

ENTRANCE EXAMINATION - 2020

Ph.D. APPLIED LINGUISTICS

Time: 2 hours

Max. Marks: 70

Hall Ticket Number

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INSTRUCTIONS FOR THE CANDIDATE

- i) Write your Hall Ticket Number on the OMR Answer Sheet given to you. Also write the Hall Ticket Number in the space provided above.
- ii) **There is negative marking of 0.33 marks for each wrong answer.**
- iii) Answers are to be marked on the OMR Answer Sheet following the instructions provided there upon.
- iv) **Handover the OMR Answer Sheet at the end of the Examination to the Invigilator.**
- v) No additional sheet will be provided. Rough work can be done in the question paper itself or in the space provided at the end of the booklet.
- vi) The question paper contains **14 pages** and the questions are of objective type. Only the question paper may be taken away by the candidate at the end of the examination.

4-79

SECTION - A
Research Methodology

1. The procedure for deductive reasoning involves the following order:
 - A. Observation, theory, hypothesis and confirmation
 - B. Hypothesis, theory, observation and confirmation
 - C. Theory, hypothesis, observation and confirmation
 - D. Confirmation, observation, hypothesis and theory

2. The methodologies commonly known as *cross-sectional* study (indirect approach) and *longitudinal* study (direct approach) are employed in both Language Acquisition and Sociolinguistic Studies related to time dimension in language. Identify which are the respective methodologies used in the following.
 1. Data collected from the same speakers/groups of speakers at various points in time.
 2. Data examined at a single point in time.
 3. Second language acquisition research.
 4. Labov's *Martha's Vineyard* and *New York City's* studies.
 - A. 1=longitudinal; 2=longitudinal & cross-sectional; 3=longitudinal; 4=cross-sectional.
 - B. 1=longitudinal; 2=cross-sectional; 3=cross-sectional; 4=cross-sectional.
 - C. 1=longitudinal; 2=cross-sectional; 3=longitudinal & cross-sectional; 4=cross-sectional.
 - D. 1=cross-sectional; 2=longitudinal; 3=longitudinal & cross-sectional; 4=cross-sectional.

3. A common approach in variationist Sociolinguistic Studies that is used to understand language change in the absence of real-time evidence is called the _____ approach.

A. Longitudinal	B. Apparent time
C. Pseudo-longitudinal	D. Diachronic

4. Community level Sociolinguistic Analyses in the early 20th century analyze the contribution of various linguistic and social factors to linguistic change and variation using _____.

A. a quantitative approach	B. a qualitative approach
C. a diachronic approach	D. both B and C

5. In the Hypothesis-driven research commonly used in the investigation of linguistic diversity, _____.
 - A. data collection is driven by the need to test the predictions of formal hypotheses.
 - B. data collection is necessarily a requirement for hypotheses formulation.
 - C. data collection is carried out in a fixed time period.
 - D. data collection is done using attested questionnaires such as the Lingua Descriptive Studies Questionnaire.

6. Within qualitative research, _____ as a method, requires for a researcher to spend a considerable amount of time within a specific social context in order to gain a comprehensive understanding of the context and the individuals within it.
- A. Documentation B. Ethnography C. Field work D. Field survey
7. Identify which one among the following qualifies as an inductive exploratory research method to search for and identify patterns in large data sets.
- A. Data Binding B. Data structure C. Data analytics D. Data Mining
8. Qualitative methods that encourage participants to reveal hidden or suppressed attitudes, ideas, emotions, and motives are called _____ techniques.
- A. Deceptive B. Projective C. Unstructured D. Focus group
9. The sampling method through which the researcher identifies a few people and through them, finds further appropriate members is called the _____ sampling method.
- A. Dimensional B. Quota C. Random D. Snowball
10. A _____ research design refers to a snapshot-like analysis of the problem under investigation at one particular point in time without manipulating the variables.
- A. longitudinal B. cross-sectional C. qualitative D. quantitative
11. The Grammar Translation method of language teaching advocates _____ learning ~~wherein students learn rules first and then practice grammar exercises.~~
- A. inductive B. deductive C. rote D. hypothetico-deductive
12. A _____ is a written summary and critique of research relating to a particular issue or question.
- A. Literary criticism B. Synopsis
C. Critical summary D. Literature review
13. Identify which of the following terminologies is referred to as a multi-method approach or an approach where researchers use different methods in order to focus on the research topic from different viewpoints and to produce a multi-faceted set of data.
- A. Triangulation B. Interpolation C. Extrapolation D. Disambiguation
14. Functionalism in linguistics is best seen as a particular movement within structuralism (Lyons, 1981). The best known representatives of functionalism are the members of the _____.
- A. Prague school B. London school
C. Italian school D. Descriptivist school

15. Some columns/boxes in the IPA chart are shaded whereas the majority are not. The shaded areas in the IPA chart are to be read as _____
- A. Articulation judged possible B. Articulation judged impossible
C. Articulation judged plausible D. Implosives
16. "The relation between a sequence of words and its phonetic realization ... is highly variable. A speaker may choose to pronounce carefully... or to take shortcuts. Articulatory shortcuts are sometimes known as _____." (IPA, 1999)
- A. Slips-of-the-tongue B. Phonetic explicitness
C. Broad transcriptions D. Phonetic reduction
17. Identify the group of words representing "Constituency tests" in syntax.
- A. First NP; Agreement; Tag question; Inversion.
B. Pro-form replacement; Ellipsis; Conjunction; Dislocation.
C. First NP; Ellipsis; Agree; Conjunction.
D. Conjunction; Dislocation; Inversion; Yes/No question.
18. In order to find out if an adjunct is present in a particular sentence, one could use a test which involves asking _____
- A. how?, when?, where? or why? B. which?, why?, who? or when?
C. what?, when?, where? or how much? D. where else?, when?, which? or how?
19. Language specific (English in this instance) generalizations such as- "the subject is the first NP we come across in a sentence"; "subjects are obligatory"; "subjects determine the form of the verb" and "we can identify the subject of a sentence by adding a so-called tag question to it", constitute a type of test known as _____.
- A. semantic tests B. morphological tests
C. constituency tests D. distributional tests
20. A notional definition such as: "nouns are words that denote people, animals, things or places", offers a characterization of a word class in terms of _____.
- A. commonly accepted norms B. general understanding
C. concepts of meaning D. traditional grammar
21. Bhattacharya and Dasgupta (1996) argue that "the South Asian D head of the DP follows the NP and is not Det." which implies that the South Asian Det. must _____.
- A. precede the NP.
B. be analyzed as the head of DP.
C. be analyzed as a Spec of DP.
D. be analyzed both as a Spec and the Head of DP.

22. The two models popular for sentence parsing and ambiguity resolution are _____.
- Parallel processing and ambiguity-disambiguity view
 - Garden path and parallel processing
 - Garden path and late closure
 - Garden path and constraint based processing
23. Finite state transducers are frequently used as computational methods in developing the following NLP tool(s):
- Morphological analysers and generators
 - Morphological analysers and generators; POS taggers; Parsers
 - Morphological analysers and generators; Parsers
 - Morphological analysers and generators; Named entity recognizers
24. Identify the correct order of natural language processing tools for language analysis.
- POS tagger, Morphological Analyzer, Parser, Tokenizer
 - Parser, POS tagger, Morphological Analyzer, Tokenizer
 - Tokenizer, Morphological Analyzer, POS tagger, Parser
 - Morphological Analyzer, POS tagger, Parser, Tokenizer
25. Native speakers who help researchers with any field project report/ linguistics research are referred to as 'informants', 'language helpers', consultants' and 'local experts' (Mosel, 2012). Advances in the field however, have helped in specifying the roles associated with each of these terms. Examine the following statements and answer accordingly.

Statement-I: Consultants directly help the researcher with the collection and analysis of field data.

Statement-II: Local experts are people like story tellers, fishermen, healers or architects that are interviewed for their specialized knowledge.

- Both the statements are correct.
 - Only statement I is correct, II is incorrect.
 - The second statement is correct, the first is incorrect.
 - Both statements are incorrect.
26. Larson and Segal (1995) note that semantic theorists must start by addressing the pre-theoretical domain which include phenomena that initially present themselves as facts about meaning. These facts are presented as statements I-III below. Consider the statements and answer accordingly.
- Statement-I:** "there are facts about linguistic expressions themselves, including various properties that they have and various relations holding among them."
- Statement-II:** "there are facts about the lack of relationship between linguistic expressions and the world we live in, discuss, and sometimes argue about."
- Statement-III:** "there are facts about the relationships between linguistic expressions and the speakers who use them to formulate thoughts, communicate ideas, persuade, and act."

- A. All the three statements are correct.
- B. Statements I and III are correct, II is incorrect.
- C. Only statement III is correct, I and II are incorrect.
- D. Statements II and III are incorrect, I is correct.

27. Arguments that establish the descriptive base of linguistics are among the simplest forms of argumentation in linguistics and often involve basic linguistic categorization (Beavers & Sells 2013). Consider the following assertions and answer accordingly.

Assertion-I: Arguments are used in order to support the hypothesis that some string(s) belong to some category known to exhibit certain properties.

Assertion-II: Such arguments typically rely on two major types of empirical evidence-contrast and distribution.

Assertion-III: The categories may be given by theoretical assumption, or may be more traditional categories like "phoneme" or "direct object".

- A. All the three assertions are valid.
- B. Only assertions I and II are valid, III is not.
- C. Assertions I and III are valid, II is not.
- D. Assertions II and III are invalid, I is not.

28. Linguistic variables can be divided into two types- Phonological variables and Grammatical variables. Examine the following assertions and answer accordingly.

Assertion-I: Phonological variables occur relatively frequently in speech and are usually defined on the basis of a structural context, such as a phonological environment among others.

Assertion-II: Grammatical variables are defined on the basis of a morphological, syntactic, semantic, or discourse context.

Assertion-III: Grammatical variables tend to occur less frequently in speech than do phonological variables.

- A. All the three assertions are valid.
- B. Only assertions I and II are valid, III is not.
- C. Assertions I and III are valid, II is not.
- D. Assertions II and III are invalid, I is not.

29. "The term *narrow transcription* most commonly implies a transcription which contains details of the realization of phonemes." (IPA, 1999). Consider the following assertions and answer accordingly.

Assertion-I: A type of narrow transcription as might be made in the first stages of fieldwork, or when transcribing disordered speech, is sometimes called an impressionistic transcription.

Assertion-II: A narrow transcription containing realizational information is termed allophonic transcription.

- | | |
|---------------------------------|--------------------------------|
| A. Both assertions are invalid. | B. Both assertions are valid. |
| C. Only Assertion-I is valid. | D. Only assertion-II is valid. |

30. Consider the following assertions and answer accordingly.

Assertion-I: Variation analysis studies differences in linguistic form with no apparent change in meaning or function.

Assertion-II: As a method of linguistic analysis, variation analysis tries to eliminate variation by finding structural or semantic contexts that disambiguate the choice of linguistic form.

Assertion-III: Variation analysis seeks to understand variation by assessing which dimensions of the linguistic and/or social context correlate with the occurrence of a particular variant form.

- A. All the three assertions are valid.
- B. Only assertions I and II are valid, III is not.
- C. Assertions I and III are valid, II is not.
- D. Assertions II and III are invalid, I is not.

31. The symbol '>' (greater than) indicates having *higher sonority value*. Which of the following options show the correct sonority hierarchy?

- A. Vowels > Liquids > Glides > Nasals > Fricatives > Stops
- B. Vowels > Glides > Liquids > Nasals > Fricatives > Stops
- C. Vowels > Glides > Nasals > Liquids > Fricatives > Stops
- D. Vowels > Liquids > Nasals > Glides > Fricatives > Stops

32. In Spanish, a word like *avión* 'airplane' is sometimes pronounced with a final alveolar [n] and sometimes with a final velar [ŋ]. This implies that in Spanish, _____

- A. there is a linguistic variable (n) with two variants, [n] and [ŋ].
- B. there is a linguistic variable /n/ with two variants, [n] and [ŋ].
- C. there is a linguistic variable [n] with two variants, /n/ and /ŋ/.
- D. there is a linguistic variable [n] with two variants, (n) and (ŋ).

33. Identify the total number of types and tokens in the sentence, *Ram has his likes and dislikes, but he only eats what he likes, like most of the kids these days.*

- A. 18 types and 20 tokens
- B. 18 types and 18 tokens
- C. 20 types and 18 tokens
- D. 20 types and 20 tokens

34. Study the following data and select the possible reconstructed forms and fill the gaps accordingly.

Proto-Polynesian:	* _____	'smell'	* _____	'to tear'
Language gloss		'smell'		'to tear'
Tongan:		<i>hongɪ</i>		<i>hae</i>
Niuean:		<i>hongɪ</i>		<i>hee</i>
Samoan:		<i>sogɪ</i>		<i>sae</i>
East Futuna:		<i>sogɪ</i>		<i>sae</i>

- A. *songɪ, sae;*
- B. *sogɪ, sae;*
- C. *songɪ, hae;*
- D. *sogɪ, hae;*

35. Given below is data from English (data (i) to (iv)). Based on it, it is possible to draw the inferences (also given below). Identify which of the statements given in options A-D is correct.

Data: (i) *Sing-er*; (ii) *Play-er*; (iii) *Tall-er*; (iv) *Broad-er*.

Inference-I: *-er* is a single suffix that attaches randomly to both verbal and adjectival bases.

Inference-II: There are two types of *-er* suffixes, one that attaches to the verb bases and another that attaches to adjectival bases.

- A. Only Inference-I is correct while Inference-II is wrong.
 B. Only Inference-II is correct while Inference-I is wrong
 C. Both the inferences are correct
 D. Both the inferences are wrong.

SECTION - B Applied Linguistics

36. In saying that a language is a 'structure' in the sense that it is "independent of the physical substance, or medium, in which it is realized" (Lyons, 1981) is equivalent to saying that a language is a two-level system of _____.
- A. Morphological and syntactic relations
 B. Sound and meaning relations
 C. Deep structure and surface structure relations
 D. Syntagmatic and substitutional relations
37. "The earliest studies of bi- and multilingualism in South Asia were concerned with _____" (Shapiro & Schiffman, 1981).
- A. *bilateral* bilingualism
 B. the *effects* of bilingualism
 C. *intensive* bilingualism
 D. *extensive* bilingualism
38. _____ capture the possibility that humans can in principle produce an unbounded number of well-formed expressions in their language.
- A. The existence of different types of sentences
 B. The existence of different languages
 C. The presence of variation in a language
 D. Recursive rules
39. The hypothesis that speakers know _____ entails that their knowledge of syntax is structured in a certain way.
- A. words and their meanings
 B. acceptable and unacceptable expressions
 C. categories and patterns
 D. nouns and verbs

48. Evidence to linguistic analysis must come from _____.
- The theoretical proposals made to explain a phenomenon.
 - The theoretical observations made to understand a phenomenon.
 - The methodological procedures made to understand a phenomenon.
 - The physical observations and measurements made to understand a phenomenon.
49. By the early 1990s, the pursuit of generative grammar shifted to the Minimalist Program whereby one of the focus of MP grammars is to provide an elegant solution to 'Plato's problem', i.e., explaining how an individual readily acquires what Chomsky calls an "I-language" where "I" stands for _____.
- internal, individual and intensional.
 - internal, individual and intentional.
 - internalized, individual, and intensional.
 - internalized, individual, and intentional
50. Chomsky (1980) justifies that a linguist's grammar is a "generative grammar" because _____.
- "the rules of the grammar once formulated, generate itself."
 - "it allows a speaker to correct oneself in case of unsatisfactory linguistic performance such as the slip-of-the-tongue."
 - "the grammar is sufficiently explicit to determine how sentences of the language are in fact characterized by the grammar."
 - "the grammar describes a language that is learnt effortlessly by a native speaker."
51. Languages that permit deletion of pronouns (pro-drop) in a sentence have _____.
- A rich subject-verb agreement and morphologically uniform inflectional paradigms.
 - A rich subject-verb agreement or morphologically uniform inflectional paradigms.
 - A rich Spec-Head agreement and morphological inflectional paradigms.
 - A rich Spec-Head agreement or morphological inflectional paradigms.
52. A line drawn on a map to mark the geographical boundary of an area in which a distinctive linguistic feature commonly occurs is known as an _____.
- A. Isochrony B. Isomorph C. Isogloss D. Isolex
53. Which of the following is not a characteristic of Bazaar Hindi as a pidgin, as identified in Smith (2008)?
- mutual intelligibility with its lexifiers.
 - relatively little visible restructuring.
 - structural continuity with the contributing varieties.
 - a lexicon more open to imports from substrate languages.
54. The probability of a given Word Formation Rule applying to create a new word is called _____.
- A. frequency B. creativity C. productivity D. generation

55. A word occurring only once in a given corpus is called _____.

- A. hapax legomena
C. tetrakis legomena

- B. tris legomena
D. dis legomena

For questions 56 to 62, you are required to match items in Column-I with those in Column-II and choose the answer accordingly.

56.

	Column-I		Column-II
a.	Krashen	i.	Total physical response
b.	Asher	ii.	Suggestopedia
c.	Calib Gattegno	iii.	Silent Way
d.	Lazanov	iv.	Natural Approach

- A. a-i; b-ii; c-iii; d-iv.
C. a-i; b-iii; c-iv; d-ii.

- B. a-iv; b-ii; c-i; d-iii.
D. a-iv; b-i; c-iii; d-ii.

57.

	Column-I		Column-II
a.	Major class feature	i.	anterior
b.	Manner feature	ii.	consonantal
c.	Place of articulation feature	iii.	high
d.	Body of tongue feature	iv.	continuant

- A. a-i; b-ii; c-iii; d-iv.
C. a-iv; b-iii; c-ii; d-i.

- B. a-iii; b-i; c-iv; d-ii.
D. a-ii; b-iv; c-i; d-iii.

58.

	Column-I		Column-II
a.	Sprachbund	i.	Trubetzkoy (1928)
b.	Linguistic area	ii.	Kachru (1992)
c.	Convergence area	iii.	Emeneau (1956)
d.	Literary area	iv.	Weinreich (1958)

- A. a-i; b-ii; c-iii; d-iv.
C. a-i; b-iii; c-iv; d-ii.

- B. a-iv; b-ii; c-i; d-iii.
D. a-iv; b-iii; c-ii; d-i.

59.

	Column-I		Column-II
a.	Transformational Generative Grammar	i.	D- and S- structures; movement
b.	Standard Theory	ii.	Competence-Performance; Deep- and Surface- structures
c.	Government and Binding Theory	iii.	Computational system; Interface conditions
d.	Minimalist Program	iv.	Rewrite rules; Kernel sentences

- A. a-i; b-ii; c-iii; d-iv.
C. a-i; b-iii; c-iv; d-ii.

- B. a-iv; b-ii; c-i; d-iii.
D. a-iv; b-iii; c-ii; d-i.

60.

	Column-I		Column-II
a.	Aronoff	i.	Whole Word Morphology
b.	Stephen Anderson	ii.	Distributed Morphology
c.	Ford & Singh	iii.	Generative Morphology
d.	Halle & Marantz	iv.	A-morphous Morphology

A. a-iii; b-iv; c-i; d-ii.

B. a-iv; b-ii; c-i; d-iii.

C. a-i; b-iii; c-iv; d-ii.

D. a-iv; b-iii; c-ii; d-i.

61.

	Column-I		Column-II
a.	Roman Jakobson	i.	The Cooperative Principle
b.	John Austin	ii.	Language as form of action
c.	H. P. Grice	iii.	Interactional Sociolinguistics
d.	J. J. Gumperz	iv.	The Prague School

A. a-i; b-ii; c-iii; d-iv.

B. a-iv; b-ii; c-i; d-iii.

C. a-i; b-iii; c-iv; d-ii.

D. a-iv; b-iii; c-ii; d-i.

62. Match the following speech acts with the actions they perform:

	Column-I		Column-II
a.	Representatives	i.	Represent the psychological state of the speaker.
b.	Directives	ii.	Commit the speaker to some future course of action.
c.	Commissives	iii.	Attempts by the speaker to get the addressee do something.
d.	Expressives	iv.	commit the speaker to the truth of the expressed proposition

A. a-i, b-ii; c-iii; d-iv.

B. a-iv; b-ii; c-i; d-iii.

C. a-i; b-iii; c-iv; d-ii.

D. a-iv; b-iii; c-ii; d-i.

To answer questions 63 to 70, carefully read the Assertions/Statement(s) given and choose the answer accordingly.

63. **Assertion-I:** Constative utterances are statements having the property of being either true or false.

Assertion-II: Performative utterances have no truth value.

A. Both assertions are false.

B. Both assertions are true.

C. Assertion-I is false; Assertion-II is true.

D. Assertion-I is true; Assertion-II is false.

64. **Assertion-I:** Corpus based approach (CBA) advocates corpus as source of examples and frequency of information to confirm or disconfirm theories and hypotheses
Assertion-II: CBAs are highly inductive
- A. Assertion-I is false and II is true. B. Assertion-I is true and II is false.
 C. Both assertions are true. D. Both assertions are false.
65. **Statement-I:** A grammatical theory that accounts for the data in the corpus is said to be observationally adequate.
Statement-II: A grammatical theory that accounts for how children acquire their language is said to be descriptively adequate.
Statement-III: A grammatical theory that accounts for both corpora and native speaker judgements of well-formed constructions is said to be explanatorily adequate.
- A. All the three statements are true.
 B. Only statement III is true, I and II are false.
 C. Statements I and III are false, II is true.
 D. Statements II and III are false, I is true.
66. **Statement-I:** Unaccusative verbs can appear in expletive *there* constructions and therefore have some properties of transitive verbs.
Statement-II: Intransitive verbs can take cognate objects, unaccusative verbs cannot.
- A. Both I and II are false. B. Both I and II are true.
 C. I is false, II is true. D. I is true, II is false.
-
67. **Statement-I:** 'Every DP must be assigned Case'.
Statement-II: 'Case Theory deals with assignment of abstract Case and its morphological realisation'.
- A. Both I and II are false. B. Both I and II are true.
 C. I is false, II is true. D. I is true, II is false.
68. **Statement-I:** "Juang" belongs to South Munda
Statement-II: "Kharia" belongs to North Munda
Statement-III: "Sora" belongs to Central Munda
Statement-IV: "Santali" belongs to North Munda
- A. Only statements I and IV are true B. Only statements II and III are true
 C. Only statements I and II are true D. Only statements III and IV are true
69. **Statement:** Morphological inflection is realized overtly. Syntactic inflection may or may not be overt.
Inference: Therefore languages like Chinese or Vietnamese which have almost no morphology or have modest morphology cannot express inflection.

- A. Inference is drawn from the statement.
- B. Inference is not drawn from the Statement.
- C. Inference and Statement draw from each other.
- D. Neither of them draws from the other.

70. Given below are six steps to be taken while designing a course syllabus. Identify the correct ordering of the same in the given choices for an answer.

Step-i: Decide what you want students to be able to do as a result of taking your course, and how their work will be appropriately assessed.

Step-ii: Structure your students' active involvement in learning.

Step-iii: Define and delimit course content.

Step-iv: Develop a well-grounded rationale for your course.

Step-v: Identify and develop resources.

Step-vi: Compose your syllabus with a focus on student learning.

- A. iv, i, iii, ii, v, vi.
- C. ii, v, vi, i, iv, vi

- B. i, ii, iii, iv, v, vi
- D. vi, iv, ii, i, iii, v

4-79