

**Department of Linguistics**  
**Bachelor of Arts Degree Programme – External**  
**Linguistics**

**Linguistics**

<b>Year Study</b>	<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Compulsory /Optional</b>	<b>Credits</b>
1	1 & 2	LING 18214	Introduction to Linguistics	Compulsory	4
		LING 18224	Introduction to Phonetics	Compulsory	4
2	3 & 4	LING 28214	Phonology, Morphology & History of linguistics	Compulsory	4
		LING 28224	Syntax, Semantics. Socio linguistics and Language Planning	Compulsory	4
3	5 & 6	LING 38214	Applied linguistics, Psycholinguistics, Communication Disabilities and Sign Language	Compulsory	4
		LING 38224	Historical linguistics, Structure of Sinhala & Lexicography	Compulsory	4

<b>Course Code:</b>	<b>LING 18214</b>
<b>Compulsory/ Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>INTRODUCTION TO LINGUISTICS</b>
<b>Intended Learning Outcomes:</b>	<p>At the completion of this course students should be able to</p> <ol style="list-style-type: none"> <li>1. define language as a system of linguistic sign.</li> <li>2. list the design features of language.</li> <li>3. describe the structure and the functions of language.</li> <li>4. explain formal classes and grammatical categories of language on the basis of structural analysis.</li> <li>5. Distinguish between the synchronic and diachronic analysis of language</li> <li>6. Recognize the scope of certain sub-fields of linguistics: Historical linguistics.</li> <li>7. Evaluate the contribution of renowned linguists like Ferdinand de Saussure, Edward Sapir, Leonard Bloomfield and Noam Chomsky.</li> </ol>
<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Definitions of language</li> <li>2. Language structure and functions.</li> <li>3. Design features of language.</li> <li>4. Introduction to structural analysis.</li> <li>5. Introduction to diachronic analysis.</li> <li>6. Contribution of the following linguists. <ul style="list-style-type: none"> <li>• Ferdinand de</li> <li>• Saussure Edward</li> <li>• Sapir Leonard</li> </ul> </li> </ol> <p>Bloomfield Noam</p>
<b>Teaching /Learning Activities:</b>	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.</p>
<b>Assessment Strategy:</b>	<p>Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.</p>
<b>Recommended Reading:</b>	<ol style="list-style-type: none"> <li>1. කරුණාතිලක, ඩබ්.එස්., විජේතුංග, රත්න., රාජපක්ෂ, ආර්. එම්. ඩබ්., 1996, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය.</li> <li>2. කරුණාතිලක, ඩබ්.එස්., 2006, භාෂා සමීක්ෂණ, ඇස්</li> </ol>

	<p>ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>3. දිසානායක, ජේ. බී. , 2005, මානව භාෂා ප්‍රවේශය, සුමිත ප්‍රකාශකයෝ, කළුබෝවිල.</p> <p>4. දිසානායක, ජේ. බී., 1995, සමකාලීන සිංහල ලේඛන ව්‍යවහාරය: ව්‍යාකරණ ප්‍රවේශය, ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>5. ධර්මදාස, කේ. එන්. ඕ. ,1996, භාෂාව හා සමාජය (වාග්විද්‍යාත්මක ගවේෂණයක්), ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10.</p> <p>6. බලගල්ලේ, විමල්., 1995, භාෂා අධ්‍යයන හා සිංහල ව්‍යවහාරය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>7. Akmajian, Adrion; Demers, Richard. A., Former, Ann K.; Robert, M., 2001, Linguistics. An Introduction to Language and Communication, 4<sup>th</sup> edition, Prentice-Hall of India.</p> <p>8. Crystal, David., 1990, Linguistics, Penguin, 2<sup>nd</sup> edition.</p> <p>9. Lyons, John., 2002, Language and Linguistics: An Introduction, Cambridge University Press.</p> <p>10. Robins,R.H., 1985, General linguistics: An Introductory Survey. Longman, London. 3<sup>rd</sup> edition.</p> <p>11. Trask, R.L., 1999, Key Concepts in Language and Linguistics, Routledge.</p>
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<b>Course Code:</b>	LING 18224
<b>Compulsory/ Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>INTRODUCTION TO PHONETICS</b>
<b>Intended Learning Outcomes:</b>	<p>At the completion of this course students should be able to</p> <ol style="list-style-type: none"> <li>1. describe the production of speech sounds.</li> <li>2. pronounce speech sounds of second/ foreign language.</li> </ol> <p>transcribe any speech sound they hear using the IPA chart.</p>

<b>Course Content</b>	<p>Basic principles of phonetics</p> <p>ii). Vocal organs and their function</p> <p>iii). Three modes of speech analysis: Articulatory Acoustic and Auditory.</p> <p>iv). Classification of speech sound on the basis of articulation</p> <p>v). International phonetics Alphabet (IPA)</p>
<b>Teaching /Learning Activities:</b>	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.</p>
<b>Assessment Strategy:</b>	<p>Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.</p>
<b>Recommended Reading:</b>	<p>1. කරුණාතිලක, ඩබ්ලිව්. ඇස්., 1998, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය.</p> <p>2. රාජපක්‍ෂ,ආර්.එම්.ඩබ්., 1995, භාෂණ සිංහල ස්වර ශබ්ද, අභය ප්‍රකාශන, කැලණිය. 3. රාජපක්‍ෂ,ආර්.එම්.ඩබ්., 1994, භාෂණ සිංහල ව්‍යාකර්ණ ශබ්ද, සම්භාව්‍ය, කැලණිය.</p> <p>4. Abercrombie, D., 1967, Elements of General Phonetics, Edinburgh EUP.</p> <p>5. Jones, D., 1956, An outline of English Phonetics, Cambridge, Heffer.</p> <p>6. Ladefoged, p.1975, A Course in Phonetics, Harcourt Brace, Jovanovich Inc, New York.</p> <p>7. Pike, K.L., 1943, Phonetics, University of Michigan Publication in Language in Language and Literature, Vol.21.</p>

<b>Course Code:</b>	<b>LING 28214</b>
<b>Compulsory/ Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>PHONOLOGY, MORPHOLOGY &amp; HISTORY OF LINGUISTICS</b>
<b>Intended Learning</b>	At the completion of this course students should be

<p><b>Outcomes:</b></p>	<p>able to (a)</p> <ol style="list-style-type: none"> <li>1. identify the difference between Sounds and Phonemes and the significance of phonemes in communication.</li> <li>2. identify that phoneme of all languages have patterns and sound patterns of every language has intrinsic features.</li> <li>3. develop analytical skills of phonology.</li> </ol> <p>(b)</p> <ol style="list-style-type: none"> <li>1. Identify and describe basic concepts in morphology</li> <li>2. Point out interrelationship between morphology and other areas of linguistics</li> <li>3. Identify morphemes of a given language by means of analyzing actual data</li> <li>4. Explain types of word formation in a given language</li> <li>5. describe morphemic structure and word formation process in Sinhala.</li> <li>6. Compare morphological structures of different languages.</li> <li>7. use this analytical knowledge in language learning/ teaching and translation.</li> <li>8. describe the historical development of morphological theory.</li> </ol> <p>(c)</p> <ol style="list-style-type: none"> <li>1. describe the main grammatical traditions in the east as well as in the West, evolution of those grammatical traditions and the relationship between the grammatical traditions and Modern Linguistics.</li> </ol>
<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Nature of Phonology, phonetics and phonology and their relationship to each other and the mentioned goals.</li> <li>2. Sound Units, understanding the differences between Phones and Phonetic Units and, a general knowledge on different theories of Phonological Analysis are to be discussed.</li> <li>3. Fundamentals of the phoneme, the principle of distribution, phonetics similarity, Minimal pairs, basic categories of the principles of Distribution: Non – contrastive distribution:       <ol style="list-style-type: none"> <li>i. complementary distribution,</li> <li>ii. Free Variation and Contrastive Distribution are included here.</li> </ol> </li> <li>4. Additional Principles in the Theory of phoneme: Pattern- symmetry, Economy and other topics connected with</li> </ol>

	<p>them; such as Arche- Phoneme, Multiple complementation and Merger in Contrasts are to be studied.</p> <p>(b)</p> <ol style="list-style-type: none"> <li>1. Basic concepts: field of morphology, word, morpheme and types of morphemes, morph, affixes, inflectional and derivational morphemes, word formation, morphophonemic alterations, Sandhi, productivity,</li> <li>2. Morphemic analysis: identifying morphemes of a given set of data, study of morphemic structure, types of morphemes, word formation of Sinhala/Tamil and English.</li> <li>3. History of morphology: understanding of the historical development of morphology</li> </ol> <p>(c) Course Content:</p> <p>Ancient Indian grammatical tradition:</p> <p style="padding-left: 40px;">The beginning of language studies in the Vedic period with special attention to ‘Astadhyayi’ of 'Panini' and language studies of the grammarians such as Bhartruhari.</p> <p style="padding-left: 40px;">Ancient European Grammatical tradition:</p> <p style="padding-left: 40px;">Language studies in ancient Greece and their influence on grammarians in Rome. The development of language studies in the Renaissance Period.</p> <p style="padding-left: 40px;">Introducing Sanskrit to western scholars and the development of Historical and Comparative Linguistics in the 19th century.</p> <p>Emergence of Modern Linguistics and Linguistics in the 20th century</p>
<b>Teaching /Learning Activities:</b>	Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.
<b>Assessment Strategy:</b>	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
<b>Recommended Reading:</b>	<p>(a)</p> <p>කරුණාතිලක, ඩබ්ලිව්. ඇස්., විජේතුංග, රත්න., රාජපක්ෂ, ආර්. එම්. ඩබ්. 1995, වාග්විද්‍යා ප්‍රවේශය (1සහ 2 පරි.), දර්ශක, කැලණිය.</p>

Chomsky,N., Morris., Halle, 1968, The Sound Pattern of English, Harper and Row, New York.

Dunstan,E., 1964, Towards a phonology of Ngwe., Journal of West African Languages, p.39-42.

Hockett, C.F. 1958, A Course in Modern Linguistics. Oxford & IBH publishing Co. New Delhi.

Hyman, M.L., 1975, Phonology, U.S.A.; Hort, Rinehart and Winston.

Lass, P., 1984, Phonology, C.U.P.

b)

කරුණාතිලක, ඩබ්. එස්., විජේතුංග, රත්න., රාජපක්ෂ.,ආර්.එම්. ඩබ්., 1996, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය. පි. 85-138

දිසානායක, ජේ. ඩී., 2000, බසක මගිම 1-12 දක්වා, ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

බලගල්ලේ, විමල්., 1995, භාෂා අධ්‍යයන හා සිංහල ව්‍යාවහාරය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. පි 168- 177.

බලගල්ලේ, විමල්., 1989, වාග්විද්‍යාවේ ජදිම සංකල්පය පිළිබඳ වර්ගීකරණයක්, විද්‍යෝදය, සංස්. රත්න විජේතුංග. කොළඹ පි. 7-37.

සිල්වා, සුගතපාල ද, 1972, භාෂා විෂයක ලිපි, සීමාසහිත ලේක් හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ. පි. 10-14, 19- 28.

Bauer, L., 1983, English word formation. CUP, Cambridge.

Crystal, D.,1971, Linguistics, Penguin, Harmondsworth.

Gleason, H.A.,1955, An introduction to descriptive linguistics, Oxford & IBH publishing Co., New Delhi. (1968 Indian edition) P. 50- 127.

Hockett, C.F.,1958, A course in Modern Linguistics.Oxford & IBH publishing Co. New Delhi. P. 123-137,166-182,209-213,240-245, 271-283.

Matthews, P.H., 1974, Morphology. CUP, Cambridge.

O'Grady, William , M., Dobrovolsky, F.Katamba, 1989,Contemporary Linguistics : An introduction, Longman, New York. Robins, R.H., 1964,

General linguistics: An introductions survey. Longman, London. 4<sup>th</sup> edition, p. 184-202, 227-246ions.

Spencer, A., 1991, Morphological theory, Basil Blackwell,Oxford.

	<p>(c)  කරුණාතිලක, ඩබ්ලිව්. එස්., ඓතිහාසික වාග්විච්චි ප්‍රවේශය, එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.  ජයසේකර, ආනන්ද, ජයසේකර, වික්‍රා, 1970, තුළනාත්මක වාග්විච්චි, ලේක්හවුස් ඉන්වෙස්ට්මන්ට්, කොළඹ.  Allen, A.J., 1953, Phonetics in Ancient India, London.  Lehmann, W.P., 1967, A Reader in nineteenth century historical Indo-european Linguistics, Bloomington.  Nettleship, H., 1886, The study of grammar among the Romans in the first century A.D., NettJournal of Philosophy, London.  Robins, R.H., 1979, A Short History of Linguistics, Longman, London  Robins, R.H., 1951, Ancient and Medieval grammatical theory in Europe, London  Vachek, J., 1966, The Linguistic School of Prague, Bloomington.  Wulf, De M, 1909 History of Medieval philosophy, London.</p>
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<b>Course Code:</b>	LING 28224
<b>Compulsory/Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>SYNTAX, SEMANTICS, SOCIO LINGUISTICS &amp; LANGUAGE PLANNING</b>
<b>Intended Learning Outcomes:</b>	<p>At the completion of this course student will be able to</p> <p>(a) Syntax</p> <ol style="list-style-type: none"> <li>1. Identify the field of Syntax and describe its relationship within the areas of Linguistics.</li> <li>2. explain the basic concepts of syntax.</li> <li>3. describe various theoretical notions related to structural linguistics, TG and GB.</li> <li>4. analyse the syntactic structure of any natural language using the theoretical apparatus.</li> <li>5. utilise the formal knowledge in their respective applied areas such as L1, L2, teaching/ learning, translation etc.</li> <li>6. describe syntactic structure of Sinhala.</li> </ol> <p>(b) <i>SEMANTICS</i></p> <ol style="list-style-type: none"> <li>1. to define meaning .</li> <li>2. describe semantic units and will show the difference between logical semantics and pragmatics.</li> </ol>



	<p>(c) <i>SOCIO LINGUISTICS &amp; LANGUAGE PLANNING</i></p> <p>1. Apply Sociolinguistic knowledge to identify Sri Lankan speech communities and their language related problems.</p> <p>Identify the interrelationship between language and Society</p>
<p><b>Course Content</b></p>	<ul style="list-style-type: none"> <li>• syntax</li> </ul> <p>Basic concepts: Field of syntax, its autonomy and</p> <ol style="list-style-type: none"> <li>2. interrelationship with other components of grammar, grammaticality vs acceptability, competence vs performance, sentence definition, word, phrase, clause, utterance, subordination, embedding, deep vs surface structure, transformations: passivization, causativization, nominalization, wh-question formation, negation, clefting, topicalization, structure of simple and complex sentences, principles and parameters, syntax of Sinhala/Tamil/English: a brief study of the contemporary theories of syntax, practical application of syntax.</li> <li>3. Syntactic analysis: analyze actual sets of data and identify syntactic structure of a given language.</li> <li>4. Short history of syntactic theories: History of syntactic theories and the development of syntactic theories in the 20th century. i.e., TG, GB.</li> <li>5. Syntactic structures of Sinhala.</li> </ol> <p>(b) <i>SEMANTICS</i></p> <p>Defining of 'Meaning' and discussion of semantic Units.</p> <p>Discussion of language - speech, sentence - utterance, text, context and speech situation, Branches of Semantics,</p> <p>Principles of Logical</p> <p>Semantics :intuitive knowledge of meaning, entailment, presupposition, denotation, connotation,</p> <p>Principles of Pragmatics, Discussion of Discourse Analysis</p> <p>(c) <i>SOCIO LINGUISTICS AND LANGUAGE PLANNING</i></p> <p>Theories: Theories and ideas introduced by Sociolinguists such as Dell Hymes, Wardhaugh, William Labov and Charles F. Ferguson</p>

<b>Teaching /Learning Activities:</b>	Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.
<b>Assessment Strategy:</b>	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
<b>Recommended Reading:</b>	<p>(a)</p> <ol style="list-style-type: none"> <li>1. Chomsky. Noam, 1988, Language and Problems of knowledge, The MIT Press, Cambridge, Massachusetts.</li> <li>2. Chomsky. Noam, 1986, Knowledge of Language; Its Nature, Origin and Use: New York, Praeger.</li> <li>3. Chomsky. Noam, 1981, Lectures on Government and Binding: Dordrecht: Foris.</li> <li>4. Chomsky. Noam, 1978, Syntactic Structures : The Hague: Mouton</li> <li>5. Chomsky. Noam, 1965, Aspects of the Theory of Syntax: The MIT Press, Cambridge, Massachusetts.</li> <li>6. O'Grady, William , M., Dobrovolsky, F.Katamba, 1989, Contemporary Linguistics : An introduction, Longman, New York, ch.5-6.</li> <li>7. Peter Sells, 1985, Lectures on the Contemporary syntactic theories: An introduction to government-binding theory, Generalized phrase structure grammar, and lexical functional grammar, Stanford, Calif: Center for the study of language information. Ventura Hall, Stanford University.</li> <li>8. Radford. Andrew, 1988, Transformational Grammar, Cambridge, Cambridge University Press.</li> <li>9. Riemsdijk. Henk van, and Edwin Williams. 1986, Introduction to the Theory of Grammar The MIT Press, Cambridge, Massachusetts.</li> </ol>

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<b>Course Code:</b>	<b>LING 38214</b>
<b>Compulsory/ Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>APPLIED LINGUISTICS, PSYCHOLINGUISTICS, COMMUNICATION DISABILITIES AND SIGN LANGUAGE</b>
<b>Intended Learning Outcomes:</b>	<p>At the completion of this course students should be able to</p> <ol style="list-style-type: none"> <li>4 clarify general concepts and terminology in applied linguistics.</li> <li>5 describe fields of applied linguistics.</li> <li>6 discuss the differences and similarities between first language acquisition and second language learning.</li> <li>7 distinguish learner factors which underline successful language learning.</li> <li>8 interpret the effect of linguistics in language learning and teaching.</li> <li>9 understand the relationship between language and mind and the process of language acquisition and also to identify different types of communication disabilities.</li> </ol> <p>to communicate using sign language.</p>
<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. The field of applied linguistics.</li> <li>2. Concepts and terminology in applied linguistics.</li> <li>3. Comparison between first language acquisition and second learning.</li> <li>4. Learner factors in language learning.</li> <li>5. The impact of linguistics in language teaching.</li> </ol> <p>History and the background of the subject, Language as a special competence of human beings, Speech chain and the process of Language, relationship between the brain and language, Language acquisition. Functions of vocal organs, auditory system and the brain Communication disorders related to the above Mental retardation and communication disabilities Categorization of Communication disorders according to linguistic levels. Sign language component will introduce the signing skills and knowledge of sign communication using natural language behavior, dialogues and</p>

	practical drills. Students will be exposed to commands, questions, negations and statements in. A comprehensive introduction to the Linguistic structures of sign language will be made i.e. phonology, morphology, syntax and semantics
<b>Teaching /Learning Activities:</b>	Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.
<b>Assessment Strategy:</b>	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
<b>Recommended Reading:</b>	<ol style="list-style-type: none"> <li>1. Brown, H. D., 1994, Principles of Language Learning and Teaching., U.S.A.</li> <li>2. Carter, Ronald., 1993, Introducing Applied Linguistics, Penguin.</li> <li>3. Klein, Walfgang, 1994, Second Language Acquisition, Cambridge University Press.</li> <li>4. Larsen-Freeman, Diane, 2007:  Techniques and Principles in  Language Teaching, Oxford  University press, New Delhi.</li> <li>5. Lightbown, Pasty M.; Spado, Nina, 1995,  How Languages are Learned, Oxford  University Press.</li> </ol> <ol style="list-style-type: none"> <li>1. වික්‍රමසිංහ, ඩී. එම්., 2002/03 ,  ශ්‍රවණබාධිත අධ්‍යාපන ක්‍රමයේ  නමුත්තා: වාග්විද්‍යා 8, වාග්විද්‍යා  අධ්‍යයනාංශය, කැලණිය  විශ්වවිද්‍යාලය.</li> <li>2 වික්‍රමසිංහ, ඩී. එම්., විරකෝන්, හේමා, 86/ 87, වාග්විද්‍යා 3, වාග්විද්‍යා අධ්‍යයනාංශය, කැලණිය විශ්වවිද්‍යාලය.</li> <li>3. Berry, Mildered Freburg. Language</li> </ol>

Disorders of Children: The Bases and Diagnoses. Appleton-Century - Crofts. Educational Division, Meridith, New York Corporation 1969.

4. Chomsky, N., The Syntactic Structure 1957
5. Crystal, D., 1987, The Cambridge Encyclopaedia of Language, Cambridge University press, Cambridge.
6. Crystal, D. , Flectcherm, P. and Garman, M. 1976, The Grammatical analysis of Language Disability.
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10. Witeker, H. , Witeker, H.A. Studies in Neuro Linguistics . 1976

	<p>11. Sri Lankan Sign Language Dictionary Vols.I, II, III, IV,V National Institute of Education, Maharagama.</p>
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<b>Course Code:</b>	<b>LING 38224</b>
<b>Compulsory / Optional:</b>	<b>Compulsory</b>
<b>Course Name:</b>	<b>HISTORICAL LINGUISTICS, STRUCTURE OF SINHALA &amp; LEXICOGRAPHY</b>
<b>Intended Learning Outcomes:</b>	<p>At the completion of this course students should be able to</p> <p>(a)</p> <ol style="list-style-type: none"> <li>1. distinguish the internal and external evidence for linguistic change.</li> <li>2. define phonetic and phonemic changes in a given language on the basis of historical sound laws.</li> <li>3. Classify the borrowed words in Sinhala in to different components according to their sources or linguistic nature.</li> <li>4. Interpret grammatical and semantic changes and innovations in a given language on the basis of the mechanisms of linguistic change.</li> </ol> <p>justify the origin and the development of the Sinhala language in the light of historical linguistic methods.</p> <p>(b)</p> <ol style="list-style-type: none"> <li>1. describe the sound system of the language and relationship between the sounds and orthography.</li> <li>2. identify the morphological and syntactic patterns of the language and their diglossia differences</li> <li>3. identify the grammatical categories manifested in the morphological and syntactic systems</li> <li>4. distinguish the varieties of the spoken Sinhala and give examples for them</li> <li>5. distinguish the stylistic variations of the written Sinhala and exemplify them.</li> <li>6. describe the unique features of the Sinhala language in contrast to the common features of the Indo-Aryan sister languages.</li> </ol>

	<p>(C)</p> <ol style="list-style-type: none"> <li>1. define the word.</li> <li>2. identify head words and describe their inflection and derivation.</li> <li>3. compile small dictionaries.</li> </ol>
<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Historical typology of languages with special reference to Indo-European group of languages.</li> <li>2. Types of linguistic change.</li> <li>3. Mechanisms of linguistic change.</li> </ol> <p>The impact of historical sound laws and the rules of language evaluation in the development of Sinhala language.</p> <p>(b)</p> <ol style="list-style-type: none"> <li>1. The Sinhala sound system and the orthography; their mutual relationship.</li> <li>2. The morphological system: inflection and derivation, grammatical categories, the diglossic differences</li> <li>3. The syntactic system: simple and complex sentences, the clause structure, the diglossic differences.</li> <li>4. Varieties of the written Sinhala: dialects, registers, discourse styles.</li> <li>5. Stylistic variations of the written Sinhala.</li> </ol> <p>Unique features of the language: phonological, morphological and syntactic.</p> <p>(c) 1. The significance of Lexicography as a branch of Semantics.</p> <ol style="list-style-type: none"> <li>2. The origin and development of Lexicography.</li> <li>3. Categorisation of dictionaries :</li> <li>4. Etymological and Practical dictionaries,</li> <li>5. Practical dictionaries : general dictionaries, school dictionaries, Monolingual, Bilingual and Multilingual dictionaries, glossaries, dictionaries of synonyms and Anonymous,</li> </ol> <p>Theories and Methodology of Lexicography,</p>
<p><b>Teaching /Learning</b></p>	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint presentation), Using</p>



<b>Activities:</b>	web search and self-studies methods.
<b>Assessment Strategy:</b>	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
<b>Recommended Reading:</b>	<ol style="list-style-type: none"> <li>1 කරුණාතිලක, ඩබ්ලිව්.එස්., 1984, ඓතිහාසික වාග්විච්චි ප්‍රවේශය, එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ.</li> <li>2 ජයසේකර, ආනන්ද., 1970, කුලනාත්මක වාග්විච්චි, සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ.</li> <li>3 Aitchison, Jean., 1991, Language Change: Progress or Decay? , Cambridge University Press.(2<sup>nd</sup> edition).</li> <li>4 Hans Henrich Hock and Brind D. Joseph, 1996, Language Change and Language Relationship: An Introduction to Historical and Comparative Linguistics.</li> <li>5 Schendl, Herbert, 2001, Historical Linguistics, Oxford University Press.</li> <li>6 Trask, R.L., 1999, Key Concepts in Language and Linguistics, Routledge.</li> </ol> <p style="text-align: center;">( b )</p> <ol style="list-style-type: none"> <li>1. කරුණාතිලක, ඩබ්ලිව්. එස්., 1995, සිංහල භාෂා ව්‍යාකරණය, සීමාසහිත එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.</li> <li>2. ගෞරව, විල්හැල්ම් (2005): සිංහල භාෂාවේ ව්‍යාකරණය, කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. (පළමුවන මුද්‍රණය: 1964)</li> <li>3. රාජපක්ෂ, ආර්.එම්.ඩබ්., 1993, භාෂණ සිංහල ව්‍යාකරණය, කඩවත, අභය මුද්‍රණ ශිල්පියෝ.</li> <li>4. රාජපක්ෂ, ආර්.එම්.ඩබ්., 1997, භාෂණ සිංහල ස්වර ශබ්ද, කැලණිය, දර්ශක ප්‍රකාශන.</li> <li>5. තේනබදු, පී., 1997, සිංහල රචනය හා සාහිත්‍ය රසාස්වාදය, කොළඹ: සූරිය ප්‍රකාශකයෝ. (ප්‍රථම මුද්‍රණය: 1959)</li> <li>6. ධර්මදාස, කේ. එන්. ඩී. , 1996, භාෂාව හා සමාජය (වාග්විද්‍යාත්මක ගවේෂණයක්), ඇස් ගොඩගේ සහ</li> </ol>

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7. දිසානායක, ජේ. බී., 2000, නාම පදය, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ,

8. දිසානායක, ජේ. බී., 2000, ක්‍රියා පදය, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ,

දිසානායක, ජේ. බී., 2006, සිංහල අක්ෂර විචාරය, කළුබෝවිල, සුමිත ප්‍රකාශකයෝ.

10. ලගල්ලේ, විමල්. 1995. භාෂා අධ්‍යයන හා සිංහල ව්‍යවහාරය. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

11. බලගල්ලේ, විමල්. 2004. සිංහල භාෂාධ්‍යයන ලිපි-1. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

12. සුමනසාර, ඉඳුරුවේ, 1995, සිංහල ව්‍යාකරණ ධාරා, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

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2. Misra, B. C., 1980, Lexicography in India, B. G. Central Institutes of Indian Languages, Mysore.

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