**LINGUISTICS**

**THIRD SEMESTER (NEP)**

**TITLE OF THE COURSE**

**3.1   SEMANTICS   (DSC)**

**MAIN OBJECTIVES OF THIS COURSE:**

The chief aim of the present paper is to equip the students with the major Techniques and Methods of Semantic Analysis and Description. Moreover, to motivates them to understand the basic concepts of Semantics in a proper manner.

**PEDAGOGY:**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT**

**UNIT –I**: **INTRODUCTION TO** **SEMANTICS:** Definitions, nature and scope, Semantics and Linguistics- relationship between form and meaning; types of meaning; sentence, utterance and proposition;

**UNIT – II:** **BASIC CONCEPTS IN SEMANTICS:** reference, sense and denotation; ambiguity and; theories of meaning—referential vs. non referential approaches; generative approach; - Ogden and Richards meaning triangle- Semantic Change, Causes of Semantic change, Linguistic, Historical,  Social, Psychological, Taboo, Different Types of Semantic Change, Consequences  of Semantic Changes- Pejorative and Ameliorative developments.

**UNIT – III:**  **MULTIPLE MEANING:** Synonymy - its kinds Complete or     Integral, Polysemy – its kinds, Homonymy- its Types-Complete or      total and Partial Homonymy, Homophones and Homographs, Antonymy-  its kinds,.

*BOOKS FOR REFERENCE*

ANDREW RADFORD 1999 Linguistics: An Introduction

AND OTHERS

CRUSE, D., 1986 Lexical Semantics

FAWLEY,W., 1992 Linguistic Semantics

KATZ FODOR 1964 Structure of Language

LEHRER ,A., 1974 Semantic Fields and Lexical Structure

LEHRER,A., 1970 Theory of Meaning

AND KEITH LEHRER

LEECH, JEOFFEREY 1981 Semantics

LYON JOHN 1977 Semantics  Vol. 1  & 2.

NIDA, E.A., 1974 Componential Analysis

OGDEN, C.K., 1966 The Meaning of Meaning

AND RICHARDS, I..A.,

 PALMER, F.R., 1981 Semantics

SCHIFFER, S., 1988 Meaning

STREN,G., 1965 Meaning and Change of Meaning

STEINBEG   AND JACOBVITS, 1971 Semantics – An Interdisciplinary Reader

VARMA,S.K.,  &    1989 Modern Linguistics: An Introduction, Oxford KRISHNASWAMY, N., University Press, NEWDELHI

ULLMAN,S., 1959 The Principles of Semantics

1964 Semantics – An Introduction to the Science of Meaning

**COURSE OUTCOMES:**

At the end of the course, the students will be able to

1. Have insight into basic issues of linguistic semantics, including how linguistic expressions related to entities in the world, meaning relations between linguistic expressions, and the relation between meaning and truth.
2. Understand how and why language differs from other communication systems,  and how language is employed to communicate various types of meaning.
3. Describe and analyze how people handle and exploit various semantic and pragmatic phenomena in everyday communication.

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* 1. **HISTORICAL LINGUISTICS (DSC)**

**MAIN OBJECTIVES OF THIS COURSE:**

The present Course has been designed to provide a) An outline methods of Historical Linguistics b) A study of Historical Linguistics to lead one to understanding the general trends of change in Human Language in course of time.  In addition, to teach an outline of modern methods of comparative study of languages .The present study of comparative linguistics leads one to understand the general trends of change in related languages.

**COURSE PEDAGOGY:**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT :**

**UNIT –I** : INTRODUCTION: Synchronic and diachronic approaches to Language; use of written records for historical studies; language classification; notion of language family. Criteria for identifying family relationships among languages; definition of the word cognate; language isolates; criteria for typological classification – agglutinative, inflectional, analytic, synthetic and polysynthetic; basic word order typology-SVO, SOV, etc.

**UNIT –II** : LINGUISTIC CHANGE: Sound changes; Neogrammarian theory; genesis and various types of regularity and spread of sound change, phonetic and phonemic change; split and merger, grammatical change, semantic change; lexical diffusion of sound change; : Linguistic borrowing- lexical and structural; motivation-Prestige and need; Classification of loan words-loan translation, loan blend, calques, assimilated and unassimilated loans.

**UNIT –III** : RECONSTRUCTION:  reconstructing the proto-stage of languages, internal reconstruction and comparative method- their scope and limitations, innovation and retention; sub grouping within a family; family tree and wave models

**References:**

Antilla, R.1972 **An Introduction to Historical & Comparative Linguistics**; New York; Macmillan.

Bhat, D.N.S.  1972  **Sound Change**; Poona; Poona Bhasha Prakashan.

Brian D. Joseph, Richard D. Janda (eds.) 2003. **The Handbook of Historical Linguistics**. Oxford: Blackwell.

Bynon, T. 1977 **Historical Linguistics**; CUP.

Campbell, Lyle. 2004. **Historical Linguistics: An Introduction**. Massachusetts: MIT Press.

Hoenigswald, H.M 1960 **Language Change & Linguistic Reconstruction**. Chicago: Chicago Univ. Press.

Hitchcock, C. 1998. **The Common Cause Principle in Historical Linguistics Philosophy of Science**, Vol. 65, No. 3 (Sep., 1998), pp. 425-447.

Hons Henric Hock. **Principles of historical linguistics**. Mouton De Gruyter.

Lehman, W.P 1962 **Historical Linguistics- An Introduction**; New York: Holt Rinchart & Winston.

Karumuri V Subbarav. 2012. **South Asian Languages** **A Syntactic Typology**. Cambridge.

**COURSE OUTCOMES:**

1. At the end of the course, the students will be able to understand methods of Historical Linguistics and to the general trends of change in Human    Language in course of time.
2. apply the techniques of reconstruction to language samples
3. explore the social and linguistic motivations for language change

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**3.3 Practical Translation and Professional Communication Skills (OEC)**

**MAIN OBJECTIVES OF THIS COURSE**:

The main aim of this course is primarily intended to make the students aware of the Linguistic approach to language and translation. Hence, unique elementary concepts of Practical Translation and an overview on the subject practical translation briefly mentioned in this course. And also to introduce them to the various practical aspects of Translation.

**COURSE PEDAGOGY:**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT:**

1. Journalism Domain

1. A Piece of editorial writing
2. A report on Politics
3. A piece on sports report
4. Readers’ letter to editor
5. A piece of Special report

2. Science, Technology, Health

1. Computer related text
2. Food recipe
3. A text related to insurance
4. A Popular write up on health Particularly diet
5. A write up on scientific writing that appeared in daily

3. Audio-visual materials

1. Ted talks (Related to any topic)
2. Ted talks (Related to any topic)
3. Ted talks (Related to any topic)
4. A piece of you tube conversation (visual scene)
5. Writing sub titles for a small documentary or short movie

4. Business domain

1. Boucher
2. Advertisements (one/two)
3. A part of manuals
4. A piece of invitation
5. A piece of pamphlet

5. Creative writings

1. Short poems (Shayiri / Dohe/ Haiku/ vachana)
2. Children’s poems (nursery rhymes)
3. Short Stories
4. Discursive writings(Ted talks)
5. Biopics

**BOOKS FOR REFERENCE**

HALLIDAY,M.A.K..(ET AL).  1964 The linguistic science and language teaching.,

Longman London:

**Holmes, James S.** (1988b/2004) ‘The name and nature of translation studies’,

in Lawrence Venuti (ed.) (2004), The Translation Studies Reader , 2nd edition,

pp. 180–92.

**Jakobson, Roman** (1959/2004) ‘On linguistic aspects of translation’, in Lawrence

JODY BYRNE, 2006 Technical Translation Usability Strategies for Translating Technical Documentation *University of Sheffield, UK*

Venuti (ed.) (2004), The Translation Studies Reader , 2nd edition, pp. 138–43.

**Snell-Hornby, Mary** (2006) The Turns of Translation Studies , Amsterdam and

Philadelphia: John Benjamins, Chapter 1 .

**van Doorslaer, Luc** (2007) ‘Risking conceptual maps’, in Yves Gambier and Luc

van Doorslaer (eds) The Metalanguage of Translation , special issue of Target

19.2:217–33.

VERMA, S.K., & 1989 Modern Linguistics: An Introduction, Oxford KRISHNASWAMY, N.,               University Press, NEWDELHI

WIDDOWSON, H.G. 1978 Teaching language as communication**.** Oxford: OUP.

**COURSE OUTCOMES :**

At the end of the course, the students will be able to

1. To know various unique elementary concepts of practical translation.
2. To introduce them to the various areas of Applied Linguistics.
3. To have an understanding of the key concepts in Translation Studies and be able to appreciate the interdisciplinary nature ofApplied Linguistics.
4. To identify an area within the field of Applied Linguistics for further  research

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**LINGUISTICS**

**IV   SEMESTER**

**TITLE OF THE COURSE**

**4.1  Pragmatics (DSC)**

**MAIN OBJECTIVES OF THIS PAPER:**

To provide an introduction and background of pragmatics and to deal pragmatics under the light of sociolinguistics. To understand the background of the current research in Linguistics and Philosophy

**COURSE PEDAGOGY :**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT :**

**UNIT I** **PRAGMATICS:** Relationship between semantics and pragmatics Language Use in Context Model of Communication: Message Model and Inferential Model, Speech Acts ,Conversational Implicature and Grice’s Maxims. Deixis and its types.

**UNIT –II**  **SENTENCE MEANING:** Sentence and proposition, predicates, arguments and their participant roles, connectiveness, statements, contradictions, questions and variables, presupposition and focus, logical presupposition and entailment, truth value of propositions, paraphrase relations, analytical meaning of sentences.

**UNIT –III**   **PRAGMATIC MEANING:** Speech act analysis, illocutionary and precautionary acts, sincerity condition, conversational implicature, universe of discourse; social meaning of utterances, politeness and such other variables.

**References:**

Aijmer & Wichmann. 2012. Pragmatics. Rontledge : London.

Austin, J.L. 1962. (2nd ed. 1975). **How to do things with words.** Oxford: clarendon Press.

Berlin, . and Paul Kay. 1969. **Basic colour terms : Their Universality and Evolution.** Berkeley University of California Press

Chierchia, Gennaro and Sally McConnell-Ginet 2000. **Meaning and Grammar: An introduction to Semantics.** (Second Edition) Cambridge, Mass: MIT Press.

Davidson, Donald, 1984. **Inquiries into truth and interpretation.** Oxford: **Oxford University Press**.

Grice, H.P. 1978. “Further Notes on Logic and Conversation”, in Peter Cole and Jeny

Morgan (eds.) **Syntax and Semantics**, Vol. 9: **Pragmatics**, 113-28. New York: Academic Press.

Hurford, James R. and Brendan Heasley. 1983. **Semantics: A Course Book.** Cambridge University Press.

Jackendoff, Ray. 1990. **Semantic Structure.** Cambridge, Mass: MIT Press.

Lakoff, George and Mark Johnson, 1980**. Metaphors we live by.** Chicago: University Press of Chicago Press.

Lappin, S. (ed). 1997. The Handbook of Contemporary Semantic Theory. Blackwell.

Levinson, Stephen C.1983.Pragmatics. Cambridge: CUP Archer, dawn;

Leech, Geoffrey N. 1981. (rev. ed. 1994). **Semantics.** Penguin.

Levinson, Stephen C. 2000. **Presumptive meanings: the theory of generalized conversational implicature**. Cambridge, Mass: Press.

Lyons, J. 1997. **Semantics Vol 1 & 2.** Cambridge University Press.

Pustejovsky, James (ed.) 1993. **Semantics and the Lexicon.** Dordrecht: Kluwer.

Saeed, John 1. 1997. **Semantic**. London: Blackwell.

Searle, John. 1969. **Speech Acts.** Cambridge University Press.CUP

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**4.2 Sociolinguistics (DSC)**

**MAIN OBJECTIVES OF THIS PAPER:**

The main objective of this paper is to provide   the basic information of Language, Society and Culture.. It helps to understand the relationship between Language, Society and Culture. It also helps to understand the Social attitudes of the Language

**COURSE PEDAGOGY :**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT:**

**UNIT –I**   **Definition, Concepts and Frameworks:** Defining sociolinguistics, subject matter of sociolinguistics, sociolinguistics and sociology of language, macro and micro sociolinguistics, defining speech community, verbal and speech repertoire, restricted and elaborated codes, verbal deficit hypothesis.

**UNIT –II**   **Multilingualism and language contact:** Bilinguals and bilingualism code-switching and mixing, language maintenance, shift and death, pidgin and creole, lingua franca, language loyalty, attitudes.Types of Linguistic variation: standard, non-standard, social, regional and stylistic, diaglossia.

**UNIT –III**   **Sociolinguistics of Interaction:** Communicative competence: ethnography of speaking, power and solidarity, linguistic politeness, intercultural communication, pronouns of power and solidarity, address terms.

**Reading list:**

**References:**

Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) 2001. ***Sociolinguistics and Social Theory.*** Harlow, England: Longman.

Coupland, N. and A. Jaworski (eds) 2009. ***The New Sociolinguistic Reader***. Basington, UK, New York: Palgrave Macmillan.

Chambers, J.K. 2003. Sociolinguistic Theory: Linguistic Variation and its Social Significance. Oxford: Blackwell.

Coupland, Nikolas and Jaworski, Adam (eds.) 1997 Sociolinguistics: A Reader and Coursebook. Basingstoke: Macmillan

Dittmar, N. 1976. Foundations in sociolingistics. London: Edward Arnold.

Fasold, Ralph 1984. The Sociolinguistics of Society. Oxford: Blackwell

Fasold, Ralph 1990. The Sociolinguistics of Language. Oxford: Blackwell

Fishman, Joshua, (ed.) 1968. Readings in the Sociology of Language. The Hague: Mouton.

Holmes Janet 2001. An Introduction to Sociolinguistics. London: Longman.

Hymes, D. 1974. Foundations in sociolinguistics: An ethnographic approach.Philadelphia: University of Pennsylvnia Press.

Labov, William, 2006. Social Stratification Language in New York City. Cambridge: CUP.

Meyerhoff, Miriam, 2006 , Introducing Sociolinguistics, London and New York: Routledge

Romaine, Susan, 1995, Bilingualism, Oxford: Blackwell

Stockwell, P. 2007. Sociolinguistics: A resource book for students. London & New York: Routledge.

Trudgill, Peter and CHESHIRE, Jenny (eds.) 1998 The Sociolinguistics Reader. Volume 1: Multilingualism and Variation. London: Arnold.

Trudgill, Peter. 1974. Sociolinguistics. Harmondsworth: Penguin.

Wardhaugh, Ronald 1997. An Introduction to Sociolinguistics. Oxford: Blackwell.

**COURSE OUTCOMES :**

At the end of the course, the students will be able to

1. Relate the social variables and linguistic variables
2. Describe the interdependence of language and society
3. Identify the language varities  and Understand language attitudes

**4.3 Language and Media (OEC)**

**MAIN OBJECTIVES OF THIS PAPER:**

To provide background of complexities of human language and to explore elements of language structure in relation to media. To understand the relationship between language form, and meaning, language variation, and to trace the interrelationship between linguistics, media and other disciplines.

**COURSE PEDAGOGY :**

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

**COURSE CONTENT :**

UNIT I: Linguistics and Media Language use in print media; language in advertising; language in TV and cinema; political discourse; language and empowerment

UNIT II: Media: The Semiotic Approach Sign systems, Components of the Sign, Verbal and Non-verbal Signs, Sequence of Linguistic Signs, Visual Signs, Denotation, Connotation and Myth, Myth and Social Meanings, Myth and Ideology.

UNIT III: The Advertising Business, Ideology in Ads, Ideology of Ads, The Semiotic Critique of Ads, Decoding Advertisements.

UNIT IV: Television Signs and Codes, Television Narrative and Ideology, Viewers’ Involvement and positioning, Polysemic Television and Multiaccentuality.

UNIT V: Cinema Cinematic Semiosis: Film signs and codes, Film narrative, Film Genre, Cinema Spectatorship.

**BOOKS FOR REFERENCE**

Abdusatarov, R. K. (2021). ON MASS MEDIA AND STATE LANGUAGE. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, *02*(08), 4–8. <https://doi.org/10.37547/philological-crjps-02-08-02>

Geis, M. L. (1986). Language and Media. *Annual Review of Applied Linguistics*, *7*, 64–73. <https://doi.org/10.1017/s0267190500001653>

HIRSCH, P. M. (1992). Globalization of Mass Media Ownership. *Communication Research*, *19*(6), 677–681. <https://doi.org/10.1177/009365092019006001>

Kalinina, M. V. (2018a). LANGUAGE ECOLOGY. BORROWINGS IN MASS MEDIA. *Bulletin of the South Ural State University series Linguistics*, *15*(2), 43–47. <https://doi.org/10.14529/ling180208>

Kalinina, M. V. (2018b). LANGUAGE ECOLOGY. BORROWINGS IN MASS MEDIA. *Bulletin of the South Ural State University series Linguistics*, *15*(2), 43–47. <https://doi.org/10.14529/ling180208>

Kumar, R. (2017). Hindi mass media: Regarding globalization. *International Journal of Research -GRANTHAALAYAH*, *5*(3), 274–279. <https://doi.org/10.29121/granthaalayah.v5.i3.2017.1779>

Mudliar, P.R. (2008). Language of Advertisement in Hindi Mass Media. *Journal of Indian Studies*, *13*(1), 319–344. <https://doi.org/10.21758/jis.2008.13.1.319>

Potter, W. J. (2011). Conceptualizing Mass Media Effect. *Journal of Communication*, *61*(5), 896–915. <https://doi.org/10.1111/j.1460-2466.2011.01586.x>

Simonson, P. (1997). Mass Media and Religion. *Journal of Communication*, *47*(2), 140–143. <https://doi.org/10.1111/j.1460-2466.1997.tb02711.x>

한성우. (2008). Mass Media Language and Phonological Research. *EOMUNYEONGU*, *58*(ll), 137–160. <https://doi.org/10.17297/rsll.2008.58..006>

**COURSE OUTCOMES:**

At the end of the course, the students will be able to

1. To analyze communication in a practical way in the field of media
2. To understand the linguistics relationship with media studies and other fields
3. To apply linguistic knowledge to the field of media and media studies.