguistic Approach. Cambridge: Cambridge University Press. Available at: http://ezproxy.lib.gla.ac.uk/login?url=http://dx.doi.org/10.1017/CBO9781139524841. | | | | |
| 16 | | | Lewis, Michael (2002b) The lexical approach: the state of ELT and a way forward. Australia: Thomson Heinle. | | | | |
| 17 | | | Lynch, T. (2007) ‘Learning from the transcripts of an oral communication task’, ELT Journal, 61(4), pp. 311–320. doi: 10.1093/elt/ccm050. | | | | |
| 18 | | | Lynch, Tony (2009) Teaching second language listening. Oxford: Oxford University Press. | | | | |
| 19 | | | Nation, I. S. P. (2001) Learning vocabulary in another language. Cambridge: Cambridge University Press.  Nunan, David (1995) Language teaching methodology: a textbook for teachers. Hemel Hempstead, Herts: Phoenix ELT. | | | | |
| 20 | | | Paran, A. (2012a) ‘Language skills: questions for teaching and learning’, ELT Journal, 66(4), pp. 450–458. doi: 10.1093/elt/ccs045. | | | | |
| 21 | | | Richards, Jack C. and Lockhart, Charles (1996) Reflective teaching in second language classrooms. Cambridge: Cambridge University Press. | | | | |
| 22 | | | Richards, Jack C. and Rodgers, Theodore S. (2001) Approaches and methods in language teaching. 2nd ed. Cambridge: Cambridge University Press. | | | | |
| 23 | | | Scrivener, Jim (2011a) Learning teaching: the essential guide to English language teaching. 3rd ed. Oxford: Macmillan Education. | | | | |
| 24 | | | Swan, M. (1985a) ‘A critical look at the Communicative Approach (1)’, ELT Journal, 39(1), pp. 2–12.doi: 10.1093/elt/39.1.2. | | | | |
| 25 | | | Subramanian, V.M., Language Teaching and Testing Mechanics, Notion Press, 1st edition, New Delhi, 2020. | | | | |
| 26 | | | Thornbury, Scott (2005a) How to teach speaking. Harlow, Essex: Pearson Education Ltd. | | | | |
| 27 | | | Tudor, Ian (2001) The dynamics of the language classroom. Cambridge: Cambridge University Press. | | | | |
| 28 | | | Ur, Penny (1996a) A course in language teaching: practice and theory. Cambridge: Cambridge University Press. | | | | |
| 29 | | | Walsh, Steve (2006) Investigating classroom discourse. London: Routledge. | | | | |
| 30 | | | Williams, E. and Moran, C. (1989) ‘Reading in a foreign language at intermediate and advanced levels with particular reference to English’, Language Teaching, 22(04).doi: 10.1017/S0261444800014713. | | | | |
|  | | | | | | | |
| **Web sources** | | | | | | | |
| 1 | A Task-based approach | TeachingEnglish | British Council | BBC (no date). Available at: http://www.teachingenglish.org.uk/articles/a-task-based-approach.  http://www.teachingenglish.org.uk/articles/a-task-based-approach. | | | | | | |
|  |  | | | | | | |

**JOB- ORIENTED COURSES**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CORPUS LINGUISTICS** | | | | | | | | |
| **Job Oriented Course** | | | | | | | | |
| **Name of the Department** | | | | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | | | **Dr. N. VIJAYAN, Assistant Professor**  **Department of Linguistics, Bharathiar University**  **Coimbatore-46. Ph.no .9731753413**  **e-mail: vijayan@buc.edu.in** | |
| **Inter / Intra Department Course** | | | | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | | | | **3-6** | |
| **Eligibility** | | | | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | | | | **20** | |
| **Mode of the Course** | | | | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies**  (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | | | | **NIL** | |
| **Registration Procedure** | | | | | | | **NIL** | |
| **Job Opportunities:** | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
| **The objectives of the Course are:** | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| 1 | | | | To know about scope of Linguistics | | | | |
| 2 | | | | To understand the basic components of corpus Linguistics | | | | |
| 3 | | | | To encourage to the students needs and important of Corpus Linguistics | | | | |
| 4 | | | | To give awareness of corpus linguistics among the students | | | | |
| 5 | | | | To develop corpus application and use language technology | | | | |
| **Course Content** | | | | | | Lecture / Practical / Project / Internship | | |
|  | | | | | | | | |
| **Module 1** | | | | | **Introduction: Introduction to Corpus Linguistics:**  Definitions and scope of Corpus Linguistics — Relations between Linguistics and Corpus Linguistics — Early research works using language corpora. | | | **4 hours** |
| **Module 2** | | | | | corpus-based linguistics and corpus-driven linguistics — contributions of corpora as empirical supports— Definitions and types of corpus — Salient features of corpus. | | | **4 hours** |
| **Module 3** | | | | | corpus storage processes — normalization of texts in corpus — copyrights of corpus— distribution and dissemination of corpus —limitations of corpus. | | | **4 hours** |
| **Module 4** | | | | | **Corpus Collection and Classification Methods:** Corpus designing principles — Corpus compilation methodologies — text corpus generation — speech corpus generation — technical issues in corpus generation. | | | **4 hours** |
| **Module 5** | | | | | Typology of corpora — classifications of corpora— corpus processing techniques — Statistical analysis of corpus data (frequency distributions; correlations, variability, significance testing, introduction to SPSS&R-Programming) — concordance — collocation — keyword distribution search — tokenization — stemming — lemmatization — named entity recognition — multiword units recognition — chunking — software used in corpus analysis. | | | **4 hours** |
| **Module 6** | | | | | **Theoretical Models and future perspectives of Language Technology** Growth of corpus from 1950 till date — comparing generative linguistics and corpus linguistics — empirical methods in corpus analysis. | | | **4 hours** |
| **Module 7** | | | | | corpus in Natural Language Processing— corpus in Language Technology — corpus in Artificial Intelligence — corpus in Information Technology — corpus in Machine Translation — corpus in Speech Technology — corpus in Educational Technology — corpus and Digital Humanities— corpora in grammar, semantics, language teaching, psycholinguistics, sociolinguistics, lexicography, discourse, pragmatics, stylistics | | | **4 hours** |
| **Module 8** | | | | | **Corpus Annotation and Creation of big data, Scope and opportunities of Corpus Linguistics Studies:**  Corpus Annotation — needs of annotation — Metadata generation — speech corpus annotation –written text corpus annotation — multimodal corpus annotation — annotation standards (TEI, EAGLES, CLAWS, LAF. | | | **4 hours** |
| **Module 9** | | | | | types of annotation — challenges in annotation — reference to some big annotated corpora — application of annotated corpora in Language Technology, Artificial Intelligence, Machine Translation, Linguistics and other domains — software and demonstration — application of software and tools on corpora. | | | **4 hours** |
| **Module 10** | | | | | **Survey of Existing Corpora and Applications:** Reference to existing corpora & Web resources— Brown Corpus— LOB (Lancaster-Oslo-Bergen) Corpus — Survey of English Usage — British National Corpus — American National Corpus — Australian Corpus of English — Kolhapur Corpus of Indian English —Bank of English — Penn Treebank— Linguistic Data Consortium — Oxford Text Archive — TDIL Corpus of Indian Languages — Indian Languages Corpora Initiative (ILCI) —Corpora in other foreign languages— applications of corpora in linguistics and language technology | | | **4 hours** |
|  | | | | |  | | |  |
| **Book(s) for Study** | | | | | | | | |
| 1 | | | *Aston, G. (ed.) 2001. Learning with corpora, Houston TX: Athelstan* | | | | | |
| 2 | | | *Baayen, R.H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R. Cambridge: Cambridge University Press.* | | | | | |
|  | | | | | | | | |
| **Book(s) for reference** | | | | | | | | |
| 1 | | | *Dash, N.S. 2005. Corpus Linguistics and Language Technology: With Reference to Indian Languages. New Delhi: Mittal Publications.* | | | | | |
| 2 | | | *Dash, N.S., & Ramamoorthy, L. 2019. Utility and Application of Language Corpora. Singapore: Springer Nature.* | | | | | |
| 3 | | | *Ken Hyland, Chou MengHuat& Michael Handford. 2012. Corpus Applications in Applied Linguistics. London: Bloomsbury Academic* | | | | | |
| 4 | | | *Kennedy, Graeme. 1998. An Introduction to Corpus Linguistics. London: Addison Wesley Longman Inc.* | | | | | |
| 5 | | | *McEnery, Tony & Andrew Wilson. 2001. Corpus Linguistics, 2nd ed. Edinburgh: Edinburgh University Press.* | | | | | |
| 6 | | | *Tony McEnery& Andrew Hardie 2011. Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | | | | | |
| 7 | | | *Yuji Kawaguchi, Makoto Minegishi & Jacques Durand. 2009. Corpus Analysis and Variation in Linguistics. John Benjamins Publishing Company.* | | | | | |
|  | | | | | | | | |
| **Related Online Contents** | | | | | | | | |
| 1 | | | <http://www.sfs.uni-tuebingen.de/~kuebler/rocoli/intro_corp_ling.pdf> | | | | | |
| 2 | | | <https://www.academia.edu/5709404/Corpus_Collection_Methodology> x | | | | | |
| 3 | | | <https://en.wikipedia.org/wiki/Corpus_linguistics> | | | | | |
| 4 | | | <https://www.researchgate.net/publication/334399617_Choosing_the_Right_Storage_Solution_for_the_Corpus_Management_System_Analytical_Overview_and_Experiments> | | | | | |
| 5 | | | <https://www.researchgate.net/publication/316910873_Approaches_to_Corpora_Classification_in_Modern_Corpus_Linguistics> | | | | | |
| 6 | | | <http://cysouw.de/home/presentations_files/cysouwCORPORA_slides.pdf> | | | | | |
|  | | | | | | | | |
| **CLINICAL LINGUISTICS** | | | | | | | | |
| **Job Oriented Course** | | | | | | | | |
| **Name of the Department** | | | | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | | | **Dr. S. SUNDARABALU, Associate Professor**  **Department of Linguistics, Bharathiar University**  **Coimbatore-46. Ph.no 9715769995**  **e-mail: sundarabalu@buc.edu.in** | |
| **Inter / Intra Department Course** | | | | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | | | | **3-6** | |
| **Eligibility** | | | | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | | | | **20** | |
| **Mode of the Course** | | | | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies**  (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | | | | **NIL** | |
| **Registration Procedure** | | | | | | | **NIL** | |
| **Job Opportunities:** | | | | | | | | |
| 1. All India Institute of Speech and Hearing (AIISH) | | | | | | | | |
| 2. Special Education schools | | | | | | | | |
| **The objectives of the Course are:** | | | | | | | | |
| The main objectives of this course are to: | | | | | | | | |
| 1 | | | | To enable the students to understand the relation between the speech and language pathology. | | | | |
| 2 | | | | It aims to make students become familiar to identify the speech disorders. | | | | |
| 3 | | | | To train the students for data collection from the speech disorder population | | | | |
| 4 | | | | To explain to prepare the linguistics remedial materials for rehabilitation. | | | | |
| 5 | | | | To describe and demonstrate theoretical models, clinical phonology and its implications for therapy. | | | | |
| 6 | | | | To discuss and classify the articulation, fluency and voice disorders. | | | | |
| **Course Content** | | | | | | Lecture / Practical / Project / Internship | | |
|  | | | | | | | | |
| **Module 1** | | | | | **Clinical Linguistics:**  Definition: - need and importance-scope- concepts and theories. | | | **4 hours** |
| **Module 2** | | | | | **Speech Disorder**  Articulation disorders: Misarticulation and Dysarthria- Resonance disorders: cleft palate, hypernasality and hypo-nasality - Fluency disorders: normal non fluency, stuttering, cluttering - voice disorders: aphonia, dysphonia. | | | **4 hours** |
| **Module 3** | | | | | **Speech and Language of Clinical Population**  Language in ADHD - Language in Autism Spectrum disorders - Language in Schizophrenia – Alzheimer’s - Language in Mental Retardation - Language in Cerebral palsy - Language in hearing impairment. | | | **4 hours** |
| **Module 4** | | | | | **Aphasia**  Aphasia: etiology - characteristics - the contributions of Paul Broca and Carl Wernicke - Classification of Aphasia: Broca’sWernicke’s, Global, Transcortical motor and Transcortical sensory, Anomia - Linguistic interpretations of Aphasia: phonological – morphological-syntactical - semantical -fluent vs. non fluent. | | | **4 hours** |
| **Module 5** | | | | | **Learning Disability**  Introduction to learning disability – classification-reading and writing difficulties - methods of language teaching for students with learning disability. | | | **4 hours** |
| **Module 6** | | | | | **Clinical Phonology**  Phonological process and its various types of analysis-phonological disorder - application of phonological theories in evaluation and management of phonological disorder | | | **4 hours** |
| **Module 7** | | | | | **Assessment Methods**  Administration of formal and informal test- screening of articulation-assessment of receptive and expressive language - assessments of speech and language comprehension. | | | **4 hours** |
| **Module 8** | | | | | **Linguistics Role in Speech Therapy**  Importance of linguistic in language teaching – linguistic tool for screening and analyzing speech and language-role of linguistic in LSRW. | | | **4 hours** |
| **Module 9** | | | | | **Remediation and Suggestion for Linguistic Development**  Individualized educational program (IEP) –application of linguistic theories- linguistic remedial measures for clinical population. | | | **4 hours** |
| **Module 10** | | | | | **Field techniques in Clinical Linguistics**  Methods of data collection from clinical population –over view of related study in disable area. | | | **4 hours** |
|  | | | | |  | | |  |
| **Book(s) for Study** | | | | | | | | |
| 1 | *Boone Dr, Voice disorders Children and Adults: strategies of management. Thieme stratums: New York. 1983.* | | | | | | | |
| 2 | *Crystal, David, Introduction to language Pathology. Edward Arnold: London. 1989.* | | | | | | | |
| 3 | *Crystal, David, Clinical linguistics. Whurr Pub: London. 1981.* | | | | | | | |
| 4 | *David Caplan, Neurolinguistics and Linguistic Aphasiology. Cambridge University Press: Cambridge. 1987.* | | | | | | | |
| 5 | *Goodglass, H , The Assessment of aphasia and related disorders. Lee and et al. Febiger. 1983.* | | | | | | | |
|  | | | | | | | | |
| **Book(s) for reference** | | | | | | | | |
| 1 | *John Molte, The human Brain: An introduction to its functional Anatomy. Edward Arnold: London. 1981.* | | | | | | | |
| 2 | *Kenneth G, Assessment in Speech-Language Pathology. Thomson, Shipley & J.G. McAfee.: United States. 2004.* | | | | | | | |
| 3 | *Mabel L. Rice, Developmental Language Disorders: From Phenotypes to S.F. Warren (Ed.) Etiologies. Lawrence Erlbaum Associates Publishers: London. 2004.* | | | | | | | |
| 4 | *Michael Perkins, Case Studies in Clinical Linguistics. whurr Pub: London. 1995.* | | | | | | | |
| 5 | *Ruth Lesser, Linguistic Investigations of aphasia. Edward Arnold: London. 1978.* | | | | | | | |
| **Related Online Contents** | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=CxumQ4Mdy8I> | | | | | | |
| 2 | | <https://www.cdc.gov/ncbddd/childdevelopment/language-disorders.html> | | | | | | |
| 3 | | [https://www.medicalnewstoday.com/articles/324764#types](https://www.medicalnewstoday.com/articles/324764%23types) | | | | | | |
| 4 | | <https://www.nidcd.nih.gov/health/aphasia> | | | | | | |
| 5 | | [https://ldaamerica.org/types-of-learning-disabilities/#:~:text=Learning%20disabilities%20are%20due%20to,%2C%20writing%20and%2For%20math.](https://ldaamerica.org/types-of-learning-disabilities/%23:~:text=Learning%20disabilities%20are%20due%20to,%2C%20writing%20and%2For%20math.) | | | | | | |
| 6 | | <https://www.youtube.com/watch?v=G9SZJxjDJpc> | | | | | | |
| 7 | | <https://books.google.co.in/books/about/Clinical_Phonology.html?id=CykeAQAAIAAJ&redir_esc=y> | | | | | | |
| 8 | | <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/what-you-need-to-know-about-speech-therapy> | | | | | | |
| 9 | | <https://www.youtube.com/watch?v=RKCNqHEzLwQ> | | | | | | |
|  | | | | | | | | |