

Department of Linguistics
Bachelor of Arts Degree Programme – 2020
Linguistics

Level	Course Code	Title of the Paper	Type
Level 01	LING 11315	Introduction to linguistics	C
	LING 12325	Introduction to phonetics	C
Level 02	LING 21312	Phonology and morphology	C
	LING 21322	Socio linguistics and language planning	C
	LING 22332	Syntax & semantics	C
	LING 22342	History of linguistics	C
Level 03	LING 31312	Psycholinguistics, communication Linguistics and sign language	C
	LING 31322	Historical linguistics	C
	LING 32332	Applied linguistics & lexicography	C
	LING 32342	Structure of Sinhala	C

Level 01

Semester	1 st		
Course Code:	LING 11315		
Course Name:	INTRODUCTION TO LINGUISTICS		
Credit Value:	5		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	70hrs	5hrs	175hrs
Intended Learning Outcomes: At the completion of this course students should be able to <ol style="list-style-type: none"> 1. define language as a system of linguistic sign. 2. list the design features of language. 3. describe the structure and the functions of language. 4. explain formal classes and grammatical categories of language on the basis of structural analysis. 5. Distinguish between the synchronic and diachronic analysis of language 6. Recognize the scope of certain sub-fields of linguistics: Historical linguistics. 7. Evaluate the contribution of renowned linguists like Ferdinand de Saussure, Edward Sapir, Leonard Bloomfield and Noam Chomsky. 			
Course Content: <ol style="list-style-type: none"> 1. Definitions of language 2. Language structure and functions. 3. Design features of language. 4. Introduction to structural analysis. 5. Introduction to diachronic analysis. 6. Contribution of the following linguists. <div style="margin-left: 40px;"> Ferdinand de Saussure Edward Sapir Leonard Bloomfield Noam Chomsky </div> 			

Teaching /Learning Methods: Lecturing (Direct teaching) Group discussions. Projects. Reading selected materials.			
Assessment Strategy: In-class tests. Assignments End of semester examination.			
Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) written assignment 10 % quizzes 10%	Theory (%) 80%	Practical (%) 	Other (%) (specify)
Recommended Readings:			
<ol style="list-style-type: none"> 1. කරුණාතිලක, ඩබ්.එස්., විජේතුංග, රත්න., රාජපක්ෂ, ආර්. එම්. ඩබ්., 1996, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය. 2. කරුණාතිලක, ඩබ්.එස්., 2006, භාෂා සමීක්ෂා, ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 3. දිසානායක, ජේ. බී. , 2005, මානව භාෂා ප්‍රවේශය, සුමිත ප්‍රකාශකයෝ, කළුබෝවිල. 4. දිසානායක, ජේ. බී., 1995, සමකාලීන සිංහල ලේඛන ව්‍යවහාරය: ව්‍යාකරණ ප්‍රවේශය, ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 5. ධර්මදාස, කේ. එන්. ඩී. ,1996, භාෂාව හා සමාජය (වාග්විද්‍යාත්මක ගවේෂණයක්), ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10. 6. බලගල්ලේ, විමල්., 1995, භාෂා අධ්‍යයන හා සිංහල ව්‍යවහාරය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 7. Akmajian, Adrion; Demers, Richard. A., Former, Ann K.; Robert, M., 			

	2001, Linguistics. An Introduction to Language and Communication, 4 th edition, Prentice-Hall of India.
8.	Crystal, David., 1990, Linguistics, Penguin, 2 nd edition.
9.	Lyons, John., 2002, Language and Linguistics: An Introduction, Cambridge University Press.
10.	Robins, R.H., 1985, General linguistics: An Introductory Survey. Longman, London. 3 rd edition.
11.	Trask, R.L., 1999, Key Concepts in Language and Linguistics, Routledge.

Semester	2 nd		
Course Code:	LING 12325		
Course Name:	INTRODUCTION TO PHONETICS		
Credit Value:	5		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	70hrs	5hrs	175hrs
<p>Intended Learning Outcomes: At the completion of this course students should be able to</p> <ol style="list-style-type: none"> 1. describe the production of speech sounds. 2. pronounce speech sounds of second/ foreign language. 3. transcribe any speech sound they hear using the IPA chart. 			
<p>Course Content:</p> <ol style="list-style-type: none"> i). Basic principles of phonetics ii). Vocal organs and their function iii). Three modes of speech analysis: Articulatory Acoustic and Auditory. iv). Classification of speech sound on the basis of articulation v). International phonetics Alphabet (IPA) 			
<p>Teaching /Learning Methods: Lectures, group activities Exercises on identification and translation and of speech sounds,</p>			

Written assignments.			
Assessment Strategy: Continues assessment			
End of semester examination			
Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) written assignment 10% In class test 10%	Theor y (%) 80%	Practical (%) 	Other (%)(specify)
Recommended Reading: 1. කරුණාතිලක, ඩබ්ලිව්. ඇස්., 1998, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය. 2. රාජපක්‍ෂ, ආර්. එම්. ඩබ්., 1995, භාෂණ සිංහල ස්වර ශබ්ද, අභ්‍ය ප්‍රකාශන, කැලණිය. 3. රාජපක්‍ෂ, ආර්. එම්. ඩබ්., 1994, භාෂණ සිංහල ව්‍යාකරණ ශබ්ද, සම්භාව්‍ය, කැලණිය. 4. Abercrombie, D., 1967, Elements of General Phonetics, Edinburgh EUP. 5. Jones, D., 1956, An outline of English Phonetics, Cambridge, Heffer. 6. Ladefoged, p.1975, A Course in Phonetics, Harcourt Brace, Jovanovich Inc, New York. 7. Pike, K.L., 1943, Phonetics, University of Michigan Publication in Language in Language and Literature, Vol.21. 8. Roach, P., 1983, English Phonetics and Phonology, U.K., C.U.P. 9. Sweet, Henry., 1890, A Primer of Phonetics, The Clarendon Press, Oxford.			

Level 02

Semester	1 st		
Course Code:	LING 21312		
Course Name:	PHONOLOGY AND MORPHOLOGY		
Credit Value:	2		
Type	C		
Hourly	Theory	Practical	Independent Learning

Breakdown	24hrs	6hrs	100hrs
<p>Intended Learning Outcomes:</p> <p>At the completion of this course students should be able to</p> <p>(a)</p> <ol style="list-style-type: none"> 1. identify the difference between Sounds and Phonemes and the significance of phonemes in communication. 2. identify that phonemes of all languages have patterns and sound patterns of every language has intrinsic features. 3. develop analytical skills of phonology. <p>(b)</p> <ol style="list-style-type: none"> 1. Identify and describe basic concepts in morphology 2. Point out interrelationship between morphology and other areas of linguistics 3. Identify morphemes of a given language by means of analyzing actual data 4. Explain types of word formation in a given language 5. describe morphemic structure and word formation process in Sinhala. 6. Compare morphological structures of different languages. 7. use this analytical knowledge in language learning/ teaching and translation. 8. describe the historical development of morphological theory. 			
<p>Course Content:</p> <p>(a)</p> <ol style="list-style-type: none"> 1. Nature of Phonology, phonetics and phonology and their relationship to each other and the mentioned goals. 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. 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"> i. complementary distribution, ii. Free Variation and Contrastive Distribution are included here. 4. Additional Principles in the Theory of phoneme: <p>Pattern- symmetry, Economy and other topics connected with them; such as Arche-Phoneme,</p> <p>Multiple complementation and Merger in Contrasts are to be studied.</p> 			

<p>(b)</p> <ol style="list-style-type: none"> 1. Basic concepts: field of morphology, word, morpheme and types of morphemes, morph, affixes, inflectional and derivational morphemes, word formation, morphophonemic alterations, Sandhi, productivity, 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. 3. History of morphology: understanding of the historical development of morphology 			
<p>Teaching /Learning Methods:</p> <p>(a)</p> <p>Short lectures and the problem solving sessions based on the exercises.</p> <p>b)</p> <p>The course consists of lectures, group activities, tutorial and occasional oral presentations.</p>			
<p>Assessment Strategy:</p> <p>Continuous assessment</p> <p>End of semester examination</p>			
Continuous Assessment	Final Assessment		
20%	80%		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)
practical exercise 20%	80%
<p>Recommended Reading:</p> <p>(a)</p> <ol style="list-style-type: none"> 1. කරුණාතිලක, ඩබ්ලිව්. ඇස්., විජේතුංග, රත්න., රාජපක්ෂ, ආර්. එම්. ඩබ්. 1995, වාග්විද්‍යා ප්‍රවේශය (1සහ 2 පරි.), දර්ශක, කැළණිය. 2. Chomsky,N., Morris., Halle, 1968, The Sound Pattern of English, Harper and Row, New York. 3. Dunstan,E., 1964, Towards a phonology of Ngwe., Journal of West African Languages, p.39-42. 			

4. Hockett, C.F. 1958, A Course in Modern Linguistics. Oxford & IBH publishing Co. New Delhi.
5. Hyman, M.L., 1975, Phonology, U.S.A.; Hort, Rinehart and Winston.
6. Lass, P., 1984, Phonology, C.U.P.

(b)

1. කරුණාතිලක, ඩබ්. එස්., විජේතුංග, රත්න., රාජපක්ෂ.,ආර්.එම්. ඩබ්., 1996, වාග්විද්‍යා ප්‍රවේශය, දර්ශක ප්‍රකාශන, කැලණිය. පි. 85-138
2. දිසානායක, ජේ. බී., 2000, බසක මගිම 1-12 දක්වා, ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
3. බලගල්ලේ, විමල්., 1995, භාෂා අධ්‍යයන හා සිංහල ව්‍යාවහාරය, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. පි 168- 177.
4. බලගල්ලේ, විමල්., 1989, වාග්විද්‍යාවේ පදිම සංකල්පය පිළිබඳ වර්ගීකරණයක්, විද්‍යෝදය, සංස්. රත්න විජේතුංග. කොළඹ පි. 7-37.
5. සිල්වා, සුගතපාල ද., 1972, භාෂා විෂයක ලිපි, සිමාසහිත ලේක් හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ. පි. 10-14, 19- 28.
6. Bauer, L., 1983, English word formation. CUP, Cambridge.
7. Crystal, D.,1971, Linguistics, Penguin, Harmondsworth.
8. Gleason, H.A.,1955, An introduction to descriptive linguistics, Oxford & IBH publishing Co., New Delhi. (1968 Indian edition) P. 50- 127.
9. 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.
10. Matthews, P.H., 1974, Morphology. CUP, Cambridge.
11. 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. 4th edition, p. 184-202, 227-246ions.
12. Spencer, A., 1991, Morphological theory, Basil Blackwell,Oxford.

Semester	1 st
Course Code:	LING 21322
Course Name:	SOCIO LINGUISTICS AND LANGUAGE PLANNING
Credit Value:	2
Type	C

Hourly Breakdown	Theory	Practical	Independent Learning
	20hrs	10hrs	70hrs
<p>Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to</p> <p>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>Course Content:</p> <p>Theories: Theories and ideas introduced by Sociolinguists such as Dell Hymes, Wardhaugh, William Labov and Charles F. Ferguson.</p> <p>Communicative competence, Linguistic Varieties, Macro- and Micro- linguistics, urban and rural dialectology,</p> <p>Diglossia and bi-lingualism.</p>			
<p>Teaching /Learning Methods:</p> <p>Lectures followed by group activities, problems</p> <p>Solving and tutorials; readings; Selected literature from relevant materials.</p>			
<p>Assessment Strategy:</p> <p>Continuous assessments</p> <p>End of semester examination</p>			
Continuous Assessment		Final Assessment	
20%		80%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other %)(specify)
Oral presentation 20 %	80%

Recommended Reading:

01. Crystal, D., 1980, Introduction of language Pathology, Whurr, London.
02. Crystal, D., 1987, The Cambridge Encyclopaedia of Language, Cambridge University press, Cambridge.
03. Dharmadasa, K.N.O., 1992, Language, Religion, And Ethnic Assertiveness, The University of Michigan Press.
04. Kaplan, R.B., Baldauf Jr R.B., 1997, Language Planning, Multilingual Matters LTD.
05. Lenneberg, E. H., 1967, Biological foundations of language, Wiley. New York.
06. Schiffman, H.F., 1996, Linguistic, Culture and Language Policy, Routledge, London

Semester	2 nd		
Course Code:	LING 22332		
Course Name:	SYNTAX & SEMANTICS		
Credit Value:	2		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	24hrs	6hrs	70hrs
<p>Course Aim/Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to</p> <p>(a) Syntax</p> <ol style="list-style-type: none"> 1. Identify the field of Syntax and describe its relationship within the areas of Linguistics. 2. explain the basic concepts of syntax. 3. describe various theoretical notions related to structural linguistics, TG and GB. 4. analyse the syntactic structure of any natural language using the theoretical apparatus. 5. utilise the formal knowledge in their respective applied areas such as L1, L2, teaching/ learning, translation etc. 6. describe syntactic structure of Sinhala. <p>(b) SEMANTICS</p> <ol style="list-style-type: none"> 1. to define meaning . 2. describe semantic units and will show the difference between logical semantics and pragmatics. 			
<p>Course Content:</p> <p>(a) syntax</p> <p>Basic concepts: Field of syntax, its autonomy and</p> <ol style="list-style-type: none"> 1. 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. 2. Syntactic analysis: analyze actual sets of data and identify syntactic structure of a given language. 3. Short history of syntactic theories: History of syntactic theories and the 			

development of syntactic theories in the 20th century. i.e., TG, GB.

4. Syntactic structures of Sinhala.

(b) *SEMANTICS*

Defining of 'Meaning' and discussion of semantic Units.

Discussion of language - speech, sentence - utterance, text, context and speech situation,

Branches of Semantics, Principles of Logical

Semantics :intuitive knowledge of meaning, entailment, presupposition, denotation, connotation,

Principles of Pragmatics,

Discussion of Discourse Analysis.

Teaching /Learning Methods:

(a)

Lectures will be followed by group activities: identifying the syntactic problems from language(s) of student's choice and presenting to the class either individually or in groups, tutorials.

(b)

Lectures, tutorial work and classes where problems related to Semantic analyses are discussed.

Assessment Strategy:

(a)

Continuous assessment
End of semester examination.

(b)

Continuous assessment
End of semester examination.

Continuous Assessment	Final Assessment		
80%	80%		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)
written assignment 10 % Oral presentation %	80%
Recommended Reading:			
(a)			
<ol style="list-style-type: none"> 1. Chomsky. Noam, 1988, Language and Problems of knowledge, The MIT Press, Cambridge, Massachusetts. 2. Chomsky. Noam, 1986, Knowledge of Language; Its Nature, Origin and Use: New York, Praeger. 3. Chomsky. Noam, 1981, Lectures on Government and Binding: Dordrecht: Foris. 4. Chomsky. Noam, 1978, Syntactic Structures : The Hague: Mouton 5. Chomsky. Noam, 1965, Aspects of the Theory of Syntax: The MIT Press, Cambridge, Massachusetts. 6. O'Grady, William , M., Dobrovolsky, F.Katamba, 1989, Contemporary Linguistics : An introduction, Longman, New York, ch.5-6. 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. 8. Radford. Andrew, 1988, Transformational Grammar, Cambridge, Cambridge University Press. 9. Riemsdijk. Henk van, and Edwin Williams. 1986, Introduction to the Theory of Grammar The MIT Press, Cambridge, Massachusetts. 			
(b)			
<ol style="list-style-type: none"> 1. Chomsky, N, 1972, Studies on Semantic, in Generative Grammar, The Hague: Touton. 2. Cole, P., 1978, Syntax and Semantics 9: Pragmatics, Academic Press, New York. 3. Coulthard, M., 1977, An Introduction to Discourse Analysis: Longman,London. 4. Hurford, R.J., and Heasley, R., 1983, Semantics: a course book, Cambridge, C.U.P. 			

5. Kempson, R.M., 1975, *Presupposition and the Delimitation of Semantics*, Cambridge, C.U.P.
6. Levinson, C.S., 1983, *Pragmatics*, Cambridge, C.U.P.

Semester	1 st		
Course Code:	LING 22342		
Course Name:	<i>HISTORY OF LINGUISTICS</i> Curriculum Revision – 2020 AHEAD Project		
Credit Value:	2		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs	-	70hrs
<p>Course Aim/Intended Learning Outcomes:</p> <p>At the completion of this course students should be able to 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.</p>			
<p>Course Content:</p> <p>Ancient Indian grammatical tradition:</p> <p>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>Ancient European Grammatical tradition:</p> <p>Language studies in ancient Greece and their influence on grammarians in Rome.</p> <p>The development of language studies in the Renaissance Period.</p> <p>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>			
<p>Teaching /Learning Methods:</p> <p>Lectures and tutorial work</p>			
<p>Assessment Strategy:</p> <p>Continuous assessments End of semester examination</p>			
Continuous Assessment		FinalAssessmet	
20%		80%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)
written assignment 10%	80%
Oral presentation 10%			

Recommended Reading:

- 01 කරුණාතිලක, ඩබ්ලිව්. එස්., ඓතිහාසික වාග්විභාජන ප්‍රවේශය, එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.
02. ජයසේකර, ආනන්ද, ජයසේකර, වික්‍රා, 1970, තුළනාත්මක වාග්විභාජන, ලේක්හවුස් ඉන්වෙස්ට්මන්ට්, කොළඹ.
03. Allen, A.J., 1953, Phonetics in Ancient India, London.
04. Lehmann, W.P., 1967, A Reader in nineteenth century historical Indo-european Linguistics, Bloomington.
05. Nettleship, H., 1886, The study of grammar among the Romans in the first century A.D., NettJournal of Philosophy, London.
06. Robins, R.H., 1979, A Short History of Linguistics, Longman, London.
07. Robins, R.H., 1951, Ancient and Medieval grammatical theory in Europe, London.
08. Vachek, J., 1966, The Linguistic School of Prague, Bloomington.
09. Wulf, De M., 1909, History of medieval Philosophy, London.

Level 03

Semester	1 st		
Course Code:	LING 31322		
Course Name:	<i>HISTORICAL LINGUISTICS</i>		
Credit Value:	2		
Type	C		
Hourly Breakdown	Th eo ry	Practical	Independ ent Learning
	28hrs	2hrs	70hrs
<p>Course Intended Learning Outcomes:</p> <p>At the completion of this course students should be able to</p> <ol style="list-style-type: none"> 1. distinguish the internal and external evidence for linguistic change. 2. define phonetic and phonemic changes in a given language on the basis of historical sound laws. 3. Classify the borrowed words in Sinhala in to different components according to their sources or linguistic nature. 4. Interpret grammatical and semantic changes and innovations in a given language on the basis of the mechanisms of linguistic change. 5. justify the origin and the development of the Sinhala language in the light of historical linguistic methods. 			
<p>Course Content:</p> <ol style="list-style-type: none"> 1. Historical typology of languages with special reference to Indo-European group of languages. 2. Types of linguistic change. 3. Mechanisms of linguistic change. 4. The impact of historical sound laws and the rules of language evaluation in the development of Sinhala language. 			

Teaching /Learning Methods: Lecturing (Direct teaching) Group work. Readings on selected topics. Self-study.			
Assessment Strategy: Assignments. End of semester examination.			
Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) written assignment 20%	Theory (%) 80%	Practical (%)	Other (%) (specify)
Recommended Reading: <ol style="list-style-type: none"> කරුණානිලක, ඩබ්ලිව්.එස්., 1984, ඓතිහාසික වාග්විචාර ප්‍රවේශය, එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ. ජයසේකර, ආනන්ද., 1970, තුලනාත්මක වාග්විචාර, සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ. Aitchison, Jean., 1991, Language Change: Progress or Decay? , Cambridge University Press.(2nd edition). Hans Henrich Hock and Brind D. Joseph, 1996, Language Change and Language Relationship: An Introduction to Historical and Comparative Linguistics. Schendl, Herbert, 2001, Historical Linguistics, Oxford University Press. Trask, R.L., 1999, Key Concepts in Language and Linguistics, Routledge. 			

Semester	1 st		
Course Code:	LING 31312		
Course Name:	PSYCHOLINGUISTICS, COMMUNICATION LINGUISTICS AND SIGN LANGUAGE		
Credit Value:	2		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	24hrs	6hrs	70hrs
<p>Intended Learning Outcomes:</p> <p>At the completion of this course students should be able to</p> <p style="text-align: center;">understand the relationship between language and mind and the process of language acquisition and also to identify different types of communication disabilities. They will be able to communicate using sign language.</p>			
<p>Course Content:</p> <p>History and the background of the subject, Language as</p> <p>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 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.</p>			
<p>Teaching /Learning Methods:</p> <p>Class room lectures by using reading material, group activities, solving problems and tutorials, giving materials selected literature from relevant materials and discussions.</p>			

Assessment Strategy: Continuous assessment Viva End of semester examination			
Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) Practical exercises 20%	Theory (%) 80%	Practical (%) 	Other (%) (specify)
Recommended Reading: <ol style="list-style-type: none"> 1. වික්‍රමසිංහ, ඩී. එම්., 2002/03 , ශ්‍රව්‍යාබාධිත අධ්‍යාපන ක්‍රමයේ නමුත්තා: වාග්විද්‍යා 8, වාග්විද්‍යා අධ්‍යයනාංශය, කැලණිය විශ්වවිද්‍යාලය. 2. වික්‍රමසිංහ, ඩී. එම්., විරකෝන්, හේමා, 86/ 87, වාග්විද්‍යා 3, වාග්විද්‍යා අධ්‍යයනාංශය, කැලණිය විශ්වවිද්‍යාලය. 3. Berry, Mildred Freburg. Language 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. , Flectherm, P. and Garman, M. 1976, The Grammatical analysis of Language Disability. 7. Lenne Burge, E.H. Biological foundation of Language. New York, John Wiley. 1967 8. O’Grady, W . Dobrovolsky, M. Katamba, F. Contemporary Linguistics: An Introduction. Addison Wesley Longman Ltd., Edinburgh Gste, Harlaw, Essex CM (chapters 10,11 and 12) 1997 9. Predeaux, G.D. Psycholinguistics: The experimental study of Language. Croom Helm Ltd. Provident House, Burrellrow, Beckenham, Kent BR 3 IAT 1984 			

10. Witeker, H . , Witeker, H.A. Studies in Neuro Linguistics . 1976
11. Sri Lankan Sign Language Dictionary Vols.I, II, III, IV,V National
Institute of Education, Maharagama.

Semester	2 nd		
Course Code:	LING 32342		
Course Name:	STRUCTURE OF SINHALA		
Credit Value:	2		
Type	C		
Hourly Breakdown	Theory	Practical	Independent Learning
	26hrs	4hrs	70hrs
<p>Course Intended Learning Outcomes:</p> <p>At the completion of this course students should be able to</p> <ol style="list-style-type: none"> 1. describe the sound system of the language and relationship between the sounds and orthography. 2. identify the morphological and syntactic patterns of the language and their diglossic differences. 3. identify the grammatical categories manifested in the morphological and syntactic systems. 4. distinguish the varieties of the spoken Sinhala and give examples for them. 5. distinguish the stylistic variations of the written Sinhala and exemplify them. 6. describe the unique features of the Sinhala language in contrast to the common features of the Indo-Aryan sister languages. 			
<p>Course Content:</p> <ol style="list-style-type: none"> 1. The Sinhala sound system and the orthography; their mutual relationship. 2. The morphological system: inflection and derivation, grammatical categories, the diglossic differences. 3. The syntactic system: simple and complex sentences, the clause structure, the diglossic differences. 4. Varieties of the written Sinhala: dialects, registers, discourse styles. 5. Stylistic variations of the written Sinhala. 6. Unique features of the language: phonological, morphological and syntactic. 			

Teaching /Learning Methods: Lectures, group discussions, readings from texts			
Assessment Strategy: Continuous assessment, Presentation, the end of the semester written examination.			
Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) written assignment 20%	Theory (%) 80%	Practical (%)	Other (%) (specify)
Recommended Reading:			
<ol style="list-style-type: none"> කරුණානිලක, ඩබ්ලිව්. එස්., 1995, සිංහල භාෂා ව්‍යාකරණය, සීමාසහිත එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. ගෛර්, විල්හැල්ම් (2005): සිංහල භාෂාවේ ව්‍යාකරණය, කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. (පළමුවන මුද්‍රණය: 1964) රාජපක්ෂ, ආර්.එම්.ඩබ්., 1993, භාෂණ සිංහල ව්‍යාකරණය ශබ්ද, කඩවත, අභය මුද්‍රණ ශිල්පියෝ. රාජපක්ෂ, ආර්.එම්.ඩබ්., 1997, භාෂණ සිංහල ස්වර ශබ්ද, කැලණිය, දර්ශක ප්‍රකාශන. තේනබදු, පී., 1997, සිංහල රචනය හා සාහිත්‍ය රසාස්වාදය, කොළඹ: සූරිය ප්‍රකාශකයෝ. (ප්‍රථම මුද්‍රණය: 1959) ධර්මදාස, කේ. එන්. ඩී. , 1996, භාෂාව හා සමාජය (වාග්විද්‍යාත්මක ගවේෂණයක්), ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10. (ප්‍රථම මුද්‍රණය: 1972) දිසානායක, ජේ. ඩී., 2000, නාම පදය, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ, දිසානායක, ජේ. ඩී., 2000, ක්‍රියා පදය, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ, දිසානායක, ජේ. ඩී., 2006, සිංහල අක්ෂර විචාරය, කළුබෝවිල, සුමිත්‍ර ප්‍රකාශකයෝ. බලගල්ලේ, විමල්. 1995. භාෂා අධ්‍යයන හා සිංහල ව්‍යවහාරය. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. බලගල්ලේ, විමල්. 2004. සිංහල භාෂාධ්‍යයන ලිපි-1. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. සුමනසාර, ඉදුරුවේ, 1995, සිංහල ව්‍යාකරණ ධාරා, කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ. 			

Semester	2 nd		
Course Code:	LING 32332		
Course Name:	APPLIED LINGUISTICS & <i>LEXICOGRAPHY</i>		
Credit Value:	2		
Type	C		
Hourly Breakdown	Theo ry	Practical	Independent Learning
	26hrs	4hrs	70hrs
<p>Course Intended Learning Outcomes: At the completion of this course students should be able to</p> <p>(a) Applied linguistics</p> <ol style="list-style-type: none"> 1. clarify general concepts and terminology in applied linguistics. 2. describe fields of applied linguistics. 3. discuss the differences and similarities between first language acquisition and second language learning. 4. distinguish learner factors which underline successful language learning. 5. interpret the effect of linguistics in language learning and teaching. <p>(b)</p> <ol style="list-style-type: none"> 1. define the word. 2. identify head words and describe their inflection and derivation. 3. compile small dictionaries. 			
<p>Course Content:</p> <p>(a)</p> <ol style="list-style-type: none"> 1. The field of applied linguistics. 			

2. Concepts and terminology in applied linguistics.
3. Comparison between first language acquisition and second learning.
4. Learner factors in language learning.
5. The impact of linguistics in language teaching.

(b) Lexicology and Lexicography.

The significance of Lexicography as a branch of Semantics.

The origin and development of Lexicography.

Categorisation of dictionaries :

Etymological and Practical dictionaries,

Practical dictionaries : general dictionaries, school dictionaries, Monolingual, Bilingual and Multilingual dictionaries, glossaries, dictionaries of synonyms and Anonymous,

Theories and Methodology of Lexicography,

Problems in Lexicography.

Teaching /Learning Methods:

(a) Lecturing (Direct teaching)

Group discussions.

Presentation

Reading selected materials.

(b) Lectures, assignments and tutorial works

Assessment Strategy:

(a) Assignments

In-class tests.

End of the year examination.

(b) Continuous assessment,

End of the year examination.

Continuous Assessment 20%	Final Assessment 80%		
Details: quizzes %, mid-term %, other % (specify) written assignment 20%	Theory (%) 80%	Practical (%) 	Other (%) (specify)
<p>Recommended Reading:</p> <p>(a)</p> <ol style="list-style-type: none"> 1. Brown, H. D., 1994, Principles of Language Learning and Teaching., U.S.A. 2. Carter, Ronald., 1993, Introducing Applied Linguistics, Penguin. 3. Klein, Walfgang, 1994, Second Language Acquisition, Cambridge University Press. 4. Larsen-Freeman, Diane, 2007: Techniques and Principles in Language Teaching, Oxford University press, New Delhi. 5. Lightbown, Pasty M.; Spado, Nina, 1995, How Languages are Learned, Oxford University Press. <p>(b)</p> <ol style="list-style-type: none"> 1. Lyons, J., 1972, Structural Semantics, Basil Blackwell Publisher Oxford. 2. Misra, B. C., 1980, Lexicography in India, B. G. Central Institutes of Indian Languages, Mysore. 3. Palmer, F.R., 1976, Semantics, Cambridge University Press, Cambridge. 4. Stephen Ullmann, 1962, Semantics : An Introduction to the Science of Meaning, Basil Blackwell Publisher, Limited, Oxford. 5. Witold Doroszewski, 1973, Elements of Lexicology and Semiotics, Polish Scientific Publishers, Monton. 			