

---

**THE FOLLOWING REGULATIONS AND SYLLABUS FOR THE  
DEGREE OF MASTER OF ARTS IN LINGUISTICS WERE  
APPROVED BY SENATE ON 8TH AUGUST, 1975**

The Department of Linguistics and African Languages proposes to offer an M.A. Programme in Linguistics by course work only, commencing next academic year October 1975. The course will be open to students who have satisfied both University and Faculty of Arts Regulations for the Master's degree. In addition they will be expected to have formally studied linguistics at the B.A. level since the M.A. course assumes a certain undergraduate level of familiarity with the subject.

The two year programme by course work only is particularly aimed at 3:2:2 students, who because of the nature of the degree structure, do not get a deep enough grasp of theory and descriptive methods to enable them to embark straightaway on writing an M.A. thesis. Due to adverse staff/student ratios we have not yet been able to institute the 3:1:1 or 3:2:1 structure, but we hope we shall have adequate staff next year to do so. Such 3:1:1 or 3:2:1 students of Linguistics who have shown adequate ability might be encouraged to do the M.A. programme in one year, a sort of 'comprehensive' preparation for work on a Ph.D. thesis. There is another category of students who might benefit from this programme. These are

students who have done one year Masters programmes in linguistics in other universities. A number of overseas universities now offer one year M.A. programmes in Linguistics which are terminal for those who do not show aptitude for further formal academic work, and a preparation for admission into a Ph.D. programme for those who have proved capable enough to continue with work leading to this degree. For such students we would propose that they be exempted from their first year course-work and start their second year. If they pass their examinations, they should be encouraged to register for the Ph.D. degree. The aim is to train people who in future might want to take up an academic career in either in Nairobi or Kenyatta University College in the field of linguistics. Since there will probably be a limited number of such posts in any given year, we would not like to encourage someone to continue with postgraduate work and then find on completion that there are no immediate vacant posts. We already have two Kenyan students in the Department. One is doing a Ph.D. and the other is about to complete his M.A. Another Kenyan who did linguistics here at B.A. Level

and has an M.A. from U.C.L.A. has also applied to do a Ph.D. and we are likely to register him since he was appointed a Tutorial fellow at Kenyatta University College with a view to being absorbed into a substantial post there. In the circumstances we would recommend we take a maximum of four students in the next two years as a first intake.

### PROPOSED M.A. COURSE: STRUCTURE OF THE PROGRAMME

*Part 1* First year: Three Compulsory Papers.

- 1.1 Theoretical and Descriptive Linguistics.
- 1.2 Research Methods in the Rescription of Language.
- 1.3 Paper outside of Linguistics to be chosen with respect to the students' primary interest in linguistics and in consultation with the staff of the Department of Linguistics and outside departments. Choices could be from History, Sociology, Literature or other relevant subjects.

*Part 11* Second year:

Two of four alternative papers from the following:-

- 1.1 Sociolinguistics
- 1.2 Comparative-Historical linguistics
- 1.3 Stylistics
- 1.4 Structural or practical study of a language: Swahili, French, English, Italian, German, Russian, Arabic, Latin. One only to be selected.

### EXAMINATION SCHEME

(1) The course will normally last for two years with respect to B.A. students. At the end of the first

year, there will be a three-hour written examination in each of the three first year papers. Students will only be allowed to proceed to the second year on successful completion of their first year work. There will also be an examination in the second year, when students will sit two/three-hour 2nd year papers. Successful students will be awarded the M.A. degree in Linguistics, which would be regarded as qualifying them for registration for the Ph.D. degree in Linguistics; and they would be encouraged to continue if they so wished. (2) Selected 3:1:1 or 3:2:1 students may be allowed to take all the five papers in one year, after which they will sit examinations in all the five papers.

### OUTLINES OF THE COURSE ARE AS FOLLOWS

*Part 1*

- 1.1 *Theoretical and Descriptive Linguistics*
  - (i) **Phonetics:**

Modern theories of universal phonetics and the relationship between phonetics and phonology. Further practice in speech and ear-training.
  - (ii) **Phonology and Morphology:**
    - a. Phoneme theory: its development and current trends.
    - b. Traditional morphology, inflection, derivation, and morphophonemics.
    - c. Prague School phonology.
    - d. Prosodic analysis.
    - e. Trubetzkoy and Jakobson: the development of distinctive-feature analysis.
    - f. Current trends in generative phonology and morphology.
    - g. Alternative views: Fudge, Brown, Saumjan, Lamb, ect.
    - h. Adequate practical exemplification of the above.

- (iii) **Syntax:**
  - a. The bases of syntactic and analysis and the development of syntactic theory in the European (Firth, Martinet, etc.) and American (from Bloomfield to Harris) Traditions.
  - b. The development of generative-transformational grammar.
  - c. Case grammar
  - d. Examination and discussion of important theoretical contributions combined with a study of practical applications, with particular reference to African languages.
- (iv) **Semantics:**
  - a. A study of traditional and modern theories of meaning, including a basic course in logic.
  - b. Structural semantics and modern developments in generative semantics, with emphasis on the relationship between syntax and semantics.

## 1.2 *Research Methods in the Description of Language*

- (i) **Purpose of Linguistics Research**
  - a. Goals and Scope: Survey or individual study of language, dialect or situation.
  - b. Preparations: Preplanning and flexibility.
- (ii) **Human Factors in Research**
  - a. The community
  - b. The investigator
  - c. The language-informant: need, selection, number, qualification, training.
- (iii) **The Linguistic Corpus:**
  - a. Factors which determine the kind of data required.

- b. The characteristics of a good corpus.
- (iv) **Collecting the Corpus:**
  - a. Elicitation techniques: question/answer interviews; questionnaire-construction and use; using interpreter; use of tape recorder; analysis during elicitation.
  - b. Interview session: length, structure, interference factors.
- (v) **Field Analysis**
  - a. The I/you problem.
  - b. The slot-filler technique.
  - c. Pictures and diagrams: possibilities and limitations.
  - d. Storage and collation of data.
- (vi) **Practical Application**
  - a. Analysis of languages unfamiliar to students.
  - b. Discussion and analysis of data drawn from a wide variety of languages covering all aspects of descriptive technique.
  - c. Examination and discussion of published grammars and partial language analyses.

## *Part II*

### 11.1 **Sociolinguistics**

The following are general topics the course will cover. The approach will be to discuss current hypotheses within the various areas of sociolinguistics in the practical context of the East Africa situation. As will be obvious, many of the topics below are interrelated. Their inclusion under any specific heading is intended chiefly as a guide.

- (i) **What is sociolinguistics?**
  - a. Domains of sociolinguistics.
  - b. Some basic sociolinguistic concepts.
- (ii) **The Interactions of Language and Culture**
  - a. Models of interaction of language and social life.
  - b. Cultural patterning of speech reference to Kenyan, East African, and African situations.
- (iii) **Language and Nationalism: the Forces underlying Social Change**
  - a. Nationality, Nationalism, Nation.
  - b. National integration: formation of new focuses for national solidarity and identity.
  - c. Rural v. urban condition of linguistic change.
  - d. Impact of nationalism on language change and language planning.
- (iv) **Language in Education**
  - a. Educational implication of multilingualism.
  - b. Choice and implication of medium: pedagogical, linguistic and political.
  - c. Language interference, limited competence and registers.
  - d. Roles and functions of vernaculars, lingua francas (African) and world languages in the education systems of East Africa.
- (v) **Language Policy and Language Planning**
  - a. Typology of situations and problems: general treatments of the enunciation and implementation of language policies in East Africa.
    - b. Factors of decision: education, urbanisation, language profile, language of external communication (including higher education and technical education) alphabetisation, standardization, literacy. Ad hoc and organized language-planning bodies: Kenya, Tanzania, Somalia.
    - c. Language maintenance and language shifts.
- (iv) **Language in Small-Group Interactions**
  - a. Microlinguistics and micro-level of language usage.
  - b. Typology of situations.
  - c. Status and knowledge of language.
  - d. Language of address and solidarity.
  - e. Code-switching, inter-code adaptation, bilingualism/multilingualism.
- (vii) **Language in Social Groups and Sectors**
  - a. Language and socio-economic differentiation.
  - b. Power and solidarity.
  - c. Diglossia.
  - d. The rural/urban situation.
  - e. Standard and nonstandard language.
- (viii) **Pidgins, Creoles and Lingua Francas**
  - a. Historical and current forces shaping language usage.
  - b. Code-switching/language maintenance and shift.
  - c. Relexicalisation.
  - d. Linguistic typology.
  - e. Development of pidginized Swahili and English in urban centers.
- (ix) **Folk Sociolinguistics**
  - a. Myths, opinions, attitudes to language phenomena, specifically in East Africa.

- b. Metalinguistic expression: letters to the press, popular publications media.
- c. National debates, reactions of participants to ongoing processes

11.2 **Comparative-Historical Linguistics**

The outline below is intended as a guide to the major topics in the field of historical-comparative linguistics and not as a definitive statement of the structure of the course. These topics will be illustrated and discussed in terms of the languages of Africa and in particular of East Africa where representatives of the major language families of Africa are found.

- (i) **Genetic Classification**
  - a. Form-meaning resemblances.
  - b. Historical and non-historical factors: chance, symbolism, borrowing, genetic relationship.
- (ii) **Internal Reconstruction and the Comparative Method**
  - a. Indo-European methodology.
  - b. Bantu two-stage method.
- (iii) **Language Change**
  - a. Phonological
  - b. Assimilation/dissimilation: regressive/progressive, complete/partial, palatalization, monophthongization, diphthongization.
  - c. Loss: apocope, truncation, apheresia, aphesis, haplology, syncope, vowel reduction, consonant weakening and loss.
  - d. Gain: anaptyxis, prosthesis, openthesis, excrescent consonants, gemination.
  - e. Morphological.
  - f. Semantic

generalization, pejorative, meliorative, taboo, cultural change.

(iv) **Loan Words**

(v) **Typological Classification:** isolating, inflectional, agglutinative, polysynthetic.

(vi) **Dialectology:** dialect versus language, isogloss, relic area.

(vii) Discussion of the classification schemata for Africa languages and the criteria established for the inclusion of such East Africa languages as Luo, Kalenjin, Nandi Maasai, Turkana, Galla, Kikuyu, Swahili etc.

(viii) **Historical-Comparative Linguistics and Generative Grammar:**

primary change, grammar simplification, sound change and analogy, syntax, reconstruction, causality of change.

11.3 **Stylistics**

The proposed course in Stylistics will introduce students to theories and practical approaches to the analysis of textual materials. Both oral and written texts in Swahili, English and French will be discussed. Texts from African languages other than Swahili will be considered if interest is shown by the participants in the course.

(i) **The Theory of Stylistics**

- a. The foundation: stages of communication, objectively verifiable versus subjective impressions; additions to a central core of thought or expression; choices between alternative expressions, a set of individual norm; macro versus microlinguistics.

Aesthetics, metonym, poetics, literary criticism oral literature, psychology, statistics, linguistics.

(ii) **Models of Description**

- a. Textual context:  
Phonological/Graphological manifestations: segmental, non-segmental. Syntactic manifestations.  
Typology and structure: paragraph, sentence, clause, group, word.
- b. Extratextual context:  
period, genre, register relationship at speaker/listener and writer/reader situational,

ual aspects gesticulatory and graphological factors.

(iii) **Practical Analyses of Texts**

- a. Approach to analysis:-  
Genre, period, comparative, individual.
- b. Language types:-  
conversations: formal, informal, interviews, unscripted  
commentary: sports, descriptive,  
journalism: newspaper, radio, television, magazine,  
visual: religion, societies  
legal: spoken, written  
scientific  
advertising  
written instructions  
public speaking.