

MA Linguistics (Specialized) – Semester I - Course Descriptions (1 August – 3 December 2025)

Course Title	Phonetics and Spoken English		
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes		
Course Code	MALINGC 411		
Semester	I		
No. of Credits	4		
Maximum intake	30 – 35		
Day/ Time	Tuesday: 2.00 – 4.00 pm Thursday: 11.00 am – 1.00 pm		
Name of the teacher/s	Dr. Didla Grace Suneetha		
Course Description:	A brief overview of the course		
	The course ‘Phonetics and Spoken English’ deals with the essentials of Phonetics such as the Speech Mechanism, description of speech sounds (consonants & vowels), syllable, stress at both word and sentence levels, and prosodic features of the English language, through theoretical classroom sessions, tutorials, and language lab practice sessions. The evaluation is based on theoretical knowledge and its application, and production and perception skills.		
	Students will be able to		
	CO1	Obtain a sound theoretical knowledge of the Phonetics of English	PO3, PO8 Domain Specific Skill Enhancement
	CO2	Receive thorough training to identify and describe the phonemes of English language	PO2, PO3 Domain Specific
	CO3	Appreciate the patterns of word accent, sentences rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use	PO3 Domain Specific
	CO4	Acquire pronunciation skills through the use of English dictionary	PO3, PO8 Domain Specifics Skill Enhancement
	CO5	Overcome L1 interference and improve the intelligibility of their speech	PO8 Skill Enhancement
	CO6	Develop their Spoken English Skills to augment their employability	PO8 Skill Enhancement and Employability

Course Delivery	Lectures, Tutorials and Language Lab sessions
Evaluation Scheme	Written examination and oral test
Reading List	<p>Prescribed Readings:</p> <p>1. Gimson, A.C. 2008. Gimson’s Pronunciation of English, 7 th ed. Revised by A Cruttenden. London: Hodder Education.</p> <p>2. Roach, P. 2009. English Phonetics and Phonology: A Practical Course, 4 th ed. Cambridge: Cambridge University Press.</p> <p>Dictionary:</p> <p>1. Jones, D. 2011. Cambridge English Pronouncing Dictionary, 18 th ed. Cambridge: Cambridge University Press.</p>

Course title	BASIC ISSUES IN MORPHOLOGY																														
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes																														
Course code	MALINGC 431																														
Semester	I																														
Number of credits	4 credits																														
Maximum intake	Core and Compulsory course for MA LING & MACL and Core Course for MA Cafeteria & BA VII Sem																														
Day/Time	Tuesday: 11.00 am – 1.00 pm Wednesday: 9:00 am to 11:00 pm																														
Name of the teacher/s	Prof. Shruti Sircar																														
Course description	<p>(i) A brief overview of the course What is a word? Do the things we put spaces around when we write correspond to anything in our mental grammars? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics? To what extent do the principles governing the structures and forms of words need to be boxed off from other areas of grammar, and to what extent are they symptomatic of deeper principles which hold of the language faculty as a whole? This course aims to answer these and other questions by examining morphological phenomena from across the world’s languages, including English and languages which are (at least superficially) very different from it.</p> <p>i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) Students will be able to</p> <table border="1"> <tr> <td>CO1</td><td>acquire an understanding of the major morphological phenomena found in the world’s languages</td><td>PO1, PO2</td><td>domain specific</td></tr> <tr> <td>CO2</td><td>learn about the major theoretical issues and approaches used to study morphology</td><td>PO1, PO2</td><td>domain specific</td></tr> <tr> <td>CO3</td><td>obtain skills to identify the major morphological operations/ processes in natural languages</td><td>PO5, PO6</td><td>skill enhancement</td></tr> <tr> <td>CO4</td><td>learn to represent morphosyntactic structure diagrammatically</td><td>PO5, PO6</td><td>skill enhancement</td></tr> <tr> <td>CO5</td><td>learn to represent morpheme-by-morpheme glossing for language data</td><td>PO7</td><td>skill enhancement</td></tr> <tr> <td>CO6</td><td>Apply concepts and skills learnt to analyze and present morphological patterns in languages</td><td>PO10</td><td>skill enhancement</td></tr> <tr> <td>CO7</td><td>Provide argumentation to explain morphological phenomena</td><td>PO11</td><td>domain specific</td></tr> </table> <p>ii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p>			CO1	acquire an understanding of the major morphological phenomena found in the world’s languages	PO1, PO2	domain specific	CO2	learn about the major theoretical issues and approaches used to study morphology	PO1, PO2	domain specific	CO3	obtain skills to identify the major morphological operations/ processes in natural languages	PO5, PO6	skill enhancement	CO4	learn to represent morphosyntactic structure diagrammatically	PO5, PO6	skill enhancement	CO5	learn to represent morpheme-by-morpheme glossing for language data	PO7	skill enhancement	CO6	Apply concepts and skills learnt to analyze and present morphological patterns in languages	PO10	skill enhancement	CO7	Provide argumentation to explain morphological phenomena	PO11	domain specific
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Course delivery	Lecture 50% Data analysis 50%																														
Evaluation scheme	Internal (modes of evaluation): 2 sit down tests, and an assignment (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60% (open book)																														
Reading list	Essential reading																														

	<ol style="list-style-type: none">1. Bauer, Laurie. (2003). <i>Introducing Linguistic Morphology</i>. Washington, D.C.: Georgetown University Press.2. Lieber, Rochelle (2012). <i>Introducing Morphology</i>. Cambridge University Press. <p>Additional reading</p> <ol style="list-style-type: none">1. Aronoff, Mark, and Kirsten Fudeman. 2011. <i>What is morphology?</i> 2nd edition. West Sussex, UK: Wiley-Blackwell.2. Katamba, F. & J.T. Stonham. 2006. <i>Morphology</i>. Palgrave Macmillan.3. Booij, Geert. 2007 <i>The Grammar of Words. An Introduction to linguistic Morphology</i>. 2nd ed. OUP.4. Spencer, A. and Zwicky, A. 1998. <i>The Handbook of Morphology</i>. Blackwell.5. Haspelmath, Martin, and Andrea Sims. (2010). <i>Understanding Morphology</i>. 2nd Edition. London: Hodder Education.
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Course Title	Basic issues in Syntax
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGC 441
Semester	I
No. of Credits	4
Maximum intake	Core and Compulsory course for MA LING & MACL and Core Course for MA Cafeteria & BA VII Sem
Day/ Time	Monday: 4.00 – 6.00 pm Wednesday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Anish Koshy
Course Description:	<p>The course begins by introducing the notion of a phrase, discusses the structure of different phrases, along with the basic properties of phrases. Then, descriptive devices like tree diagrams and labelled bracketing are presented; how phenomena like ambiguity can be handled is illustrated. This is followed by an introduction to the Chomskyan programme in Linguistics, as enunciated in the Government and Binding (GB) model. Though it is English data that are primarily dealt with, data from other languages, in particular Indian languages, are also used as and when necessary.</p> <p>Objectives and Learning outcome</p> <p>The course is designed in such a way that the learner, by the time he/she finishes the course, gets a sound understanding of a) the modular structure of Universal Grammar and b) the intricate interaction of the independent modules that outputs all and only sentences of language. The learner is also, in the ideal scenario, not only ready but eager to do the next course in syntax.</p> <p><i>Module 1</i> Phrases and clauses, structure of clauses, constituency tests, PS rules, IC analysis</p> <p><i>Module 2</i> The “mystery” of language acquisition in young children, poverty of stimulus, LAD</p> <p><i>Module 3</i> The Aspects model, the need for multilevel approach to syntax,</p> <p><i>Module 4</i> Universal Grammar, the Principles and Parameters model, projection principle, theta criterion, X-bar theory, case filter, government, PRO and control theory, Binding Principle</p>
Course Delivery	Lecture mode with exercises and assignments for self-learning
Evaluation Scheme	40 % internal & 60 % final Three tests will be given, and the best two performances will be counted for the internal grade. The final exam will be a three-hour sit-down exam.
Reading List	<p>Bickerton, D., & Szathmáry, E. (Eds.). (2009). <i>Biological foundations and origin of syntax</i> (Vol. 3). Mit Press.</p> <p>Carnie, A. (2009). <i>Constituent Structure</i>. United Kingdom: OUP Oxford.</p> <p>Carnie, A. (2021). <i>Syntax: A generative introduction</i>. John Wiley & Sons.</p> <p>Miller, J. (2016). <i>Introduction to English Syntax</i>. Germany: Edinburgh University Press.</p> <p>Rauh, G. (2010). <i>Syntactic Categories: Their Identification and Description in Linguistic Theories</i>. United Kingdom: OUP Oxford.</p> <p>Van Valin, R. D. (2001). <i>An Introduction to Syntax</i>. United Kingdom: Cambridge University Press.</p> <p><i>Apart from these some primary texts and articles may be given for presentations and readings</i></p>

Course title	Introduction to Sociolinguistics
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALINGC 461
Semester	I
Number of credits	4
Maximum intake	55
Day/Time	Tuesday 9:00 am - 11:00 am, Thursday 9:00 am - 11:00 am
Name of the teacher/s	Smita Joseph
Course description	<p>i) A brief overview of the course: This course helps students bridge the gap between an introductory-level course and more advanced sociolinguistics courses. Most of the sociolinguistic research discussed in the course makes use of examples from English, since this is a language familiar to most students. Students are encouraged to apply the newly acquired concepts in their respective mother tongues. The use of phonetic symbols and technical terms is used minimally.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>By the end of the programme, students will:</p> <p>PO1 acquire an advanced knowledge of various branches of languages sciences (theoretical and applied) and emerging developments in the field: <i>knowledge and understanding</i></p> <p>PO2 acquire procedural knowledge for analysis of languages leading to research and development: <i>knowledge and understanding</i></p> <p>PO3 acquire theoretical and functional understanding of phonetics with special reference to English: <i>knowledge and understanding</i></p> <p>PO4 gain knowledge of Indian linguistic tradition: <i>knowledge and understanding</i></p> <p>PO5 acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of sources: <i>skills</i></p> <p>PO6 attain advanced analytical skills to evaluate research findings, to design and conduct research in various languages: <i>skills</i></p> <p>PO7 gain expertise in using relevant tools to analyse linguistic data: <i>skills</i></p> <p>PO8 apply theoretical and technical knowledge to analyse data from Indian and other languages: <i>application</i></p> <p>PO9 apply advanced knowledge to carry out empirical studies in languages: <i>application</i></p> <p>PO10 extend knowledge of linguistics to augment other disciplines such as Artificial Intelligence, Neuroscience, Cognitive Psychology, Forensic and Clinical Sciences, Legal Studies, Marketing, Diplomacy, etc.: <i>application</i></p> <p>PO11 address language-related societal needs and issues: language planning, language maintenance, language standardisation, language variation and language and gender: <i>generic</i></p> <p>PO12 describe and document lesser-studied and endangered languages: <i>generic</i></p> <p>PO13 plan, execute, and report the results of an investigation: <i>generic</i></p> <p>iii) Learning outcomes</p> <p>a) domain specific outcomes:</p> <p>CO1 Understand the relationship between linguistic structure and sociocultural variables</p> <p>CO2 Understand sociolinguistic variation and be able to observe sociolinguistic variation in new contexts</p>

	<p>CO3 Gain expertise in designing and planning data elicitation methods for conducting sociolinguistic fieldwork, arrived through discussion</p> <p>CO4 Understand the techniques in collecting data for sociolinguistic research, arrived through discussion</p> <p>CO5 Understand the outcomes of language contact arrived through discussion of several case studies</p> <p>CO6 Understand what constitutes dialects and how to analyse dialectal variations in one’s language</p> <p>CO7 Understand the social factors that cause linguistic variations and apply this knowledge of the connections between social factors and linguistic variations to understand variations in one’s speech community</p> <p>CO8 Explore one’s research interests by checking if one is willing to do research in the area of sociolinguistics or historical sociolinguistics</p> <p>CO9 Use the coherent knowledge of the interconnection between language, culture, and society to understand contemporary debates and problems related to the subject</p> <p>CO10 Extrapolate the ideas and theories to get a better understanding of the notion of linguistic variation, and use this understanding in media, applied linguistics, ICT, and other industries that influence or depend on public perceptions and preferences</p> <p>b) value addition:</p> <p>The course ‘Introduction to Sociolinguistics’ develops a sense of responsibility and respect in students towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of the plurilingual ethos prevalent in human societies. Special attention is given to the languages of linguistic minorities of India. Such an approach would help in promoting and strengthening participatory democratic practices</p> <p>c) skill-enhancement:</p> <p>Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</p> <p>d) employability quotient:</p> <p>During the last 3 years, industry inputs are fed into curriculum renewal and revision</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	<p>Internal (modes of evaluation): (case study test: 20%, MCQ: 20%, traditional paper and pencil test: 20%: best of two scores = 40%)</p> <p>End-semester (mode of evaluation): written exam (60%)</p>
Reading list	<p>Essential reading:</p> <p>Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i>. London & New York: Routledge</p>

Course Title	INTRODUCTION TO SYSTEMIC FUNCTIONAL LINGUISTICS																														
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes																														
Course Code	MALINGE 516																														
Semester	I																														
No. of Credits	4																														
Maximum intake	20																														
Day/ Time	Mondays11:00 am-1:00 pm;Thursdays: 2.00 pm-4:00 pm																														
Name of the teacher/s	Dr. Meena DebashishC.																														
Course Description:	<div> <div> <ul style="list-style-type: none"> ○ A brief overview of the course <p>This course introduces the Systemic Functional Linguistic Theory, a social semiotic theory of language, which focuses on the function ‘meaning in context’ aspect of language, and its ‘applicability’. Therefore, the course is designed to study the systems of meaning (experiential, interpersonal, and textual) at different strata of language, and how one system relates to the other to get a trinocular perspective of language.</p> <p>We will be looking at the grammar of English in terms of patterns and functions, and working with the grammar of whole texts in contexts with the help of the UAM Corpus Tool (text annotation). At the end of the course, the aim is to acquire a working knowledge of the systemic functional theory for the analysis of texts not just in English but other languages as well.</p> <ul style="list-style-type: none"> ○ Objectives of the course (COs) in terms of Programme Specific Outcomes(PSOs) ○ Learning outcomes (LOs) —a) domain-specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient <p>At the end of the course, students will</p> </div> <table> <tr> <th></th><th>COs</th><th>PSOs</th><th>LOs</th></tr> <tr> <td>CO1</td><td>acquire a theoretical understanding of Systemic Functional Linguistics</td><td>PSO1 PSO2</td><td>domain Specific</td></tr> <tr> <td>CO2</td><td>learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations</td><td>PSO5 PSO6</td><td>skill enhancement</td></tr> <tr> <td>CO3</td><td>acquire the systemic functional expertise to study/use the meaning making systems of English language</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO4</td><td>learn to use the UAM Corpus tool to study/run experiments</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO5</td><td>be able to identify their needs as L2 users of English and address them</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> <tr> <td>CO6</td><td>acquire the necessary skills for making effective choices in experiential, textual and interpersonal meanings in written and spoken texts, and thereby become confident, and efficient users/speakers of English</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> </table> </div>				COs	PSOs	LOs	CO1	acquire a theoretical understanding of Systemic Functional Linguistics	PSO1 PSO2	domain Specific	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PSO5 PSO6	skill enhancement	CO3	acquire the systemic functional expertise to study/use the meaning making systems of English language	PSO5 PSO6 PSO7	skill enhancement	CO4	learn to use the UAM Corpus tool to study/run experiments	PSO5 PSO6 PSO7	skill enhancement	CO5	be able to identify their needs as L2 users of English and address them	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient	CO6	acquire the necessary skills for making effective choices in experiential, textual and interpersonal meanings in written and spoken texts, and thereby become confident, and efficient users/speakers of English	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient
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Course Delivery	<ol style="list-style-type: none">1. Lecture 50%2. Experiential learning 50%: tutorial sessions – working with UAM Corpus Tool
Evaluation Scheme	<p>Internal (modes of evaluation):50%</p> <ol style="list-style-type: none">1. Sit-down test2. Practical test <p>End-semester (mode of evaluation):50%</p> <ol style="list-style-type: none">1. Sit-down Exam/Term paper (Written+Practical)
Reading List	<p>Essential reading</p> <ol style="list-style-type: none">1. Butt, D, Fahey R, Feez S, Spinks, S, & C Yallop. (2000).<i>Using Functional Grammar: An Explorer’s Guide, 2nd ed.</i> Sydney: Macquarie University.2. Eggins, S.& D. Slade. (1997). <i>Analyzing Casual Conversation</i>.New York: Continuum.3. Halliday, M.A.K. (2014). <i>Halliday’s Introduction to Functional Grammar, 4th ed (Revised by Christian M.I.M. Matthiessen.</i> London: Routledge. <p>Software:</p> <ol style="list-style-type: none">1. UAM Corpus Tool, Version 2.4.2. Mick O’ Donnell 2007

Course Title	MALINGE 571
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	An Introduction to Mathematical Linguistics
Semester	Semester I
No. of Credits	4
Maximum intake	50
Day/ Time	Tuesday & Thursday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	Set theory, Propositional logic, Relations and Functions, Predicate Calculus, Modal Logic, Algebraic Structures (Orders, lattices, Boolean Algebras). Textbook: Partee, B., R. Wall and A. Ter Meulen (1990). Mathematical Methods in Linguistics. Springer.
Course Delivery	Lecture
Evaluation Scheme	Internals (40%), Final (60%)

Course title	Introduction To Natural Language Processing
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALINGE 581
Semester	I
Number of credits	4
Maximum intake	40
Day/Time	Monday and Wednesday: 2.00 pm – 4.00 pm
Name of the teacher/s	Prof. M. Hari Prasad & Dr. Atreyee Sharma
Course description	<p>(i)The course presents an overview of the different areas and applications of Computational Linguistics. It deals with a wide range of topics in NLP (Natural Language Processing). There are introductory concepts introduced about What is NLP, Computational Morphology, Computational Phonology, Morphological and Shallow Parsers, and a few basics concepts on Regular Expressions- how to use RegEx and write simple code.</p> <p>(ii) To understand the basic concept of NLP, how it is related to AI and Computational Linguistics. History of NLP, stages of development in the field of computational linguistics and its relation to the bigger research areas like AI and Language Computation. To understand and introduce Computational Morphology and Phonology, basic theories of both morphology and phonology to relate to computation.</p> <p>To understand how computational morphology is related to parsing and information retrieval and machine translation later.</p> <p>How do transducers and FSA solve the problem of large scale morphological and phonological analysis and generation.</p> <p>(iii) Students will gain an understanding of the fact that through the offering of several basic and advanced courses in Computational Linguistics, it will allow us to bridge the gap that will integrate computer science and linguistic-theoretical approaches to NLP.</p> <p>Students will understand the fact that in the past two decades, research in Computational Linguistics has seen remarkable growth, both in terms of coverage of the many languages in India and advancement in scientific practice. By exposing them to the basic concepts in CL, students will also be able to identify theoretical approaches that lead to produce such advancement in CL.</p>
Course delivery	Lectures
Evaluation scheme	<p>Internal (modes of evaluation): Assignment and test (40 marks)</p> <p>End-semester (mode of evaluation): Written test (60 marks)</p>
Reading list	<p>ESSENTIAL READING: Study material will be provided on all topics. These would be based primarily on content from the following texts:</p> <ul style="list-style-type: none"> Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition (3rd Edition) <p>Book by Daniel Jurafsky and James H. Martin 2021</p> <ul style="list-style-type: none"> Agresti, A. (2002). Categorical data analysis. Hoboken, NJ: Wiley Miller, G. A. and Chomsky, N. (1963). Finitary models of language users. In Luce, R. D., Bush, R. R., and Galanter, E. (Eds.), Handbook of Mathematical Psychology, Source Book for Linguistics <p>Book by William Cowan, Jaromira Rakušan 1987</p> <p>ADDITIONAL READING: Austin, J. L. (1962). How to do things with words. Oxford University Press</p>

	<p>Baldwin, T. and S. N. Kim (2010). Multiword expressions. In Handbook of natural language processing, Volume 2. Boca Raton, USA: CRC Press.</p> <p>Bobrow, D. G., R. M. Kaplan, M. Kay, D. A. Norman, H. Thompson, and T. Winograd (1977). Gus, a frame-driven dialog system. Artificial intelligence 8(2), 155–173</p> <p>Botha, J. A. and P. Blunsom (2014). Compositional morphology for word representations and language modelling. See icm (2014).</p> <p>Creutz, M. and K. Lagus (2007). Unsupervised models for morpheme segmentation and morphology learning. ACM Transactions on Speech and Language Processing (TSLP) 4(1), 3</p> <p>Dreyfus, H. L. (1992). What computers still can’t do: a critique of artificial reason. MIT press.</p> <p>Haspelmath, M. and A. Sims (2013). Understanding morphology. Routledge.</p> <p>Jurafsky, D. and J. H. Martin (2019). Speech and Language Processing (Third ed.). Prentice Hall.</p>
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