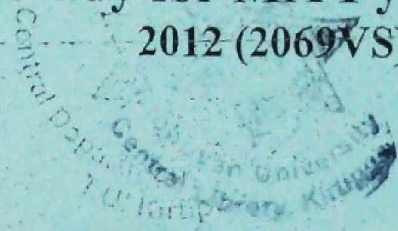


TEXT BOOK

## Courses of Study for MA I year in Linguistics 2012 (2069VS)



### Course structure

There will be five papers consisting two parts each for MA first year in linguistics. These courses are as follows:

First year					
Papers	Code	Course title	Teaching hours	Full marks	Evaluation scheme
I	LING.531A	Phonetics	75	50	Written (40)+Practical(10)
	LING.531B	Phonology	75	50	Written (50)
II	LING.532A	Morphology	75	50	Written (50)
	LING.532B	Syntax	75	50	Written (50)
III	LING.533A	Semantics and pragmatics	75	50	Written (50)
	LING.533B	History of linguistics	75	50	Written (50)
IV	LING.534A	Sociolinguistics	75	50	Written (50)
	LING.534B	Psycholinguistics	75	50	Written (50)
V	LING.535A	Modern linguistic theories	75	50	Written (50)
	LING.535B	Research methods and field linguistics	75	50	Written (50)

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Department of Linguistics  
T.U. Kirtipur

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कोशीपुर

# Phonetics

LING 531A

Paper I A

Full Marks: 50

Teaching hours: 75

Evaluation: Written 80% and Practical 20%

## Course description

This course is designed to introduce the students the fundamental concepts in phonetic science. It aims to equip them with the essential skills needed for recognizing, describing, transcribing and analyzing a range of speech sounds. It has incorporated the articulatory description of speech sounds, their acoustic characterization and instrumental techniques.

## Objectives

On the completion of this course the students will

- understand the fundamental concepts in phonetic science
- be able to describe a range of segmental and suprasegmental phonetic features
- be equipped with the essential skills needed for recognizing and describing the speech sounds
- be able to transcribe the speech using International Phonetic Alphabet (IPA)
- be able to analyze the speech sounds in terms of articulatory and acoustic features using instrumental techniques

## Course Contents

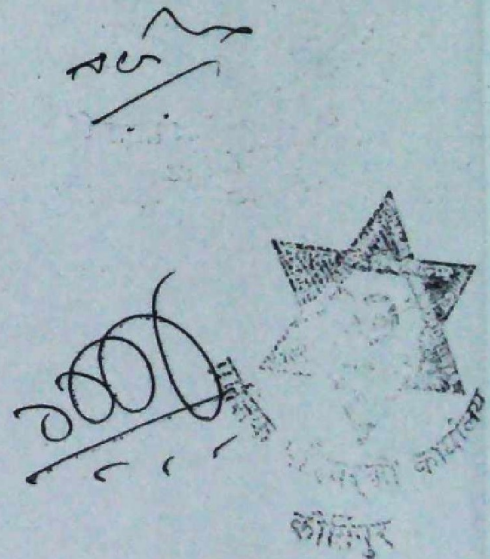
### Units

### Teaching hours

#### 1 Introduction to speech

10

- 1.1 Phonetics: scientific study of sounds
- 1.2 Linguistic phonetics
- 1.3 The branches of phonetics: articulatory, acoustic and auditory
- 1.4 Speech sounds and symbols
  - 1.4.1 Transcription
  - 1.4.2 Introduction to the IPA chart
- 1.5 An introduction to the vocal apparatus
- 1.6 Segments and suprasegments
- 1.7 Speech as an acoustic signal
  - 1.7.1 Basic concept of the sound wave
    - 1.7.1.1 The mode of sound wave propagation
    - 1.7.1.2 Simple harmonic motion and sinusoidal wave
    - 1.7.1.3 Frequency, amplitude, wavelength and phase
    - 1.7.1.4 Pitch, intensity and loudness
  - 1.7.2 Wave forms and their types:
    - 1.7.2.1 Simple and complex
    - 1.7.2.2 Periodic, random, quiescent and transient
  - 1.7.3 Analyzing acoustic signals
    - 1.7.3.1 Fourier analysis
    - 1.7.3.2 Fundamental frequency ( $f_0$ ), harmonics



1.7.3.3 Measurement of  $f_0$

1.7.3.4 Spectra of the sound waves

## 2 The basic components of speech production

10

### 2.1 Initiation

2.1.1 The initiators (lungs, glottis and velum)

2.1.2 Airstream mechanism (pulmonic, glottalic and velaric)

2.1.3 Direction of the air (ingressive vs. egressive)

### 2.2 Phonation

2.2.1 The larynx and vocal folds

2.2.2 The phonation types and their acoustic correlates

2.2.2.1 Voiced vs. voiceless

2.2.2.2 Voice onset time (VOT)

2.2.2.3 Aspirated vs. unaspirated

2.2.2.4 Devoicing of the sound

2.2.2.5 Murmur

2.2.2.6 Creaky voice

2.2.2.7 Breathy sonorant

2.2.3 Myoelastic aerodynamic theory of phonation

### 2.3 Articulation

2.3.1 The structure of the vocal tract

2.3.2 Vocal tract as a resonator

2.3.3 Source-filter theory of speech production

2.3.4 Tube models

2.3.5 Perturbation theory

## 3 The consonants

13

3.1 The articulatory targets: bilabial, labiodental, dental, alveolar, postalveolar, retroflex, palatal, velar, uvular, pharyngeal, glottal

3.2 More articulatory targets: dentolabial, labioalveolar, bidental, linguolabial, interdental, velopharyngeal

3.3 Types of articulatory gestures and their resonance types:

3.3.1 Stops (oral and nasal, plosive and affricate)

3.3.2 Fricatives (median and lateral)

3.3.3 Approximants: (median and lateral)

3.3.4 Taps, flaps and trills

3.4 More articulatory gestures: percussive sounds

3.5 The oro-nasal process in consonant production

3.5.1 Oral and nasal stops

3.5.2 Nasalization of other segments

3.6 Further exploration of speech complexity

3.6.1 Features of plosive production

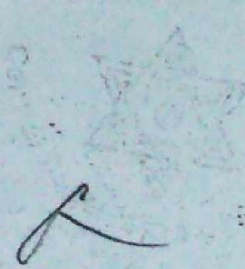
3.6.2 Voicing and aspiration in plosives

3.6.3 Affricated release of plosives

3.6.4 Nasal release of plosives

3.6.5 Lateral release of plosives	
3.6.6 Unreleased and overlapping plosives	
3.6.7 Double and secondary articulation	
3.8 Classification of the consonants	12
<b>4 The vowels</b>	
4.1 Tongue position: height of the tongue	
4.2 Tongue position: front versus back	
4.3 Lip posture: rounded versus unrounded	
4.4 Spectrum and resonance	
4.5 Formants and formant frequencies of the vowels	
4.6 Monophthong versus diphthong	
4.7 Voicing in vowel	
4.8 The vowel space	
4.9 The cardinal vowels	
4.9.1 Primary cardinal vowels	
4.9.2 Secondary cardinal vowels	
4.9.3 Vowels in the languages	
4.9.4 Advanced tongue root	
4.9.5 Rhotacized vowels	
4.9.6 Summary of vowel quality	
4.10 Classification of the vowels	
<b>5 The spectrograms</b>	5
5.1 The basic components of a spectrogram	
5.2 Spectrographic characterization of vowels and consonants	
5.2 Interpreting spectrograms	
<b>6 Syllables and suprasegmental features</b>	5
6.1 Syllables	
6.2 Stress	
6.3 Length	
6.4 Timing	
6.5 Intonation and tone	
6.6 Stress, tone, and pitch accent languages	
<b>7 Applied phonetics</b>	5
7.1 Forensic phonetics	
7.2 Clinical phonetics	
<b>8 Practical phonetics</b>	15
8.1 Ear training, articulation and transcription of the sounds in the IPA chart	
8.2 Acoustic analysis of the sounds using computer	

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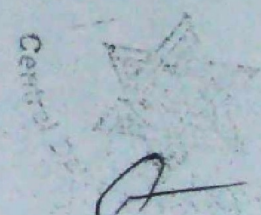
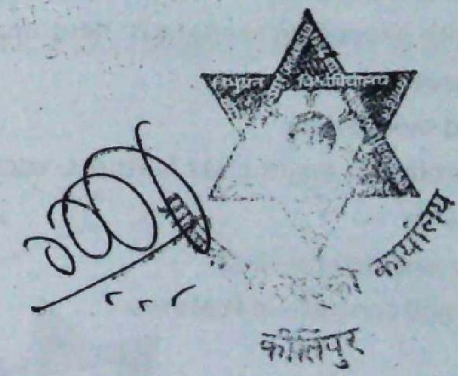
### Recommended readings

1. Ladefoged, Peter and Keith Johnson. 2011. *A course in phonetics*, Sixth Edition. Wadsworth, Boston: CENGAGE Learning.
2. Ashby, Michael and John Maidment. 2005. *Introducing phonetic science*. Cambridge: Cambridge University Press.
3. Hewlett, Nigel and Janet Beck. 2006. *An Introduction to the science of phonetics*. Edinburgh: Queen Margaret University College.

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1. Catford, J. C. 1988. *Fundamental problems in phonetics*, New York: Harcourt.
2. Catford, J. C. 2001. *A practical introduction to phonetics*. Oxford: Oxford University Press.
3. Fry Dennis B. 1978. *The physics of speech*. Cambridge: CUP.
4. IPA Chart (the latest version)
5. Ladefoged, Peter 1971. *Preliminaries to linguistic phonetics*. Chicago: University of Chicago Press.
6. Ladefoged, Peter and Ian Maddieson. 1996. *The sounds of the world's languages*. Oxford: Blackwells.
7. Ladefoged, Peter. 2003. *Phonetic data analysis: an introduction to phonetic fieldwork and instrumental techniques*. Oxford: Blackwells.
8. Laver, John. 1980. *The phonetic description of voice quality*. Cambridge: Cambridge University Press.
9. Laver, John. 1994. *Principles of phonetics*. Cambridge: Cambridge University Press.
10. O'Connor, J. D. 1973. *Phonetics*. London: Penguin Books.
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12. Pekharel, Madhav P. 1989. *Experimental analysis of Nepali sound system*. Ph. D. Thesis, University of Pune.
13. Yip, Moria. 2002. *Tone*. Cambridge: Cambridge University Press.

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# Phonology

LING 531B

Paper IB  
Full marks: 50  
Teaching hours: 75

## Course description

This is an introductory course on phonology. It is designed to make the students well acquainted with the current trends in phonology. The course begins with the fundamental concepts in phonology and goes ahead unfolding the recent and current practices step-by-step. It aims to enable the students to apply the theoretical knowledge in the solution of actual phonological problems.

## Course objectives

On completion of this course, the students will

- understand the basics of phonology and be familiar with the current practices in the phonological analysis.
- be able to apply the knowledge to solve practical phonological problems.
- be able to analyze the phonological data for different purposes.
- acquire a skill for phonological argumentation.

## Unit

## Teaching hours

### 1 Preliminaries

4

- 1.1 Phonetics and phonology
- 1.2 Phonology: the study of knowledge of sound
- 1.3 Arguments for phonology: descritization of utterance, abstraction
- 1.4 Languages have different phonology: loanword nativization
- 1.5 Segments and suprasegments
- 1.6 Scope of phonology

### 2 Traditional phonology

15

- 2.1 Phonological analysis
  - 2.1.1 Complementary distribution: phonemes and allophones
  - 2.1.2 Co-incident distribution: minimal pair
  - 2.1.3 Overlapping distribution
  - 2.1.4 Pattern congruity
  - 2.1.5 Free variation
- 2.2 Distribution of segments: concept of syllable
- 2.3 Phonological processes: basic types
- 2.4 Problems with phonological analysis: neutralization, pattern congruity

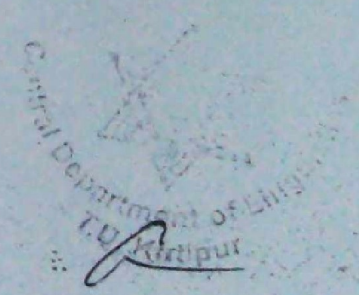
### 3 Distinctive features

6

- 3.1 Concept and motivation
- 3.2 Feature inventories: major class features, vocalic features, consonantal features, features of suprasegments
- 3.3 Implications and natural class
- 3.4 Redundant and contrastive features



<b>4 Alternations</b>	<b>12</b>
4.1 Morphology: phonological adjustment of morphemes	
4.2 Rule approach vs. constraint approach: choice between rules and constraints	
4.3 Levels of representation	
4.3.1 Underlying and surface representation: arguments for two levels (economy, phonological relatedness of alternant morphemes, generalization)	
4.3.2 Choosing the underlying form: criteria (simplicity, naturalness)	
4.3.3 Degree of abstractness in underlying representations.	
4.4 Criteria of phonological analysis	
4.5 Steps in phonological analysis	
4.6 Rule formalism and rule writing convention: symbols, braces, parentheses, variables, angled bracket	
4.7 Mirror image rules and transformational rules	
<b>5 Rule order</b>	<b>12</b>
5.1 Discovering rule order	
5.2 Ordered rules hypothesis	
5.3 Iterative rules	
5.4 Case study: Yawelmany	
5.5 Rule ordering relationship: feeding order, bleeding order, counterbleeding order, counterfeeding order, mutually bleeding order	
5.6 Transparency and opacity	
<b>6 Levels of representation further</b>	<b>5</b>
6.1 Problems with two-level representation: postulate of intermediate level	
6.2 Lexical phonology	
6.2.1 Lexical and post-lexical phonological rules	
6.2.2 Distinguishing properties: referring to morphological levels, exceptions, structure-preserving, native speaker intuitions, application across word-boundary	
6.2.3 Phonological information in the lexicon	
6.2.4 Phonological grammar of lexical phonology	
<b>7 Representing tone</b>	<b>5</b>
7.1 Introduction	
7.2 Inadequacies of linear model	
7.3 Autosegmental representation: constraints on the tone distribution, stability	
7.4 Obligatory contour principle	
<b>8 Syllable</b>	<b>6</b>
8.1 Skeletal / CV tier	
8.2 Syllabification: the maximum onset principle (MOP)	
8.3 Arguments for CV tier: templatic use of CV tier, unfilled and unassociated slots, compensatory lengthening	
8.4 Moras	
8.5 Resyllabification	
<b>9 Feature geometry</b>	<b>6</b>
9.1 Properties of assimilation	
9.2 Natural feature class	



- 9.3 Building a tree: place node, laryngeal node, supralaryngeal node
- 9.4 Spreading and delinking
- 9.5 Vowel harmony and complex segments

4

## 10 Stress

- 10.1 Introduction
- 10.2 Stress in linear phonology
- 10.3 Stress in non-linear phonology: parametric theory of relative prominence

## Recommended readings

1. Gussenhoven, Carlos and Haike Jacobs. 2011. *Understanding phonology*, 3<sup>rd</sup> ed. London: Hodder Education
2. Jensen, John T. 2004. *Principles of generative phonology: an introduction*. Amsterdam/Philadelphia: John Benjamin Publishing Company

## Reading list

1. Bao, Zhiming. 1999. *The structure of Tone*. New York: Oxford University Press, Inc.
2. Bybee, Joan. 2001. *Phonology and language use*. Cambridge: Cambridge University Press.
3. Carr, Philip. 1993. *Phonology*. Hampshire: The Macmillan Press Ltd.
4. Chomsky, Noam. 1967. Some general properties of phonological rules. *Language*, 43: 102-128.
5. Chomsky, Noam and Morris Halle, 1968. *The sound patterns of English*. New York: Harper and Row.
6. Clark, John; Collin Yallop; and Janet Fletcher. 2006. *An introduction to phonetics and phonology*, 3<sup>rd</sup> ed. Oxford: Wiley-Blackwell.
7. Coleman, John. 1998. *Phonological representations: their names, forms and powers*. Cambridge: Cambridge University Press.
8. Creider, Chet A. 1986. Binary vs. n-ary features. *Lingua*, 70:1-14.
9. De Lacy, Paul (ed.). 2007. *The Cambridge handbook of phonology*. Cambridge: Cambridge University Press.
10. Evenport, Mike; and S. J. Hannahs. 2005. *Introducing phonetics and phonology*, 2<sup>nd</sup> ed. London: Hodder Arnold.
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13. Goldsmith, John A. 1990. *Autosegmental and metrical phonology*. Oxford: Basil Blackwell.
14. Gussenhoven, Carlos. 2004. *The phonology of tone and intonation*. New York: Cambridge University Press.
15. Gussman, Edmund. 2002. *Phonology: analysis and theory*. Cambridge: Cambridge University Press.
16. Halle, Morris and Jean-Roger Vergnaud. 1987. *An essay on stress*. Cambridge, MA: The MIT Press.
17. Hyman, Larry M. 1970. How concrete is phonology? *Language*, 46: 58-76.
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19. Kenstowicz, M. 1994. *Phonology in generative grammar*. Oxford: Blackwell.
20. Kenstowicz, Michael and Charles Kisseberth. 1979. *Generative phonology: description and theory*. San Diego, CA: Academic Press, Inc.

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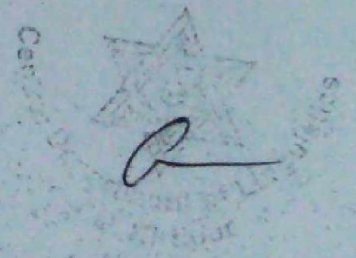
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21. Killbury, James. 1974. The emergence of morphophonemics: a survey of theory and practice from 1976 to 1939. *Lingua*: 235-252.
22. Kiparsky, Paul. 1982. Lexical phonology and morphology. In I. S. Yang (ed.), *Linguistics in the morning calm*, 3-91. Seoul: Hanshin.
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27. Lieber, Rocelle. 1987. *An integrated theory of autosegmental processes*. Albany: State University of New York Press.
28. Lodge, Ken. 2009. *Fundamental concepts in phonology: sameness and difference*. Edinburgh: Edinburgh University Press.
29. Mascaro, Joan. 1976. *Catalan phonology and the phonological cycle*. MIT PhD dissertation.
30. McCarthy, John Joseph. 1979. *Formal problems in Semitic phonology and morphology*. MIT PhD dissertation.
31. Mielke, Jeff. 2008. *Emergence of distinctive features*. New York: Oxford University Press, Inc.
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36. Pulleyblank, Douglas. 1989. Nonlinear phonology. *Annual review of anthropology*, 18: 203-226.
37. Roca, Iggy. 1994. *Generative phonology*. London: Routledge.
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40. Twaddell, W. Freeman. 1935. On defining phoneme. *Language* 11:5-62.

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# Morphology

LING 532A

Paper IIA

Full marks: 50  
Teaching hours: 75

## Course description

This course is designed to make the students well acquainted with the nature and the scope of morphology. It enables them to understand the methods, tools and approaches in morphological analysis.

## Course objectives

In completion of this course the students will

- understand the basics of morphology and be familiar with the current practices in this field.
- be able to apply the theoretical knowledge for the solution of practical problems related to morphology.
- be able to describe various morphological processes found in natural languages.
- be familiar with the tools and methods of morphological analysis and be able to use them in data analysis.
- acquire a level of skill for careful and valid morphological argumentation.

## Unit

## Teaching hours

### 1 Introduction

3

- 1.1 Morphology: study of word structure
- 1.2 Morphology in different languages
- 1.3 The goals of morphological research

### 2 Basic concepts

4

- 2.1 Morpheme
- 2.2 Lexemes and word-forms
- 2.3 Affixes, bases and roots
- 2.4 Morphemes and allomorphs
- 2.5 Morphological glossing

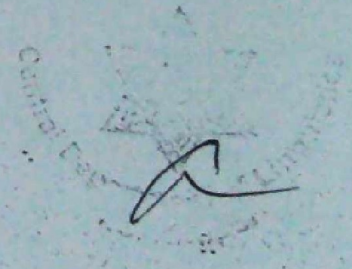
### 3 Morphological rules

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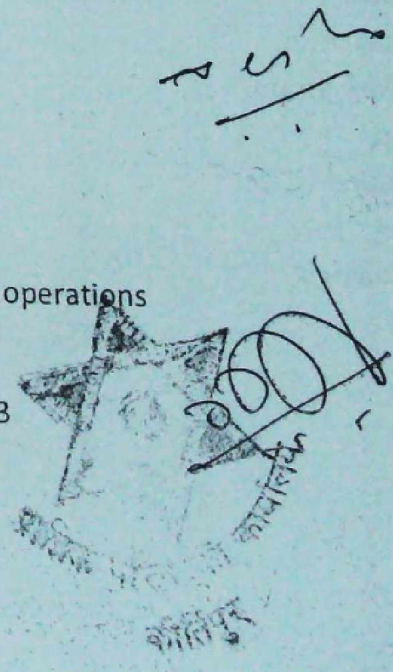
- 3.1 Morphological patterns
  - 3.1.1 Affixation and compounding
  - 3.1.2 Base modification
  - 3.1.3 Reduplication
  - 3.1.4 Conversion
  - 3.1.5 Outside the realism of morphology
- 3.2 Two approaches to morphological rules
  - 3.2.1 The morpheme-based model
  - 3.2.2 The word-based model

4 Lexicon	3
4.1 A morpheme lexicon?	
4.2 A strict word-form lexicon?	
4.3 Reconciling word-forms and morphemes	
5 Inflection and derivation	12
5.1 Inflectional values	
5.2 Derivational values	
5.2.1 Derived nouns	
5.2.2 Derived verbs	
5.2.3 Derived adjectives	
5.3 Properties of inflection and derivation	
5.3.1 Relevance to the syntax	
5.3.2 Obligatoriness	
5.3.3 Limitations on application	
5.3.4 Same concept as base	
5.3.5 Abstractness	
5.3.6 Meaning compositionality	
5.3.7 Position relation to base	
5.3.8 Base allomorphy	
5.3.9 Word-class change	
5.3.10 Cumulative expression	
5.3.11 Iteration	
5.4 Dichotomy or continuum?	
5.4.1 Inherent and contextual inflection	
5.5 Inflection, derivation and the syntax morphology interface	
5.5.1 The dichotomy approach and split morphology	
5.5.2 The continuum approach and single-component architecture	
6 Productivity	8
6.1 Speaker's knowledge of productivity	
6.2 Productivity, creativity and gradience	
6.3 Restrictions on word-formation rules	
6.3.1 Phonological restriction	
6.3.2 Semantic restriction	
6.3.3 Pragmatic restriction	
6.3.4 Morphological restriction	
6.3.5 Borrowed vocabulary strata	
6.4 Productivity and lexicon	
6.4.1 Processing restrictions	
6.4.2 Synonymy blocking	
6.4.3 Productivity and analogy	
6.5 Measuring productivity	

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<b>7 Morphological trees</b>	<b>4</b>
7.1 Compound types	
7.2 Hierarchy structure in compounds	
7.3 Hierarchy structure in derived lexemes	
7.4 Parallels between syntax and morphology	
<b>8 Inflectional paradigm</b>	<b>12</b>
8.1 Syntagmatic and paradigmatic relations in morphology	
8.2 Inflection classes	
8.2.1 Inflection class assignment	
8.2.2 Relationship to gender	
8.2.3 Inflection classes and productivity	
8.3 Paradigmatic relations and inflection class shift	
8.4 Inheritance hierarchy	
8.5 Stems and Priscianic formation	
8.6 Syncretism	
8.6.1 Systematic versus accidental inflectional homonymy	
8.6.2 Underspecification	
8.6.3 Rules of referral	
8.7 More form-meaning mismatches	
8.7.1 Defectiveness	
8.7.2 Deponency	
8.8 Periphrasis	
<b>9 Words and phrases</b>	<b>5</b>
9.1 Compound and phrases	
9.2 Free forms and bound forms	
9.3 Clitics versus affixes	
9.4 Lexical integrity	
<b>10 Morphophonology</b>	<b>7</b>
10.1 Two types of alternations	
10.2 The productivity of morphophonological alternations	
10.3 The diachrony of morphophonological alternations	
10.4 Morphophonology as phonology	
10.5 Morphophonology as morphology	
<b>11 Morphology and valence</b>	<b>12</b>
11.1 Valence-changing operations	
11.1.1 Semantic valency and syntactic valence	
11.1.2 Agent-backgrounding operations	
11.1.3 Patient backgrounding operations	
11.1.4 Agent adding operations	
11.1.5 Object creating operations	
11.1.6 General properties of valence changing operations	
11.2 Valence in compounds	



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- 11.2.1 Noun incorporation  
 11.2.2 V-V compound verbs  
 11.2.3 Syntactic nominal compounds  
 11.3 Transpositional derivation  
 11.3.1 Transposition and argument inheritance  
 11.3.2 Action nouns  
 11.3.3 Agent nouns and deverbal adjectives  
 11.3.4 Deadjectival transposition  
 11.4 Transpositional inflection

### Recommended reading

Haspelmath, Martin and Andrea D. Sims. 2010. *Understanding morphology*, 2<sup>nd</sup> ed. London: Hodder Education

### Reading list

1. Ackema, Peter and Ad Neeleman. 2004. *Beyond morphology: interface conditions on word formation*. Oxford: Oxford University Press.
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4. Anderson, Stephen. 2005. *Aspects of the theory of clitics*. New York: Oxford University Press, Inc.
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27. Lieber, Rochelle. 2009. *Introducing morphology.* New York: Cambridge University Press.
28. Mathews, P. H. 1991. *Morphology*, 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
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31. Peterson, David. 2007. *Applicative constructions.* New York: Oxford University Press, Inc.
32. Shopen, Timothy (ed.). 2006. *Language typology and syntactic description*, 2<sup>nd</sup> ed. Vol. III: Grammatical categories and the lexicon. Cambridge: Cambridge University Press.
33. Sle Kirk, Elisabeth O. 1982. *The syntax of words.* Cambridge, MA: The MIT Press.
34. Spencer, Andrew. 1993. *Morphological theory.* Oxford: Blackwell Publishers Ltd.
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36. Štekauer, Pavol and Rochelle Lieber. 2005. *Handbook of word formation.* Dordrecht: Springer.
37. Stump, Gregory T. 2001. *Inflectional morphology: a theory of paradigm structure.* Cambridge: Cambridge University Press.

# Syntax

LING 532B

Paper II B

Full marks: 50

Teaching hours: 75

## Course description

This is an introductory course on syntax. It aims to systematically train the students on contemporary syntax. It enables them to understand the current methods, tools and approaches in the field of syntactic analysis.

## Course objectives

In completion of this course, the students will be able to analyze sentences in any language. More specifically, they will

- understand the basics of syntax.
- be familiar with the syntactic constituents and their relations in typologically different languages.
- be familiar with the current practices in this field.
- be able to apply the theoretical knowledge for the solution of practical problems related to syntax.
- be able to describe various syntactic processes found in natural languages.
- be familiar with the tools and methods of syntactic analysis and be able to use them in actual data analysis.
- acquire a level of knowledge for careful and qualitative syntactic argumentation.

<u>Unit</u>	<u>Teaching hours</u>
<b>1. Basics</b>	3
1.1 Syntax: the study of syntactic structure	
1.2 Typical syntactic constructions: word order, promotion and demotion processes, hierarchical structure	
<b>2. Word classes</b>	7
2.1 Identifying word classes	
2.1.1 Some evidences	
2.1.2 Nouns, adjectives and verbs: linguistic criteria for class identification	
2.2 Verbs: introduction to verb classes, grammatical categories of verbs	
2.3 Nouns: semantic and syntactic roles for noun phrases, grammatical categories for nouns, definiteness and determiners	
2.4 Adjectives: positions and functions, adjectives and intensifiers, grammatical categories of adjectives	
2.5 Adverbs: adverbs and adjectives, the adjunct function	
2.6 Prepositions and postpositions	
<b>3. Inside the sentences</b>	10
3.1 Finiteness and auxiliaries	

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- 3.1.1 Independent clauses
- 3.1.2 Finiteness
- 3.1.3 Main verbs and verbal auxiliaries
- 3.1.4 Ways to express the grammatical categories for verbs
- 3.1.5 Non-finite verbs
- 3.1.6 Co-ordination of clauses

3.2 Subordination

- 3.2.1 Complement clauses
- 3.2.2 Adjunct and adverbial clauses
- 3.2.3 Identifying subordinate clauses
- 3.2.4 Root and subordinate clauses
- 3.2.5 Cross-linguistic variation in subordination

3.3 Major cross-linguistic variations

- 3.3.1 The co-ordinate strategy
- 3.3.2 Nominalization
- 3.3.3 Serial verbs

10

4. Heads and their dependents: relations within a phrase

4.1 Heads and their dependents

- 4.1.1 Concept of head and dependent
- 4.1.2 The influence of heads on their dependents
- 4.1.3 Properties of heads
- 4.1.4 Adjuncts and complements: properties
- 4.1.5 Verbs and their complements
- 4.1.6 Other heads and their complements
- 4.1.7 Noun phrases as determiner phrases: DP hypothesis
- 4.1.8 Phrases within phrases

4.2 Head-initial and head-final languages

4.3 Head-marking and dependent marking languages

- 4.3.1 Syntactic relationship between heads and dependents
- 4.3.2 Head adposition and its NP object
- 4.3.3 The clause: a head verb and the arguments of the verb
- 4.3.4 Head noun and dependent possessor NP
- 4.3.5 Head noun and dependent AP
- 4.3.6 Some typological distinctions

5. Identifying constituents

10

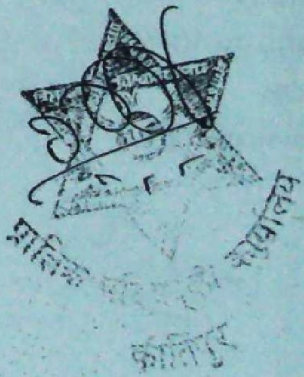
5.1 Discovering the structure of sentences

- 5.1.1 Evidence of syntactic structure
- 5.1.2 Some syntactic tests for constituent structure: pro-form test, fragment test, echo question test, cleft test, displacement and dependency
- 5.1.3 Constituent structure tree

5.2 Relations within the tree: dominance and precedence

5.3 Detailed tree diagrams and more tests

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5.3.1 Verb classes and constituent structure: ellipsis test

5.3.2 The coordinate test

5.3.3 Constituents across languages

**6. Relationship within the clause**

**15**

6.1 Indication of grammatical relations in the clause

6.2 Order of phrases within the clause

6.2.1 Basic and marked order

6.2.2 Statistical patterns

6.3 Case systems

6.3.1 Ways of dividing core arguments

6.3.2 Nominative/accusative systems

6.3.3 Ergative/absolute systems

6.3.4 Split systems

6.4 Agreement and cross-referencing

6.4.1 System of verb agreement

6.4.2 Nominative/accusative agreement systems

6.4.3 Ergative/absolute agreement systems

6.4.4 Split systems

6.5 Grammatical relations

6.5.1 Core grammatical relations

6.5.2 Subject: typical cross-linguistic properties (Icelandic, Lezgian, Tagalog)

6.5.3 Objects

6.6 Free word order: case of Walpiri

**7. Grammatical relation changing processes**

**10**

7.1 Passives and impersonals

7.1.1 The passive constituent and transitive verbs

7.1.2 The impersonal construction

7.2 The antipassive

7.2.1 Basic facts

7.2.2 Primary grammatical relations and grammatical pivots

7.3 The applicative construction

7.4 The causative construction

**8. Wh-constructions: questions and relative clauses**

**10**

8.1 Wh-questions

8.1.1 Languages with wh-movement

8.1.2 Wh-in-situ languages

8.1.3 Multiple wh-questions

8.2 Relative clauses

8.2.1 Relative clauses in English

8.2.2 Cross-linguistic variation in relative clauses

8.3 Focus movement and scrambling



### Recommended reading

1. Tallerman, Maggie. 2011. *Understanding syntax*, 3<sup>rd</sup> ed. London: Hodder Education

### Reading list

1. Alexiadou, Artemis; Elena Anagnostopoulou; and Florian Schäfer. 2006. The properties of anticausatives crosslinguistically. In Mara Frascarelli (ed.), *Phases of interpretation*. Berlin: Mouton de Gruyter GmbH & co, 187-211.
2. Anderson, John M. 1997. *A notional theory of syntactic categories*. Cambridge: Cambridge University Press.
3. Arts, Bas. 2008. *English syntax and syntactic argumentation*, 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan.
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6. Baker, Mark C. 2008. *The syntax of agreement and concord*. Cambridge: Cambridge University Press.
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9. Bhat, D. N. S. 2004. *Pronouns*. New York: Oxford University Press, Inc.
10. Blake, Berry J. 2001. *Case*, 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
11. Chomsky, Noam. 1977. On wh-movement. In Peter Culicover, Thomas Wasow and Adrian Akmajian (eds.), *Formal syntax*. 77-132. New York: Academic Press.
12. Comrie, Bernard. 1989. *Language universal and linguistic typology*, 2<sup>nd</sup> ed. Oxford: Basil: Blackwell.
13. Corbett, Greville. 1991. *Gender*. Cambridge: Cambridge University Press.
14. Corbett, Greville. 2000. *Number*. Cambridge: Cambridge University Press.
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24. Haiman, John; and Sandra A Thompson (eds.). 1988. *Clause combining in grammar and discourse*. Amsterdam: John Benjamins Publishing Company.
25. Hawkins, John A. 1983. *Word order universals*. New York: Academic Press.
26. Keenan, Edward L. 1976. Towards a universal definition of 'subject'. In Charles N. Li (ed.), *Subject and topic*. New York: Academic Press, 303-333.
27. Keenan, Edward L.; and Bernard Comrie. 1977. Noun phrase accessibility and universal grammar. *Linguistic inquiry*, 8: 63-99.
28. Larson, Richard K. 2010. *Grammar as science*. Cambridge, MA: The MIT Press.
29. Laura, Ritva (ed.). 2008. *Crosslinguistic studies of clause combining: the multifunctionality of conjunctions*. Amsterdam: John Benjamins Publishing Company.
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38. Peterson, David A. 2007. *Applicative construction*. New York: Oxford University Press, Inc.
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40. Randall, Janet H. 2010. *Linking: the geometry of argument structure*. Dordrecht: Springer.
41. Rauh, Gisa. 2010. *Syntactic categories: their identification and description in linguistic theories*. New York: Cambridge University Press, Inc.
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43. Shopen, Timothy (ed.). 2007. *Language typology and syntactic description*. Volume 1: Clause structure. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
44. Shopen, Timothy (ed.). 2007. *Language typology and syntactic description*. Volume 2: Complex construction. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
45. Van Valin, Robert, Jr. 2001. *An introduction to Syntax*. Cambridge: Cambridge University Press.
46. Abraham, Werner; and Larisa Leisiö (eds.). *Passivization and typology: form and function*. Amsterdam: John Benjamins Publishing Company.
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# Semantics and pragmatics

LING 533A

Paper III A

Full marks: 50

Teaching hours: 75

## Course description

This is an introductory course on semantics and pragmatics. It is designed to impart the knowledge concerning the concepts and issues of linguistic meaning in contemporary linguistics to the students. The course covers the basics of both semantic and pragmatic dimensions of meaning. It also introduces meaning in morphosyntactic categories and further covers the current practices in the study of meaning such as cognitive semantics.

## Course objectives

On completion of this course the students will be acquainted of elements of meaning and their articulation in language. The course enables students to understand various ways of organization of meaning in actual communication. More specifically, the students will

- understand the components of meaning and their organization in linguistic communication.
- be able to analyze various types of meaning and meaning relations.
- develop a command on tools and methods of meaning analysis practised in contemporary linguistics.
- be able to argue on the interpretation of meaning.

## Course contents

### Unit

### Teaching hours

#### 1 Foundations

15

##### 1.1 Basics of semantics

###### 1.1.1 Concept of meaning

###### 1.1.2 Meaning, communication and significance

###### 1.1.3 Meaning of 'meaning': meaning in different languages

###### 1.1.4 The semiotic triangle

###### 1.1.5 Lexeme, sense, reference, denotation, connotation, compositionality, levels of meaning

###### 1.1.6 Object language and meta-language

###### 1.1.7 Four ways of defining meaning: meaning as referents/denotations, meaning as concepts/mental representation, meaning as brain status, meaning as use

##### 1.2 Meaning and definition

###### 1.2.1 Meaning and dictionary

###### 1.2.2 Units of meaning: words and morphemes, below the morpheme, above the word, contextual modification

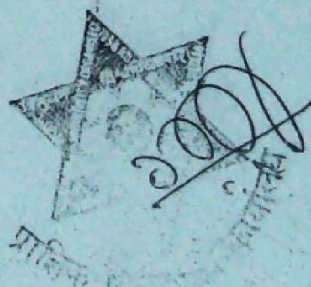
###### 1.2.3 Definition and substitutability

###### 1.2.4 Semantic primitives

#### 2 Lexical semantics

5

##### 2.1 Lexical relations: antonymy, meronymy, hyponymy, taxonomy, synonymy



2.2 Componential analysis	
2.3 Polysmy, monosemy and homonymy	
<b>3 Logic and propositional semantics</b>	<b>10</b>
3.1 Validity, soundness and logical form	
3.2 Propositional logic: logical operators, truth function and truth table	
3.3 Predicate calculus	
3.4 Relation between propositions: entailment, presupposition, contradiction	
<b>4 Meaning and cognition</b>	<b>15</b>
4.1 Categorization: classical and prototype categorization	
4.2 Cognitive approaches to semantics	
4.2.1 Commitment of cognitive semantics	
4.2.2 Idealized cognitive models	
4.2.3 Embodiment of image schemes	
4.2.4 Metaphor and metonymy	
4.2.5 Problems with cognitive semantics	
4.3 Conceptual semantics (R. Jackendoff)	
4.4 Semantics and computation: wordnet, word sense disambiguation	
<b>5 Meaning and morphosyntax</b>	<b>10</b>
5.1 Semantics of parts of speech: variations in system, delimitation, Hopper and Thomson's proposal	
5.2 Semantics of tense and aspect	
5.3 Verbs and participants: thematic roles, proto-roles, argument structure alternation	
<b>6 Pragmatics</b>	<b>20</b>
6.1 Reference and deixis	
6.1.1 Reference: Definite, indefinite and generic reference, types of definite reference	
6.1.2 Deixis: Person, spatial, temporal, social and discourse deixis	
6.2 Speech acts	
6.2.1 Locutionary, perlocutionary and illocutionary acts	
6.2.2 Classification of speech acts	
6.2.3 Successful performance of speech acts	
6.3 Implicature	
6.3.1 Conversational implicature	
6.3.2 Grice's conversational maxims: types, nature and violation	
6.3.3 Politeness principles and maxims	
6.3.4 Relevance theory	

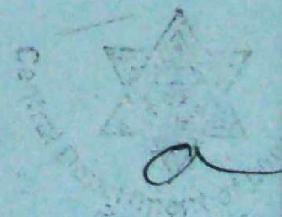
**Recommended readings**

1. Reimer, Nick. 2010. *Introducing semantics*. New York: Cambridge University Press.
2. Cruse, D. Alan. 2004. *Meaning in language: an introduction to semantics and pragmatics*, 2<sup>nd</sup> ed. New York: Oxford University Press. (Chapters 15, 16 and 17)

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## Reading list

1. Allwood, Jens and Peter Gärdenfors (eds.). 1999. *Cognitive semantics: meaning and cognition*. Amsterdam: John Benjamins Publishing Company.
2. Ariel, Mira. 2008. *Pragmatics and grammar*. Cambridge: Cambridge University Press.
3. Austin, J. L. 1962. *How to do things with words*. Oxford: Oxford University Press.
4. Baker, Mark C. 2004. *Lexical categories: verbs, nouns and adjectives*. Cambridge: Cambridge University Press.
5. Bybee, Joan. 2010. *Language, usage and cognition*. Cambridge: Cambridge University Press.
6. Chierchia, Gennaro; and Sally McConnell-Cinet. 1990. *Meaning and grammar: an introduction to semantics*. Cambridge, MA: The MIT Press.
7. Cruse, D. A. 1986. *Lexical semantics*. Cambridge: Cambridge University Press.
8. Davis, Steven and Brendan S. Gillon (eds.). 2004. *Semantics: a reader*. New York: Oxford University Press, Inc.
9. Evans, Vyvyan and Melanie Green. 2006. *Cognitive linguistics: an introduction*. Edinburgh: Edinburgh University Press.
10. Frawley, William. 1992. *Linguistic semantics*. Hillsdale, NJ: Lawrence Erlbaum Associates.
11. Geeraerts, Dirk. 2010. *Theories of lexical semantics*. New York: Oxford University Press, Inc.
12. Grundy, Peter. 2000. *Doing pragmatics*, 2<sup>nd</sup> ed. London: Arnold.
13. Gumperz, John J. 1982. *Discourse Strategies*. Cambridge: Cambridge University Press.
14. Heim, Irene and Angelika Kratzer. 1998. *Semantics in generative grammar*. Malden, MA: Blackwell Publishers, Inc.
15. Hurford, James R.; Grendan Heasley; and Michael B. Smith. 2007. *Semantics: a coursebook*. Cambridge: Cambridge University Press.
16. Jackendoff, Ray S. 1990. *Semantic structure*. Cambridge, MA: The MIT Press.
17. Jackendoff, Ray. 2002. *Foundations of language: brain, meaning, grammar, evolution*. New York: Oxford University Press, Inc.
18. Kate, Kearns. 2000. *Semantics*. Hampshire: Palgrave Macmillan.
19. Keith, Allan. 1986. *Linguistic meaning*, Vols. 1 and 2. London: Routledge and Kegan Paul.
20. Kemson, Ruth M. 1977. *Semantic theory*. Cambridge: Cambridge University Press.
21. Laurence R. Horn; and Gregory Ward (eds.). 2004. *The handbook of pragmatics*. (Blackwell handbooks in linguistics). Oxford: Blackwell Publishing Ltd.
22. Leech, Geoffrey. 1981. *Semantics: the study of meaning*, 2<sup>nd</sup> ed. Middlesex: Penguin Books.
23. Leech, Geoffrey. 1983. *Principles of pragmatics*. London: Longman.
24. Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
25. Liddicoat, Anthony J. 2007. *An introduction to conversational analysis*. London: Continuum.
26. Ludlow, Peter. 1999. *Semantics, tense, and time: an essay in the metaphysics of natural language*. Cambridge, MA: The MIT Press.
27. Lyons, John. 1977. *Semantics*, Vols. 1 and 2. Cambridge: Cambridge University Press.
28. Lyons, John. 1995. *Linguistic semantics: an introduction*. Cambridge: Cambridge University Press.
29. Mey, Jacob. 2001. *Pragmatics: an introduction*, 2<sup>nd</sup> ed. Malden, MA: Blackwell Publishing.
30. Ogden, C. K. and I. A. Richards. 1923. *The meaning of meaning: a study of the influence of language upon thought of the science of symbolism*. New York: Harcourt, Brace & World, Inc.



31. Prandi, Michele. 2004. *The building block of meaning: ideas for a philosophical grammar*. Amsterdam: John Benjamin Publishing Company.
32. Pustejovsky, James. 1996. *The generative lexicon*. Cambridge, MA: The MIT Press.
33. Rothstein, Susan. 2004. *Studying events: a study in the semantics of lexical aspect*. Malden, MA: Blackwell Publishing Ltd.
34. Ruhl, Charles. 1989. *On monosemy: a study in linguistic semantics*. Albany: State University of New York Press
35. Searl, John R. 1969. *Speech acts: an essay in the philosophy of language*. Cambridge and New York: Cambridge University Press.
36. Singleton, David. *Language and the lexicon: an introduction*. London: Arnold.
37. Taylor, John R. 1985. *Linguistic categorization: prototypes in linguistic theory*, 2<sup>nd</sup> ed. New York: Oxford University Press, Inc.
38. Wooffitt, Robin. 2005. *Conversational analysis and discourse analysis: a comparative and critical introduction*. London: Sage Publications.
39. Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.
40. Zoltán, Kövecses. 2010. *Metaphor: a practical introduction*, 2<sup>nd</sup> ed. New York: Oxford University Press, Inc.





1.1.8 Theory of *sphoṭa*: general characteristics of *sphoṭa*, Patañjali's view, Bhartṛhari's view, critics of the *sphoṭa* theory

1.1.9 Studies on dialects

1.2 Other Eastern traditions: Chinese, Arabic and Hebrew traditions

**2 Greek, Roman and Medieval linguistics**

**12**

2.1 Greek and Roman tradition

2.1.1 The term 'grammar' in Greek and Roman tradition

2.1.2 Phonetics and phonology

2.1.3 Contributions of Plato, Aristotle, Democritus and atomic school, Dionysius Thrax, Varro, Quintilian, Apollonius Dyscolus, Donatus, Priscian

2.1.4 Origin of words and grammar

2.1.5 Elements of sentences and the theory of parts of speech

2.1.6 Stoics and analysis of language

2.2 Medieval linguistics

2.2.1 The notion 'medieval period in European history

2.2.2 Characteristics of medieval scholarship

2.2.3 Linguistics and grammar in Early Medieval Ages

2.2.4 Contributions of Boethius, Cassiodorus, Isidore of Seville, Iulianus Toletanus, Virgilius

2.2.5 Elementary grammarians, exegetic grammars and Carolingian renaissance

2.2.6 High Medieval period

- Scholasticism and speculative grammar

- Major issues: possibility of universal grammar, redefinition of parts of speech and syntactic theory

2.2.7 Contributions of William of Conches, Petrus Helias, Robert Kilwardy, Roger Bacon

2.2.8 The grammar of Modistae

**3 Renaissance and after**

**6**

3.1 Renaissance and its impact on linguistic studies

3.2 Impact of Hebrew-Arabic linguistics and studies on local / national languages

3.3 Contribution of Petrus Ramus

3.4 Contact with non-European languages and Jesuit Missionaries

3.5 Philosophical development: empiricism, rationalism and idea of universal language and universal grammar

3.6 Reformation: writing and teaching vernacular languages

3.7 Seventeenth century and Port-Royal grammar

3.8 Eighteenth century: Practice of dictionary making, interest in exotic languages, contributions of Du Marsais, Condillac, Beauzee, Maupertuis, Michaelis, Rousseau, Herder, James Harris, Tooke

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<b>4 Comparative and historical linguistics and 19<sup>th</sup> century</b>	<b>7</b>
4.1 Early works on comparative linguistics	
4.2 Contributions of Jones, Whitey, Schlegel brothers, Max Muller, Bopp, A. F. Pott, Rask, Grimm, Schleicher	
4.3 Humboldt and his general linguistics	
4.4 The new grammarians	
<b>5 Twentieth century in Europe</b>	<b>15</b>
5.1 Legacy of earlier centuries	
5.2 Ferdinand de Saussure: structuralism, dichotomies, Geneva school	
5.3 De Courteney and Kazan school	
5.4 Prague school functionalism: Trubetzkoy, Mathesius, Jakobson	
5.5 Danish linguistics: Glossematics (Hjelmslev, Uldall), Fischer-Jørgensen, Brøndal, Otto Jespersen	
5.6 Martinet and functional grammar	
5.7 British linguistics: Malinowski, Daniel Jones, and Firth and London school	
<b>6 Twentieth century in America</b>	<b>15</b>
6.1 Works of Sapir and Boas and emergence of anthropological linguistics	
6.2 Sapir-Whorf hypothesis	
6.3 Structuralism in America	
6.3.1 Contributions of Bloomfield, Hockett and Harris	
6.3.2 Development in phonology, morphology and syntax	
6.4 Tagmemics and stratificational grammar	
6.5 Emergence of transformational generative grammar	
6.5.1 Noam Chomsky and problems in structuralism	
6.5.2 Early transformational generative works: ideas in Syntactic Structure (1957) and Aspects (1965)	
6.5.3 Divergence after Aspects: Case grammar, generative semantics, relational grammar, arguments for non-transformational generative grammars	
6.6 Emergence of typological study: Greenberg's work on typology and universals, areal linguistics	
<b>7 Classification of languages</b>	<b>5</b>
7.1 Taxonomy and classification: a short history	
7.2 Types of language classification	
7.3 Major language families of the world	
7.4 Languages of Nepal and linguistic studies in Nepal	
<b>8 Writing system</b>	<b>5</b>
8.1 Definition of writing	
8.2 Emergence and development of writing system	
8.3 Internal structure of writing system	
8.3.1 Phonetic, semantic and glottographic writing	



8.3.2 Syllabic vs. moraic writing

8.3.3 Featural system

8.4 Survey of writing system in the languages of Nepal.

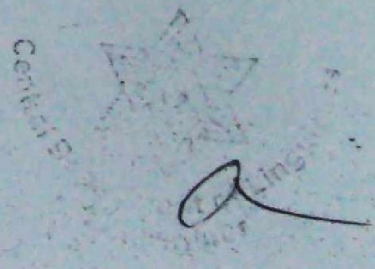
Recommended readings

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2. Lyons, John. 1991. *Chomsky*, 3<sup>rd</sup> ed. London: Fontana Press.
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# Sociolinguistics

LING 534A

Paper IV A  
Full marks: 50  
Teaching hours: 75

## Course description

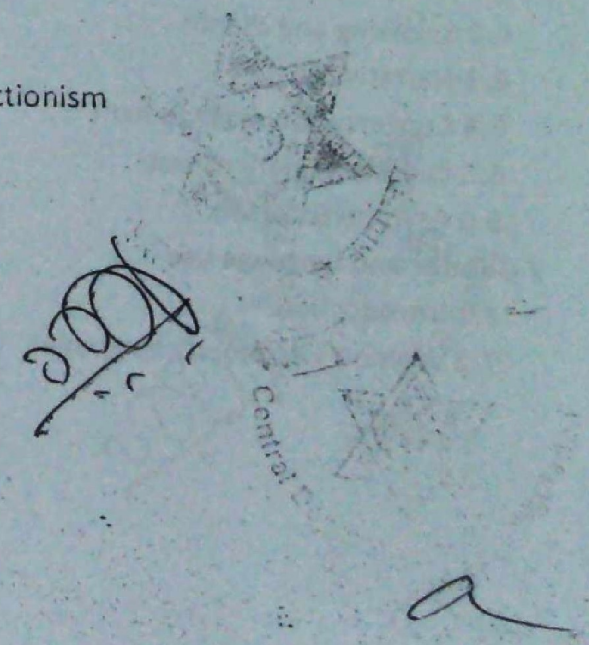
This is an introductory course on sociolinguistics. This course is designed to help students to recognize and understand an intimate relationship between society, culture and language. It introduces the sociolinguistic concepts and issues and corresponding theories in such a way that they help each other in presenting the ideas to the students systematically. The course also covers the recent topics such as critical sociolinguistics and applied aspects such as language planning and policy. The course, therefore, aims to help students to apply the knowledge to understand the dynamics of Nepalese politics and society in relation to language related issues such as multilingualism, language contact, language and power, and their consequences. It further aims to enable students finding solutions to the language related problems prevalent in societies, particularly Nepalese society.

## Course objectives

- The general objective of the course is to make students acquainted with the dynamic relationship between the society and language, and thereby help them apply this knowledge in practical life. Specifically, on the completion of this course, the students will
- understand the functions of language in society and culture.
  - be able to describe the fundamental concepts and to identify the critical issues in sociolinguistics.
  - be able to identify and analyze sociolinguistic problems and suggest appropriate solution(s).
  - acquire a skill to apply sociolinguistic knowledge in resolving language related conflicts and formulating linguistic policies.
  - develop a capacity to undertake a sociolinguistic analysis of any linguistic community.

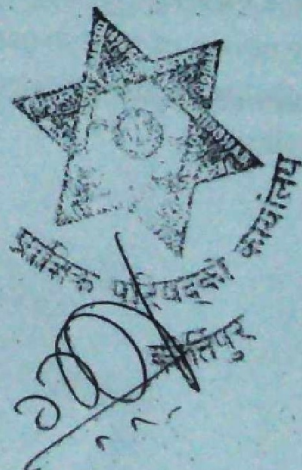
## Course contents

<u>Unit</u>	<u>Teaching hours</u>
<b>1 Introduction</b>	<b>8</b>
1.1 Relation between language and society: language as a social construct	
1.2 Description vs. prescription	
1.3 Prescriptivism and standardization of a dialect	
1.4 Speech and writing	
1.5 Societies and speech communities	
1.5.1 Three views of society: functionalism, Marxism, interactionism	
1.5.2 The notion of speech community	
1.6 Monolingualism and multilingualism	
1.6.1 Diaglossia	



<b>2 Regional dialectology</b>	<b>6</b>
2.1 Introduction	
2.2 Traditional dialectology: dialectology in Europe, drawing and interpreting dialect maps, criticism of traditional dialectology	
2.3 Modern approaches to dialect: the border dialect, the birth of new dialects	
2.4 Challenges for dialectologist	
<b>3 Social dialectology</b>	<b>5</b>
3.1 Introduction	
3.2 Variationist theory: principles and methods	
3.2.1 Case studies: children in New England, Martha's Vineyard, sociolinguistic variation in New York City	
3.2.2 Fieldwork method in variationist sociolinguistics	
3.3 Stylistic and social categories: style, class and language, gender, class and language, ethnicity and dialect variation	
<b>4 Language variation and change</b>	<b>8</b>
4.1 Introduction	
4.2 Models of language change: variationist approach, lexical diffusion, the gravity model, real-time vs. apparent-time studies	
4.3 Vernacular maintenance and change	
4.3.1 Findings of Berlin Vernacular Project	
4.4 New approaches to variation and change	
4.4.1 Patterns of variation and change in Sydney: a case study	
4.5 Vowel shifts: towards a holistic approach to dialect and change	
4.6 Limits of variation theory	
<b>5 Language choice and code-switching</b>	<b>5</b>
5.1 Introduction	
5.2 Evaluation and accommodation: language variation as meaningful	
5.3 Language choice in bilingual communities	
5.4 Code-switching in bidialectal and bilingual communities	
5.4.1 Code-switching and conversion management	
5.4.2 Language crossing	
5.5 Code-switching and style-shifting	
<b>6 Language in interaction</b>	<b>5</b>
6.1 Introduction	
6.2 Speaking and silence	
6.3 Narratives	
6.4 Conversation management	
6.5 Encoding relationships	
6.6 Asymmetrical talk	
<b>7 Gender and language use</b>	<b>7</b>
7.1 Introduction	
7.2 Women's and men's languages	

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- 7.3 Variationist studies: quantifying gender
- 7.3.1 Gender and social stratification
  - 7.3.2 Gender and life style
  - 7.3.3 Gender and acts of identity
- 7.4 Gender in interaction: deficit, dominance and difference
- 7.5 Gender and politeness
- 7.6 Contextualized approaches
- 7.6.1 Changing conceptions of language and gender
  - 7.6.2 Contextualized approaches in empirical research
  - 7.6.3 Continuing challenges and debates
- 8 Language contact** **10**
- 8.1 Maintenance, shift and death
    - 8.1.1 Introduction
    - 8.1.2 Contact and borrowing
    - 8.1.3 Language maintenance, shift and death: Causes of shift, speaker competence in language shift, gender and shift
    - 8.1.4 Case study: language contact, maintenance and shift among Native Americans
    - 8.1.5 Saving endangered languages
      - A model for reversing language shift: GID
  - 8.2 Pidgins and creoles
    - 8.2.1 Historical background
    - 8.2.2 Pidgin structures and theories of their origins: vocabulary, grammatical structure, theories of origins
    - 8.2.3 Creole structures and theories of their origin: theories of creolization, recreolization
- 9 Critical sociolinguistics** **6**
- 9.1 Power: face and power in sociolinguistics, power in sociology
  - 9.2 Critical discourse analysis
    - 9.2.1 Ideology and ideological state apparatuses
    - 9.2.2 Sign of struggle
    - 9.2.3 Discourse and decentered subjects
  - 9.3 Critical language awareness in action: newspaper reports, ads as an example of discourse, language of the superpowerful
  - 9.4 Resistance to powerful language: the weapon of the weak, anti-language, debates about sexism
  - 9.5 Sociolinguistics and symbolic power: the work of Pierre Bourdieu
- 10 Language planning and policy** **10**
- 10.1 Introduction
  - 10.2 Dimensions of language planning
  - 10.3 The process of language planning
  - 10.4 Relational choice model and its critics
  - 10.5 Haugen's acceptability criterion
  - 10.6 Language planning, power and ideology
  - 10.7 Case studies: Norway and South Africa



10.8 Language planning in Nepal

11 Sociolinguistics of sign language

5

11.1 Deaf community as a linguistic minority

11.2 Language contact, diagglossia and code-switching

11.3 Sociolinguistic variation in sign language

**Recommended reading**

Mesthrie, Rajend; Joan Swann; Ana Deumert; and William I. Leap. 2009. *Introducing sociolinguistics*, 2<sup>nd</sup> ed., Edinburgh: Edinburgh University Press.

**Reading list**

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25. Matras, Yaron. 2009. *Language contact*. Cambridge: Cambridge University Press.
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# Psycholinguistics

LING 534B

Paper IV B

Full marks: 50

Teaching hours: 75

## Course description

This is an introductory course on psycholinguistics. It is designed to give an understanding of relationship between language and mind / brain and of how language is represented, processed and developed within an individual person. It covers the topics including language loss, methods of psycholinguistic research, learnability, etc.

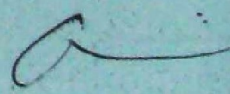
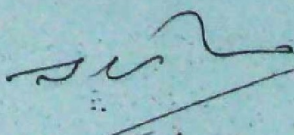
## Course objectives

Generally, the course aims to make students well acquainted with the various dimensions of relationship between language and mind / brain. They will understand how languages are stored and processed in the human brain, and how a human child acquire linguistic competency. Specifically, on the completion of this course, students will

- understand the brain structure and identify the sites of language representation in brain and possible consequences to language in case of damage and defects in those areas.
- be familiar with the theories of storage and use of language.
- be acquainted with the methods of research in language – mind/ brain relationship.
- understand why and how natural languages are acquired, but not other artificial languages.
- be able to apply the knowledge in finding probable solutions to the psycholinguistic problems.

## Course contents

<u>Unit</u>	<u>Teaching hours</u>
<b>1 Basics</b>	<b>2</b>
1.1 Introduction and scope of psycholinguistics	
1.2 Historical development of psycholinguistic study	
<b>2 Language and brain</b>	<b>20</b>
2.1 Neurolinguistics: introduction and objectives	
2.2 The brain	
2.2.1 Nerves	
2.2.2 The central nervous system	
2.2.3 Lateralization: hemispherical dominance	
2.2.4 Localization: cortical brain regions important for language	
2.3 Sources of information: data from brain damage, Wada's test, Tachistoscopic presentation, dichotic listening test, split-brain patients, cortical stimulation, imaging techniques	
2.4 Aphasia	
2.4.1 Classification of the syndromes: Introduction, Broca's aphasia and agrammatism, Wernicke's aphasia, Conduction aphasia, Anomic aphasia, Other cortical syndrome, Subcortical aphasias, Special patterns in aphasia	



2.4.2 Childhood aphasia and other language disorders: Aphasia in childhood, Developmental dysphasia	
2.5 Right brain damage: hemispherectomy, contribution of right hemisphere, split-brain patients	
2.6 Dementia: language and cognition, subcortical dementias, cortical dementias, the lexicon, Alzheimer's disease and language, progressive aphasia, bilingual dementia	
2.7 Disorders of written words: Dyslexia, alexia, disgrafia	
<b>3 Psychological mechanism</b>	<b>6</b>
3.1 Information processing system: working memory, long-term memory	
3.2 Issues in language processing	
3.2.1 Serial and parallel processing	
3.2.2 Top-down and bottom-up processes	
3.2.3 Automatic and controlled processes	
3.2.4 Modularity	
3.3 Development of processing system: development of working memory, development of long-term memory	
<b>4 Methods in psycholinguistic researches</b>	<b>3</b>
4.1 Corpus research	
4.2 Experimentation: Chronometric studies, brain imaging	
4.3 Simulation	
<b>5 Language comprehension</b>	<b>15</b>
5.1 Perception of spoken language	
5.1.1 Perception of isolated speech segment: motor theory of speech perception	
5.1.2 Perception of continuous speech: TRACE model of speech perception	
5.2 Perception of written language	
5.2.1 Levels of written language processing	
5.2.2 Eye movement during reading	
5.2.3 Perception of letters in isolation	
5.2.4 Perception of letters in word context	
5.2.5 Models of reading	
5.3 Internal lexicon	
5.3.1 Introduction	
5.3.2 Dimension of word knowledge	
5.3.3 Organization of the internal lexicon: semantic network and hierarchy	
5.3.4 Lexical access: models and variables that influence lexical access	
5.4 Sentence comprehension and memory	
5.4.1 Introduction	
5.4.2 Immediate processing of sentence: parsing	
5.4.3 Working memory and comprehension	
5.4.4 Comprehending figurative language: indirect speech, metaphor	
5.4.5 Memory for sentences	
5.5 Discourse comprehension and memory	
5.5.1 Introduction	



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5.5.2 Comprehension of discourse: local and global discourse structure, cohesion	
5.5.3 Role of working memory	
5.5.4 Memory and discourse: three levels of memory	
5.5.5 Schemata and discourse processing	
<b>6 Language production</b>	<b>2</b>
6.1 Formulating linguistic plan: serial model and parallel model	
6.2 Implementing linguistic plan	
<b>7 Early language acquisition</b>	<b>6</b>
7.1 Prelinguistic communication: social context, prelinguistic gesture	
7.2 Early phonology	
7.2.1 Development of speech perception	
7.2.2 Development of speech production	
7.2.3 One word at a time	
7.2.4 Lexical development	
7.2.5 Holophrases	
7.3 Early grammar	
7.3.1 Emergence of grammatical categories	
7.3.2 Comprehension of production	
7.3.3 Individual differences	
<b>8 Later language acquisition</b>	<b>9</b>
8.1 Later grammar	
8.1.1 Acquisition of morphology	
8.1.2 Later syntactic development	
8.1.3 Cross-linguistic differences in later grammar	
8.2 Metalinguistic and discourse	
8.2.1 The emergence of linguistic awareness	
8.2.2 Discourse processes in children	
8.3 Bilingualism and second-language acquisition	
8.3.1 Context of childhood bilingualism	
8.3.2 Bilingual first language acquisition	
8.3.3 Second language acquisition	
8.3.4 Cognitive consequences of bilingualism	
<b>9 Processes of language acquisition</b>	<b>10</b>
9.1 The linguistic environment	
9.1.1 Feral and isolated children	
9.1.2 The critical period hypothesis	
9.1.3 Motherese	
9.2 Cognitive processes	
9.2.1 Operating principles	
9.2.2 Sensorimotor schemata	
9.2.3 Cognitive constraints	
9.2.4 Impairments of language and cognition	



9.3 Innate mechanism

- 9.3.1 The language bioprogram hypothesis
- 9.3.2 Parameter setting
- 9.3.3 The issue of negative evidence
- 9.3.4 Objections to innate mechanism

10 Learnability and language

2

- 10.1 The theory of learnability
- 10.2 The interaction between linguistics and learning systems: empiricist, rationalist and nativist approaches

Recommended readings

1. Carrol, David W. 2008. *Psychology of language*, 5<sup>th</sup> ed. Belmont, CA: Wadsworth/Thomson.
2. Obler, Loraine K. and Kris Gjelow. 1999. *Language and the brain*. Cambridge: Cambridge University Press
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24. Lee, Namhee; Lisa Mikesell; Anna Dina L. Joaquin; and Andrea W Mates; John H. Schuman. 2009. *The interactional instinct: the evolution of acquisition of language of language*. Oxford: Oxford University Press.
25. Lieberman, Philip. 2000. *Human language and our reptilian brain: the subcortical bases of speech, syntax and thought*. Cambridge, MA: Harvard University Press.
26. Lust, Barbara C. 2006. *Child language: acquisition and growth*. Cambridge University Press.
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sum



# Modern linguistic theories

LING 535A

Paper V A

Full marks: 50

Teaching hours: 75

## Course description

This course is designed to introduce a survey of major linguistic theories. The contents are carefully selected to make students acquainted with the tools and methods of some contemporary linguistic theories. The course covers the survey of both formal and functional theories; it also provides a short comparative discussion of six functional theories.

## Course objectives

The course aims to provide a picture of state of current theories of language. It further aims to introduce the students the central ideas and analytical tools of selected theories. More specifically, on the completion of this course, the students will

- understand the basic principles, fundamental problems to address, and goals to achieve, of popular currents linguistic theories;
- be able to compare the theories;
- be able to apply the tools and methods in solving problems within the framework of selected theory.
- be able to select an appropriate theory for specialization or further study.

## Course contents

### Unit

### Teaching hours

#### 1 Principles and parameters theory

30

##### 1.1 Language and linguistic theory

- 1.1.1 Knowledge of language
- 1.1.2 Grammar and universal grammar
- 1.1.3 Some idealizations

##### 1.2 Phrase structure

- 1.2.1 Constituencies and hierarchies
- 1.2.2 Phrase structure rules
- 1.2.3 Verb phrases, noun phrases, and adjectives and adverbs
- 1.2.4 Co-ordinate structure
- 1.2.5 Grammatical functions and relations

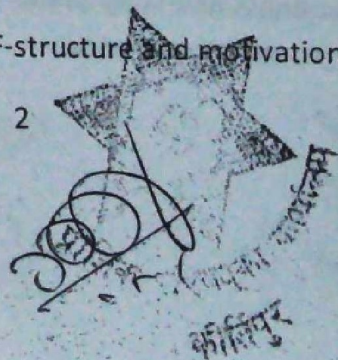
##### 1.3 Lexicon

- 1.3.1 Introduction
- 1.3.2 Subcategorization restrictions
- 1.3.3 Selectional restrictions
- 1.3.4 Lexicon and syntax: separation
- 1.3.5 Categories as feature complexes



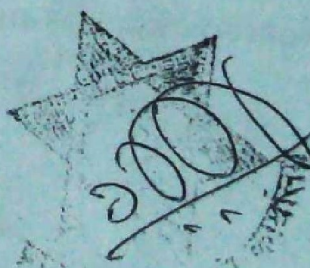
Central Board

- 1.4 Transformations
  - 1.4.1 Nature of transformation
  - 1.4.2 Trace convention
  - 1.4.3 Levels of representation
  - 1.4.4 Wh-movement and NP-movement
  - 1.4.5 Movement of terminal categories: affix-hopping
- 1.5 X'-theory
  - 1.5.1 Head and maximal projection
  - 1.5.2 Specifiers, complements and adjuncts
  - 1.5.3 X'-theory and non-lexical categories: IP, CP
- 1.6  $\theta$ -theory
  - 1.6.1 C-selection and s-selection
  - 1.6.2 Arguments and  $\theta$ -roles
  - 1.6.3 Structural representation of argument structure
  - 1.6.4  $\theta$ -criterion
- 1.7 Case theory
  - 1.7.1 Case filter, visibility hypothesis
  - 1.7.2 Government, spec-head agreement: Nominative Case and Accusative Case
  - 1.7.3 Exceptional Case marking
  - 1.7.4 Genitive Case and DP hypothesis
  - 1.7.5 Structural and Inherent Case
- 1.8 Binding theory and control
  - 1.8.1 Inventories of DP
  - 1.8.2 Principles of binding
  - 1.8.3 PRO and controls
- 1.9 Movement theory
  - 1.9.1 Move  $\alpha$
  - 1.9.2 Bounding theory: island constraints and subjacency
  - 1.9.3 Empty category principle
  - 1.9.4 Barrier
  - 1.9.5 Relativized minimality
- 1.10 Minimalist program
  - 1.10.1 Levels of representation
  - 1.10.2 Generalized transformation and move  $\alpha$
  - 1.10.3 Copy theory of movement
  - 1.10.4 Checking theory
  - 1.10.5 Economy principles: Greed and procrastination
- 2. Lexical functional grammar
  - 2.1 Introduction
    - 2.1.1 Background
    - 2.1.2 "Lexical"
    - 2.1.3 "Functional": grammatical functions, F-structure and motivation, consequences



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- 2.1.4 "Grammar"
- 2.2 Constituent structure
- 2.2.1 Constituent structure in LFG
- 2.2.2 X'-theory: lexical categories and their projection, functional categories, endocentricity
- 2.2.3 Phrase structure rules
- 2.2.4 Exocentricity
- 2.4 Functional structure: grammatical functions, well-formedness conditions, c-structure – f-structure mapping
- 2.5 Argument structure: function changing processes, problems with the remapping analysis, lexical mapping theory
- 3 Head-driven phrase structure grammar** **10**
- 3.1 Background
- 3.2 Feature structure: Concept and descriptions, type and type hierarchy, constraints, grammar rules, lexical entries, head feature principle
- 3.3 Semantics: Compositionality, semantic feature, prediction, semantic principles
- 4. Functional traditions in grammar** **10**
- 4.1 Functionalist approaches to language
- 4.1.1 Introduction: formalism vs. functionalism
- 4.1.2 Language as communication
- 4.1.3 The object of study
- 4.1.4 Autonomy and functional explanation
- The complexity of concept of autonomy
  - Autonomy of syntax
  - Autonomy of grammar
- 4.1.5 The nature of functional explanation
- 4.1.6 Innateness and language acquisition
- 4.1.7 Some further issues
- The centrality of semantics / pragmatics
  - The importance of the cognitive dimension
  - The importance of discourse and its relationship with context
- 4.2 Functionalism, structural-functionalism and structural-functional grammars
- 4.2.1 Dik's functional grammar
- 4.2.2 Role and reference grammar
- 4.2.3 Systemic functional grammar
- 4.2.4 West Coast functionalism
- 4.2.5 Cognitive grammar
- 4.3 Towards a characterization of structural grammars
- 5. Optimality theory** **10**
- 5.1 Basic concepts of OT
- 5.1.1 Language as a system of conflicting universal forces
- 5.1.2 Conflicts between markedness and faithfulness
- 5.1.3 The OT grammar as an input-output device



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- 5.2.4 Constraints: universality and violability
- 5.2 The architecture of an OT grammar
  - 5.2.1 The LEXICON
  - 5.2.2 The GENERATOR
  - 5.2.3 The EVALUATION
  - 5.2.4 Interaction of markedness and faithfulness
  - 5.2.5 Lexicon optimization
  - 5.2.6 Factorial typology
- 5.3 OT and syntax
  - 5.3.1 General assumption
  - 5.3.2 Defining the input of syntax
  - 5.3.3 Defining Gen for syntax
  - 5.3.4 Defining the syntactic constraint inventory

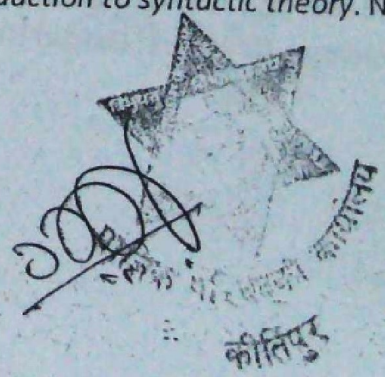
**Recommended readings**

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2. Falk, Y. N. 2001. *Lexical-functional grammar: an introduction to parallel constraint-based*. Stanford: CSLI.
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**Reading list**

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20. Haegeman, Liliane. 1994. *Introduction to Government and Binding theory*, 2<sup>nd</sup> ed. Oxford: Blackwell Publisher Ltd.
21. Haegeman, Liliane. 2006. *Thinking syntactically: a guide to argumentation and analysis*. Oxford: Blackwell Publishing.
22. Halliday, M. A. K. and Christian Matthiessen. 2004. *An introduction to functional grammar*, 3<sup>rd</sup> ed. London: Hodder Arnold.
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सिद्ध



# Research methods and field linguistics

LING 535B

Paper V B

Full marks: 50

Teaching hours: 75

## Course description

This is an introductory course on research method and field linguistics. The course is designed to familiarize the students with the scientific method, research methodology and field linguistics in order to help them organize their researches scientifically, collect relevant data from the field, present data systematically, make healthy arguments, draw valid conclusions and present their researches effectively.

## Course objectives

The general objective of this course is to make students competent researchers. More specifically, on the completion of this course, the students will

- understand the value and purpose of research.
- be able to distinguish between scientific researches and pseudo-scientific researches.
- develop a skill to design, initiate and execute a research successfully.
- be able to manipulate and create appropriate research tools for their end.
- be able to organize a linguistic fieldwork independently or lead a fieldwork group.
- be able to explain the principles and methods of research and linguistic fieldwork.

## Course contents

### Unit

### Teaching hours

#### 1 Science and scientific method

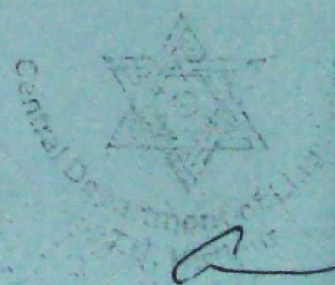
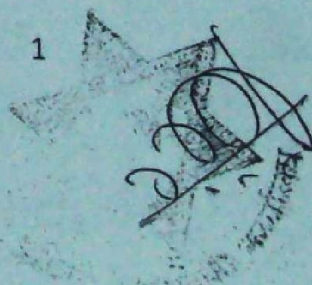
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##### 1.1 Foundation

- 1.1.1 Concept of science: systematic, reasoned judgment, objectivity
- 1.1.2 Imagination, intuition and custom
- 1.1.3 The elements of science: concepts, variables, hypotheses, measurement, theories
- 1.1.4 Strategies of science: thinking over the problem, reality testing, understanding the result
- 1.1.5 Refinement: hypotheses and variables
- 1.1.6 Measurement: measuring variables, measuring the significance and representativeness of data (probability and sampling), measuring relationship between variables (association and correlation)

##### 1.2 Philosophy of scientific method

- 1.2.1 Science and common sense
- 1.2.2 Empirical foundations
- 1.2.3 Empirical testing
- 1.2.4 The network of knowledge
- 1.2.5 Scientific change
- 1.2.6 Scientific understanding



## 2 Basics of methodology

20

2.1 Basics of research: what and why of research, types of research

2.2 Getting started

2.2.1 Becoming aware of problem

2.2.2 Choosing a subject

2.2.3 Problem formulation and specifying objectives

2.2.4 Reading for research: reviews of literature

2.2.5 Research proposal

2.3 Research design

2.3.1 Sources of information

2.3.2 Data collection: access, types and ethical issues, instruments and techniques, documents, interview, observation, questionnaire, mixed method, metadata

2.3.3 Data analysis: tools, techniques and models

2.4 Writing research

2.4.1 Characteristics of research report, steps of good writing

2.4.2 References, style sheet and standard format

2.5 Further issues in research: research ethics, intellectual honesty and plagiarism

## 3 Field linguistics

40

3.1 Field linguistics

3.1.1 Meaning and purpose of fieldwork

3.1.2 Preparation for field

3.1.3 Contact and adjustment with people: informants versus consultants

3.1.4 Technology in the field: recording equipment and practices, computer, pen and paper

3.2 Data collection in the field

3.2.1 Data organization and archiving: note taking and recording, metadata, processing field data, archiving

3.2.2 Phonetics and phonology: word list, transcription, articulatory and acoustic description of sounds, phonemic inventory

3.2.3 Morphology and syntax: elicitation, translation, data manipulation

3.2.4 Lexical and semantic data: getting vocabularies, lexicon compilation, use of ontology

3.2.5 Discourse, pragmatics and narrative data: genres and registers of text, acquisition of different types of texts, spontaneous conversational speech

3.3 Ethics in the field

3.4 Working with existing materials

3.5 Insight from corpus and corpus-based research: introducing corpus, corpus compilation and its use for various linguistic purposes

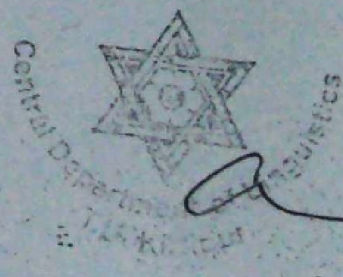
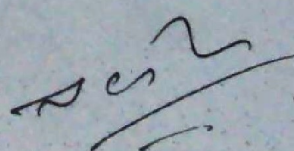
3.6 Fieldwork result

3.6.1 Retuning materials: contribution to the scientific knowledge and speech community

3.6.2 Producing report: glossing, standard format, style sheet

3.7 Introduction to the computer software

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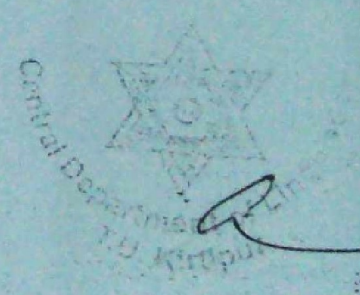
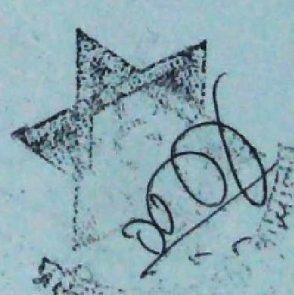
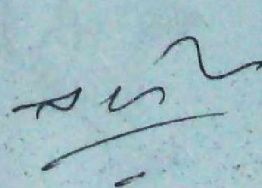


### Recommended readings

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2. Bower, Claire. 2008. *Linguistic fieldwork: a practical guide*. New York: Palgrave Macmillan.
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5. Kosso, Peter. 2011. *A summary of scientific method*. New York: Springer.

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कीर्तिपुर

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