

Paper 1.3: Contemporary Studies in English Language

1) AIMS AND OBJECTIVES

1. To introduce students to the basic tools essential for a systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations
- 5) To introduce learners to the syntactic features of the English language
- 6) To help them shake off some of the regional features of English pronunciation
- 7) To enable them to use English with confidence and with a better understanding of its appropriate social applications.

2) COURSE CONTENT

[**Note:** Teachers are expected to discuss in class the background to major linguistic theories, linguists and their theoretical models. There will be a separate question on the linguistic background]

A note on the allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). The allotment is as follows:

Semester-I

Unit-I: Introduction to Linguistics and Contemporary Theories/Views of Language: **15 clock hours**

Unit-II: Phonology: **15 clock hours**

Unit-III: Morphology: **15 clock hours**

Unit-IV: Syntax: **15 clock hours**

Unit-1: Introduction to Linguistics and Contemporary Theories/Views of Language

A) Introduction: What is Linguistics? Major branches of Linguistics (Psycholinguistics, Sociolinguistics, Computational linguistics, Historical linguistics), Linguistics in the 20th century: A short history

B) Ferdinand de Saussure's Structuralist View of Grammar:

i) Synchronic and Diachronic Studies 42

- ii) Langue and Parole
- iii) Syntagmatic and Paradigmatic Relations
- iv) IC Analysis

C) Chomsky's Theory of Transformational Generative Grammar:

- i) Language acquisition: The Cognitivist approach
 - ii) Competence and Performance
 - iii) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure]
- D) Dell Hymes' Concept of Communicative Competence

Unit-II: Phonology

- i) The Phonemes of English: Description and Classification
- ii) The Syllable: Structure and Types, Syllabic Consonants
- iii) Word Stress: Degrees of Stress, Stress Shift, Grammatical Stress
- iv) Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus (types of nucleus: end-placed and contrastive), Tonic Accent, Pre-tonic Accent, Post-tonic Accent
- v) Intonation Patterns/Uses of Tones, Grammatical, Attitudinal and Accentual functions of Intonation

Unit-III: Morphology

- i) Structure of words: The concepts of Morpheme and Allomorph
- ii) Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational), General Principles of Lexicography.
- iii) Some word formation processes: Reduplication, Clipping, Blending
- iv) Morphophonemic Changes, Phonological and Morphological Conditioning
- v) Problems of Morphological Analysis

Unit-IV: SYNTAX

- a) Sentences and their Parts
- b) Words

[For the topics under Syntax, please refer to: Geoffrey Leech, Margaret Deuchar & Robert Hoogenraad's *English Grammar for Today: A New Introduction* 2nd edn. Palgrave, 2006]