

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

M. A. Examination, May – 2016
Linguistics
Semester – IV
LX – 402: Language Teaching

Time: Three Hours

Maximum marks 80

- N. B.
1. All Questions Carry equal marks.
 2. Answer Four questions in all, choosing ANY TWO from each group

GROUP A

1. How do pair and group work help to improve language teaching- learning? Which skills areas benefit the most? What is the role of a teacher in an interactive class?
2. Discuss ways in which you would improve and increase the vocabulary of the students in your class. Give two activities to illustrate your answer.
3. What is 'programmed instruction'? How is it more beneficial to the language learner than the conventional classroom teaching?
4. Write short notes on the following:
 - a. Cognitive approaches to second language learning.
 - b. Language laboratory.

GROUP B

5. What is syllabus? Compare the structural syllabus with notional and situational syllabus with illustrations.
6. Discuss different types of language tests and state what purposes they serve in language teaching and learning.
7. Compare the grammar- translation method, audio-lingual method and communicative approach and state which one you will recommend in Indian situation and why.
8. Write short notes on the following:
 - a. Validity of language test.
 - b. Audio-visual aids.

M.A. Linguistics
Semester – IV
LX – 403: Translation Studies
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

- N. B. 1. Attempt ANY FOUR questions in all choosing any two from each group.
2. All Questions Carry equal marks.

GROUP A

1. What is the role of Linguistics in Translation Studies?
2. Discuss Translation Studies as a discipline and a sub discipline of Linguistics: its scope, nature and History.
3. Discuss the role of Translation Studies in language policy and planning.
4. What are the issues involved in Indian language into English technical translation.

GROUP B

5. How technical text translation is different than literary text translation? What are the issues involved in translation of technical text and literary text.
6. Discuss the issues in loss and gain, untranslatability and equivalence.
7. What is mean by Machine- Aided Translation? How is different from Human Translation. Make a flowchart of Machine Aided Translation.
8. Write on any two of following.
 - a) Rank bound vs unbound translation.
 - b) Subtitling and Dubbing
 - c) Full vs partial translation.

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SECTION A

1. What is the input-output relationship according to the Cognitivist?
2. Some people perform better than others in learning a second language. What are explanations offered by second language learning research?
3. Write a short notes on:
 - a. Mimicry-memorization Method
 - b. The Silent Way
4. Write an essay on “Role of Syllabus in Quality of Education”.

SECTION B

5. Write a detailed note on Language Laboratory.
6. What is CALL/CALT? Discuss.
7. Differentiate the assessment standards of Europe and India in reference to Language Teaching.
8. Write short notes on:
 - a. Regional Language Centres of CIIL, Mysore
 - b. A brief history of India's Language Policy

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M.A. Linguistics
Semester - ~~IV~~
LX - 406 Discourse Studies
Term End Examination, May - 2016

Time: Three Hours

Maximum marks 80

- N. B.
1. All Questions Carry equal marks.
 2. Answer four questions in all.
 3. Question 6 is compulsory

1. Can spoken and written discourses be differentiated from each other? Has the use of new technology caused an overlap between the two discourse modes? Illustrate your answer.

2. [A] What are the ways in which *cohesion* and *coherence* are established in a text?
[B] Discuss the *cohesion* and *coherence* ties in the following passage:

“Mary’s exam was about to start. Her palms were sweaty. It was twenty-two years since her last college exam. Even as a regular student she had found exams to be stressful. The mother of two college-going girls discovered that the feeling was still the same even after all these years!”

3. Discuss how discourse is used in the construction of symbolic power and social hierarchy. Give suitable examples.

4. How is Gumperz’ notion of *conversational cues* useful in the analysis of gendered language?

5. Discuss *conversation analysis* as an approach to analyzing spoken discourse. Illustrate your answer.

6. Attempt an analysis of the text below within a suitable discourse framework. Include the following points of discussion:

- (i) A brief description of the framework including its goals, assumptions and method
- (ii) Apply the framework to the given text

M.A. Linguistics
Semester – IV
LX – 411: Psycholinguistics
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

- N. B.
1. Attempt ANY FOUR questions in all choosing any two from each group.
 2. All Questions carry equal marks.

GROUP A

1. a) what does experimental studies of teaching language to primates other than human tell about language and linguistic abilities of humans?
b) How would have these linguistic abilities and language developed in humans?
2. a) What are the factors involved in perception of speech?
b) Discuss any one model of speech perception.
3. a) What aspects of human language are studies under Psycholinguistics?
b) How are these studies carried out?
4. Write short notes:
a) Cognitive-dominant and language-dominant views
b) Links between language perception and language production

GROUP B

5. Compare simultaneous bilingualism with successive bilingualism.
6. Discuss direct access and indirect access models of lexical access.
7. a) Explain how major constituent boundaries serve in processing sentences
b) Explain how surface-structure cues are used in sentence processing.
8. Write short notes:
a) Learning strategies, learning styles and their role in language learning
b) Critical Period Hypothesis

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M.A. Linguistics
Semester – IV
LX – 411 Austro- Asiatic Languages
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

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- N. B. 1. Attempt ANY FOUR questions in all choosing any two from each group.
2. All Questions Carry equal marks.

Group A

1. Discuss the major groupings and characteristic features of Austro-Asiatic languages.
2. Discuss the major characteristic features of South Munda languages..
3. Compare the phonological systems of Munda and Mon-Khmer sub-branches of Austro-Asiatic languages.
4. Write short notes on any TWO:
 - a. Noun incorporation
 - b. Case system in Munda languages
 - c. Comparative vocabulary of Munda and Mon-Khmer

Group B

5. Describe the word formation processes in Khasi language. Give suitable examples.
6. Discuss the major characteristic features of Nicobarese language.
7. Write an essay on the comparative Numeral system of Austro-Asiatic languages.
8. Write short notes on any TWO:
 - a. Word order in Austro-Asiatic languages
 - b. Dravidian contact with Munda languages
 - c. Indo-Aryan contact with Munda languages

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M.A. Linguistics
Semester – IV

LX – 412: Psycholinguistics
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

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1. Attempt ANY FOUR questions in all choosing any two from each group.
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GROUP A

1. What are the different areas in the brain associated with various linguistic tasks such as reading, speaking, etc.?
2. What do the experimental studies of teaching language to other primates tell about nature of language?
3. What is psycholinguistics? Discuss the interdisciplinary nature of psycholinguistics.
4. Short notes:
 - a) Learning strategies
 - b) Navigational terms from perceptual and cultural perspectives

GROUP B

5. How does the connectionist model of brain-language relationship accounts for aphasia?
6. A] What kinds of experiment are carried out to study the role of features, phonemes, syllables in speech comprehension? Give an example. B] Do observations on speech and hearing errors contribute in such studies? Give an example.
7. What are the developmental stages of language acquisition?
8. Short notes:
 - a) Child Directed Speech
 - b) Network model and Prototype model

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**M.A. Linguistics
Semester – IV
LX – 414: Computational Linguistics
Term End Examination, May – 2016**

Time: Three Hours

Maximum marks 80

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- N. B. 1. Attempt ANY FOUR questions in all choosing any two from each group.
2. All Questions Carry equal marks.

SECTION A

1. Write a note to explain the computer terms 'Flow Chart' and 'Algorithm'.
2. Provide a brief history of Computational Linguistics and its development.
3. Provide a description of the ANUSARAKA and MANTRA MT systems.
4. Explain the various types of annotations that can be carried out on text corpora and discuss parsing as a type of corpus annotation.

SECTION B

5. Provide the steps that go into building a basic Spell-Checker for English.
6. How is the structure of an E-Dictionary different from that of an E-thesaurus and Word Net?
Justify your answer with appropriate examples.
7. Provide detailed information about the functioning of Text-to-Speech and Speech-to-text systems.
8. Explain the Direct, Transfer and Interlingua methods used for Machine Translation.

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M.A. Linguistics
Semester – IV
LX – 418: Cognitive Linguistics
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

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- N. B. 1. Attempt ANY FOUR questions in all choosing any two from each group.
2. All Questions carry equal marks.

GROUP A

1. Compare the assumptions and methods of cognitive Linguistics with those of formal approaches to the study of language
2. 'Semantic structure is conceptual structure.' Discuss this statement with suitable examples.
3. Discuss how the abstract concept TIME is conceptualized via metaphors in English and another language you know. What are the source concepts and which mapping scopes can be assumed for these metaphors?
4. Discuss the conceptual basis for nouns and verbs proposed in Langacker's Cognitive Grammar.

GROUP B

5. Provide a Frame Semantics analysis of the distinction between the verbs *(to) borrow* and *(to) lend*. Say what participant role(s) each verb is associated with and provide evidence with example sentences.
6. How does Tyler and Evans's (2003) Principled Polysemy approach differ from Lakoff's full-specification approach to polysemy? In what respects are the two theories in agreement?
7. What is the TR-LM principle of organization? How is it used in Cognitive Linguistics to account for the construal of the following:
 - (i) the adjective in *Ram is tall*.
 - (ii) the preposition in *Ramm ran across the road*.
 - (iii) the active voice in *Ram cut an apple with a knife*.
 - (iv) the verb in *Ram is watching a movie*.
8. Write short notes on:
 - (i) embodied experience and categorization
 - (ii) iconicity and perspective

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M.A. Linguistics
Semester – IV
LX – 422: Language Typology
Term End Examination, May – 2016

Time: Three Hours

Maximum marks 80

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- N. B. 1. Attempt ANY FOUR questions in all choosing any two from each group.
2. All Questions carry equal marks.

GROUP A

1. Discuss typology as a study of structural similarities between languages.
2. Discuss the characteristics of verb medial and verb final languages.
3. Define *reduplication*. Illustrate the various types of reduplicative structures with suitable examples.
4. Write short notes on any TWO:
 - a) Formal and substantive universals
 - b) Typology of consonant systems
 - c) Morphological causatives
 - d) Parametric variations

GROUP B

5. Discuss the typology of case systems in South Asian languages.
6. What is meant by *linguistic convergence*? Discuss the various types of linguistic convergence with suitable examples.
7. Discuss the relationship between language and space with suitable examples.
8. Write short notes on any TWO:
 - a) Semantics of kinship and colour terms
 - b) Anaphors
 - c) Wackernagel's law
 - d) The dative-genitive subjects

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M.A. in Linguistics
Semester - IV
LX - 403 Language Teaching
Term End Examination, November - 2016

Time: Three Hours

Maximum marks 80

N. B.

1. All Questions Carry equal marks.
2. Answer Four questions in all, choosing ANY TWO from each group

Group A

1. Write an essay on the role of linguistics in language teaching and language learning.
2. Discuss ways in which you would improve and increase the vocabulary of the students in your class. Give two activities to illustrate your answer.
3. What is syllabus? Compare the structural syllabus with notional and situational syllabus with illustrations
4. Write short notes on the following:
 - a. Teaching language for specific purposes
 - b. Cognitive approaches to second language learning

Group B

5. Why is teaching of grammar important? What are the current trends in teaching grammar?
6. Describe the process of language testing. Why is language testing essential in language teaching?
7. What is 'programmed instruction'? How is it more beneficial to the language learner than the conventional classroom teaching?
8. Write short notes on the following:
 - a. The Silent Way
 - b. Audio-visual aids