

Bridging The Gap: A Need Analysis and Curriculum Design for Biolinguistics in Humanities and Social Sciences

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Abstract

Biolinguistics is an emerging interdisciplinary and transdisciplinary field that aims to understand the biological foundations of language. It draws upon concepts and methodologies from biology, linguistics, and cognitive science to explore how language originates, develops, and operates within the human brain. This field has gained significant traction in domains such as cognitive science, neuroscience, and theoretical linguistics, its integration into academic programs of linguistics within the Humanities and Social Sciences (HSS) remains minimal. This limited inclusion is particularly striking, given that HSS disciplines are inherently concerned with language, its structure, use, evolution, and cultural significance.

To explore this gap, the present study conducted a qualitative questionnaire among research scholars from the School of Humanities and Social Sciences. The aim was to gauge their familiarity with biolinguistics and assess its perceived value in their academic and research contexts. The responses revealed a noteworthy gap in formal exposure to the field, yet an encouraging interest and demand for learning opportunities in this area.

In response to these findings, the article proposes the development of an intermediate level biolinguistics course specifically designed for postgraduate students of linguistics in HSS. The suggested curriculum combines core theoretical foundations with interdisciplinary modules and application-based learning. By integrating biological frameworks with linguistic and cognitive perspectives, the course aspires to foster a scientifically grounded and holistic understanding of language. This initiative not only addresses the gap in the curriculum but also aims to enhance the academic depth and interdisciplinary orientation of language studies within the humanities and social sciences.

Keywords: Linguistics; Interdisciplinary; Course plan