DECCAN COLLEGE POST-GRADUATE AND RESEARCH INSTITUTE
DEEMED UNIVERSITY
Pune- 411 006

M.A. Semester-end Examination –Linguistics
LNG -403: LANGUAGE TEACHING

Time: 11.00am- 1.00pm   **Maximum marks 50**

Note: ALL Sections are compulsory   **Date 18-5-22**

SECTION A

Answer any TWO essay type questions from the following: **Marks 30**

1. Discuss the various factors involved in syllabus designing. Give suitable examples.

2. Write a detailed note on the audio-lingual method of language teaching.

3. Write a lesson plan, material, and test for a class for a task-based syllabus using the communicative method.

SECTION B

Answer any FOUR short notes from the following: **Marks 20**

1. The history of second language learning/acquisition research
2. A short history of language teaching methods
3. Issues in developing materials on English for specific purposes.
4. Norm-referenced and criterion-referenced tests
5. Continuous formal assessment
6. Teaching Aids

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M.A. Semester-end Examination – Linguistics

LNG 406: Discourse Studies

Time: 11.00am-1.00pm   **Maximum marks 50**

Note: ALL Sections are compulsory   **Date : 20.5.22**

SECTION A

Answer any TWO essay type questions from the following: **Marks 30**

1. What is a 'personal experience narrative'? Discuss Labov's 'PEN' as an approach to narrative analysis.
2. *Societal power relations and inequalities are established and reinforced through language use*. Write a critique of this central tenet of the approach named Critical Discourse Analysis. Give examples to illustrate your answer.
3. [A] Explain with suitable examples the concept of 'contextualisation cues' introduced by John Gumperz.
   [B] Discuss how the concepts of contextualisation cues and conversational inferencing make interactional sociolinguistics useful for exploring how talk and culture come together to create meaning in conversation.

SECTION B

Answer any FOUR short notes from the following: **Marks 20**

1. Interactive Pragmatics as a tool for discourse analysis
2. Mechanisms of turn-taking in conversation
3. Traditions of Discourse Analysis
4. Analysis of classroom / doctor-patient discourse
5. Chronotope as a framework for analysing personal narratives
6. Cohesion ties in discourse

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M.A. Semester-end Examination – Linguistics

LNG 407: PSYCHOLINGUISTICS

Time: 11.00am-1.00pm   Maximum marks 50
Note: ALL sections are compulsory   Date: 24.5.22
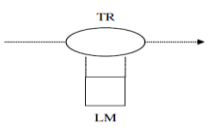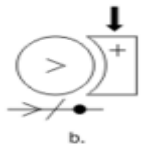
SECTION A

Answer any TWO essay type questions from the following: **Marks 30**

1. Discuss the interdisciplinary nature of psycholinguistics. Explain the different ways in which psycholinguistic studies are undertaken.

2. Discuss with examples the theories of first language acquisition.

3. Discuss the relationship between brain and language. Illustrate your answer.

SECTION B

Answer any FOUR short notes from the following: **Marks 20**

1. Logogen Model
2. Role of speech errors in understanding speech production
3. Communicative strategies
4. Colour terms and perception of colours
5. Good-enough processing
6. Units of speech perception and production

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M.A. Semester-end Examination – Linguistics

LNG 414: Cognitive Linguistics

Time: 11.00am-1.00pm   **Maximum marks 50**
Note: ALL sections are compulsory   **Date : 26.5.22**

SECTION A

Answer any TWO essay type questions from the following: **Marks 30**
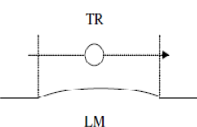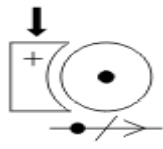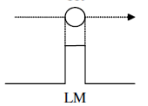
1. What is the Conceptual Metaphor Theory? Compare and contrast this theory with the Blending Theory of Metaphor. Give suitable examples.
2. What is a Cognitive Grammar? Explain how the notions of sequential scanning and summary scanning are used to establish word classes in a cognitive grammar. Give suitable examples.
3. What is the classical view of categorisation? Compare and contrast this with conceptual categories. Give suitable examples.

SECTION B

Answer any FOUR from the following: **Marks 20**

1. Match the sentences (i to v) with the appropriate image schemas (A to E) given below:

A	B	C	D	E

i	ii	iii	iv	v
The bird flew over the wall.	Central schema for 'over'.	Father forced Raja to appear for the exam.	The plane flew over the hill.	The construction of the Tower of Babel hindered communication among humans.

2. Symbolic Thesis and Usage-based Thesis
3. Boundedness, homogeneity-heterogeneity and expansibility-replicability as conceptual criteria for establishing nominal expressions
4. Idealised Cognitive Model vs. Domain
5. Principled Polysemy Approach
6. Salience as a construal process