# (Linguistics)

## (Revised Curriculum)

Department of Linguistics

Bachelor of Arts Honours Degree Programme

## 2021 Onwards

Department of Linguistics
Faculty of Humanities
University of Kelaniya
Sri Lanka

## PROGRAMMES SPECIFICATION

| Key Features of the Programme | |
|---|---|
| **Programme title:** | Bachelor of Arts Honours in Linguistics |
| **Final award: BA or BA (Hons), BSc. Hons)** | B.A. (Hons) in Linguistics |
| **(SLQF) Level** | SLQF Level 6 |
| **Programme Code** | LING |
| **Awarding institution/body:** | University of Kelaniya, Sri Lanka |
| **Teaching institution:** | University of Kelaniya, Sri Lanka |
| **Faculty:** | Faculty of Humanities |
| **Language of study and assessment** | Sinhala/English |
| **Departmental web page address:** | https://hu.kln.ac.lk/depts/linguistics/ |
| **Method of study (Fulltime/Part-time/Split/Other)** | Full time |
| **Mode of teaching/delivery** | Direct classroom teaching /Online teaching/ distance/ blended |
| **Total no of notional hours** | 6000 hours |
| **Credit value of the programme** | The B.A (Hons) in Linguistics has a total value of 112 SLQF credits (Each 1 credit is equivalent to 50 notional hours as defined by SLQF) |

| | |
|---|---|
| **Maximum and minimum period of registration** | From the effective date of registration: 4 years (minimum) - 6years (maximum) |
| **Criteria for admission to the programme (including SLQF level)** | Minimum entry requirement is completion of SLQF Level 3 <br><br> 01. In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits. <br> 02. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. <br> 03. "C" or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree |
| **Length/duration of the programme** | 8 semesters (4 academic years) |
| **Progression: Employment and further study opportunities** | Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12. |
| **Relevant Subject Benchmark Statement (SBS), if specified** | - |
| **Board of Examiners:** | Examiners are nominated by the Head of the Department and the Faculty Board of Faculty of Humanities and are appointed with the approval of the University Senate. |

### Brief Introduction of the Awarding Institution & Department

The Department of Linguistics of the University of Kelaniya was established in 1972 under the Faculty of Humanities. The first Head and the first Professor of the department was Prof. S. L. Kekulawala. At the inception of the department, two degree programmes, namely the Bachelor of Arts General and Special Degrees, were conducted in both Sinhala and Tamil. At the beginning there were 16 students in Sinhala medium and only seven students in the Tamil Medium degree course. After the Tamil medium degree programmes and its lecturers joined the University of Jaffna, only the Sinhala medium degree programmes were conducted at the University of Kelaniya. It is the only department in Sri Lanka which is dedicated to teaching linguistics in the medium of Sinhala at the moment.

Currently, two undergraduate honours degree programmes, namely, BA (Hons) in Linguistics and BA (Hons) in Translation Studies; three undergraduate degree subjects, namely, Linguistics, Translation Methods, and Tamil as

a Second Language; one optional subject, namely, Tamil; two certificate courses, namely, Sinhala and Tamil; three postgraduate courses, namely, MA in Linguistics, Mphil in Linguistics, and PhD in Linguistics; and two diploma courses, namely, Diploma in Tamil and Diploma in Translation and Interpretation are offered by the department. It also conducts external degree courses.

The department introduced Translation Methods as a separate discipline in the year 1974 being the first higher education institution in Sri Lanka to commence such a programme. This degree programme is being conducted as a BA degree programme to date and in the year 2014 the department commenced the BA (Hons) in Translation Studies programme along with the Universities of Jaffna and Sabaragamuwa. The intake for the BA (Hons) in Translation Studies programme is 25 students.

### Introduction of the Programme

The Linguistics (Hons) Degree program is an undergraduate degree programme which is catering the current need of skill linguists to be employed in various governmental/ semi-governmental and other institutes in a growing communication based global world. (Sinhala/English/Tamil) This degree programme will produce employable graduates while introducing versatile undergraduate programmes, expanding the horizons of undergraduate programmes to another new level.

**Programme Learning Outcomes (PLOs)**

At the end of B.A. Honors Degree in Linguistics program the students will be able to,

**PLO 1** **:** Describe the key features, functions and the structure of the human language both in Synchronic and Diachronic aspects.

**PLO 2** **:** Distinguish the interrelationship between Language and Society as well as Language and Mind.

**PLO 3** **:** Compare the logical languages and natural languages, as well the genetical relationships among the daughter languages of the language families.

**PLO 4** **:** Identify the fields and the existing theories of phonetics, phonology, Morphology, Syntax, Semantics and Pragmatics as disciplines to study the structure of the Language.

**PLO 5** **:** Design novel theories to analyze and evaluate the structure of the Language.

**PLO 6** **:** Apply the theories of Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics to analyze and evaluate the sets of data of a given language in both aspects.

**PLO 7** **:** Propose criteria for L2 and FL teaching and learning, translation, language planning, lexicography/composing dictionaries, Creating optional Communication methods and therapeutic treatments as well to build programming languages in creating i.e. Artificial languages and machine translation.

**PLO 8** **:** Develop the attitudes of the people to consider the human language as the unique resource of their own.

**PLO 9** Enhance the theoretical knowledge of research methodology, develop research skills and abstract/dissertation writing skills.

# Course Structure

| Level | Course Code | Title of the Paper | Type | SLQF Credit | Notional Hours | |
|---|---|---|---|---|---|---|
| | | | | | **Direct contact hours (teaching /Tutoring)** | **Self - learning conducting Assessment, preparation for assessment** |
| **Level 02** | LING 21514 | Morphology (one module in English medium) | Compulsory | 4 | 60 | 140 |
| | LING 21524 | Sociolinguistics (Inclusivity included) | Compulsory | 4 | 60 | 140 |
| | LING 21533 | History of Linguistics | Compulsory | 3 | 45 | 105 |
| | LING 21541 | Community Service | Optional | 1 | 15 | 35 |
| | LING 22553 | Psycholinguistics (Inclusivity included) | Compulsory | 3 | 45 | 105 |
| | LING 23564 | Introduction to Phonology | Compulsory | 4 | 60 | 140 |
| | LING 23574 | Introduction to Syntax | Compulsory | 4 | 60 | 140 |
| | LING 23584 | Semantics | Compulsory | 4 | 60 | 140 |
| | LING 23594 | Second Language Proficiency: Level- I (English and Tamil) | Compulsory | 4 | 60 | 140 |
| | | | | | | |
| **Level 03** | LING 31514 | Language Planning (Inclusivity included) | Compulsory | 4 | 60 | 140 |
| | LING 31524 | Applied Linguistics (one module in English medium) | Compulsory | 4 | 60 | 140 |
| | LING 31534 | Structure of Sinhala | Compulsory | 4 | 60 | 140 |
| | LING 31542 | Research Methodology | Compulsory | 2 | 30 | 70 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | PSNH 31552 | Sri Lankan Sign Language | Optional | 2 | 30 | 70 |
| | LING 33562 | National Heritages and Civic Responsibility | Optional | 2 | 30 | 70 |
| | LING 33574 | Advanced Phonology | Compulsory | 4 | 60 | 140 |
| | LING 33584 | Advanced Syntax | Compulsory | 4 | 60 | 140 |
| | LING 33594 | Clinical Linguistics (Inclusivity included) | Compulsory | 4 | 60 | 140 |
| | LING 33604 | Second Language Proficiency: Level- II (English and Tamil) | Compulsory | 4 | 60 | 140 |
| | PSIT 32612 | ICT Skills for Education and Professional | Optional | 2 | 30 | 70 |
| **Level 04** | LING 41513 | Lexicography | Compulsory | 3 | 45 | 105 |
| | LING 41524 | Logic and Language Analysis | Compulsory | 4 | 60 | 140 |
| | LING 41534 | Second Language Proficiency: Level- III (English and Tamil) | Compulsory | 4 | 60 | 140 |
| | PSIT  41542 | ICT Skills for Education and Professional | Optional | 2 | 30 | 70 |
| | LING 43554 | Historical Linguistics (one module in English medium) | Compulsory | 4 | 60 | 140 |
| | LING 43564 | Comparative Indo-European Linguistics | Compulsory | 4 | 60 | 140 |
| | LING 43574 | History of Sinhala | Compulsory | 4 | 60 | 140 |
| | LING 43586 | Dissertation | Compulsory | 6 | 90 | 210 |
| | LING 43594 | Internship | Compulsory | 4 | | 400 |

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|---|---|
| Total no. of Credits of Level 2,3,&4 | 90 |
| Total no of teaching hours | 1470 |
| Total no of notional hours | 4500 |

| Contribution of course units/modules to the compliance requirement |
|---|

For each of the course unit/module in the study programme, indicate the learning outcomes that the students are expected to achieve in the following table.

| **Course Unit/Module:** | [2] | |
|---|---|---|
| **Categories of Learning Outcomes** | **SLQF Requirements[1]** | **Which learning outcomes are achieved[3]** |
| 1. Subject / Theoretical Knowledge | demonstrate a substantive knowledge and understanding of the core aspects of the area of study | 1,2 |
| 2. Practical Knowledge and Application | use practical skills and enquiry efficiently and effectively within the area of study | 6 |
| 3. Communication | communicate information, ideas, issues and solutions efficiently and effectively | 7 |
| 4. Teamwork and Leadership | exercise leadership in the professional environment/work place | 8 |
| 5. Creativity and Problem Solving | critically analyze data, make judgments and propose solutions to problems | 5 |
| 6. Managerial and Entrepreneurship | exercise leadership in the professional environment/work place | 8 |
| 7. Information Usage and Management | demonstrate awareness of the current developments in the area of study | 4 |
| 8. Networking and Social Skills | undertake further training and develop additional skills | 3 |
| 9. Adaptability and Flexibility | engage in independent learning using scholarly reviews and secondary sources of information | 9 |
| 10. Attitudes, Values and Professionalism | demonstrate positive attitudes and social responsibility. | 9 |
| 11. Vision for Life | demonstrate positive attitudes and social | 9 |

| | | |
|---|---|---|
| | responsibility | |
| 12. Updating Self / Lifelong learning | exercise initiative, personal responsibility and accountability; | 9 |

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| **Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a 8 Semester Study Programme** |
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| | | **Categories of Learning Outcomes** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Programme Learning Outcomes[3] | | PLO1,2 | PLO 3 | PLO 4 | PLO7 | PLO5 | PLO6,7 | PLO 6 | PLO 7 | PLO 7 | PLO 7,8 | PLO 8 | PLO 7,8,9 |
| Semester | Course Unit | Subject / Theoretical Knowledge | Practical Knowledge and Application | Communication | Teamwork and Leadership | Creativity and Problem Solving | Managerial and Entrepreneurships | Information Usage and Management | Networking and Social Skills | Adaptability and Flexibility | Attitudes, Values and Professionalism | Vision for Life | Updating self / Lifelong Learning |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 3 | LING 21514 | L1 | L2 | L3 | L4 | L4 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| | LING 21524 | L1 | L2 | L3 | L4 | L2 | L4 | L5 | L6 | L7 | L5 | L7 | L9 |
| | LING 21533 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L9 |
| | LING 21541 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| 4 | LING 22553 | L3 | L4 | L3 | L5 | L7 | L4 | L5 | L6 | L7 | L5 | L7 | L9 |

| | Course | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LING 23564 | L1 | L2 | L3 | L4 | L4 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| | LING 23574 | L1 | L2 | L3 | L4 | L2 | L4 | L5 | L6 | L7 | L5 | L7 | L9 |
| | LING 23584 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L9 |
| | LING 23594 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| 5 | LING 31514 | L3 | L4 | L3 | L5 | L7 | L4 | L5 | L6 | L7 | L5 | L7 | L9 |
| | LING 31524 | L1 | L3 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L9 | L9 |
| | LING 31534 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L9 |
| | LING 31542 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| | PSNH 31552 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L9 |
| 6 | LING 33562 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L8 |
| | LING 33574 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L6 |
| | LING 33584 | L3 | L4 | L3 | L5 | L7 | L4 | L5 | L6 | L7 | L5 | L7 | L4 |
| | LING 33594 | L1 | L3 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L9 | L7 |
| | LING 33604 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L4 |
| | PSIT 32612 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L7 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | LING 41513 | L1 | L3 | L2 | L3 | L1 | L4 | L3 | L6 | L4 | L5 | L3 | L6 |
| | LING 41524 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L4 |
| | LING 41534 | L2 | L4 | L5 | L6 | L3 | L7 | L5 | L3 | L1 | L7 | L6 | L7 |
| | PSIT 41542 | L4 | L2 | L6 | L4 | L5 | L4 | L6 | L4 | L6 | L5 | L2 | L4 |
| 8 | LING 43554 | L7 | L5 | L3 | L1 | L5 | L7 | L3 | L1 | L4 | L5 | L5 | L7 |
| | LING 43564 | L4 | L5 | L3 | L1 | L6 | L4 | L3 | L1 | L7 | L6 | L5 | L6 |
| | LING 43574 | L7 | L6 | L4 | L6 | L4 | L7 | L6 | L4 | L4 | L6 | L4 | L4 |
| | LING 43586 | | | | | | | | | | | | |
| | LING 43594 | | | | | | | | | | | | |

# COURSE SPECIFICATION

| Field of Study:  Linguistics | |
|---|---|
| 1 | **Code of the Course Unit** | LING 21514 |
| 2 | **Title of the Course Unit** | Morphology |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |

| 6 | **Pre-requisites** | | Not applicable | | | |
|---|---|---|---|---|---|---|

| 7 | **Main objective of the course** |
|---|---|

To equip the students with theoretical and analytical knowledge on Morphology while enhancing the understanding on the morphological structures and morphemic subsystems of languages.

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|

At the completion of this course unit the student will be able to
1) Explain the basic notions of Morphology.
2) analyze the morphemes of a language based on a given set of data.
3) describe the structure of 'word' and word formation.
4) explain the morphological structure of a language according to the principles of structural theory of morphology.
5) identify the relationship between the morphological subsystem and the other sub-systems of a language.
6) illustrate the morphemic subsystem of the mother tongue of students.
7) compare the morphological structure of one's own language with that of any other selected language.
8) describe the historical development of morphological theory.

| 9 | **Contents** | | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | Introduction: What is morphology? Field of morphology. | - | Lectures, Group activities Problem solving, Tutorials, Selected readings from relevant literature | 4 | ILO 1, 8 |
| | 2nd | Word-Definitions -i | - | | 4 | ILO 3 |
| | 3rd | Word -ii | - | | 4 | ILO 3 |
| | 4th | Structure of word- i | - | | 4 | ILO 3 |
| | 5th | Structure of word- ii  Inflections and derivations | - | | 4 | ILO 3 |

| | | | | | |
|---|---|---|---|---|---|
| 6<sup>th</sup> | Word formation i | - | | 4 | ILO 3 |
| 7<sup>th</sup> | Word formation i | - | | 4 | ILO 3 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9<sup>th</sup> | Productivity and Morphophonemics | - | | 4 | ILO 4, 5 |
| 10th | Morpheme-Introduction | - | | 4 | ILO 1 |
| 11<sup>th</sup> | Allomorphs | - | | 4 | ILO 1 |
| 12<sup>th</sup> | Morphological analysis-principle i – homographs | - | | 4 | ILO 6 |
| 13<sup>th</sup> | Morphological analysis-principle ii-phonologically condition allomorph | - | | 4 | ILO 6 |
| 14th | Morphological analysis-principle iii-Morphologically conditioned allomorph | - | | 4 | ILO 6 |
| 15th | Morphological analysis-principle iv- Grammatically conditioned allomorph, Conclusion | - | | 4 | ILO 6, 7 |
| 10. | **Number of Notional Hours: 200** | | | | |

| | |
|---|---|
| | **1.** Lecture Hours:  60                      **3.** Self-study and Homework Preparation Hours: 50 |
| | **2.** Tutorial / Presentation Hours:  40      **4.** Recommended readings / Social Activities: 50 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Assignment, Data analysis) 30% from Total Marks Allocated** |
| | *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 70% from Total Marks Allocated Question Paper:** |
| 12 | **Recommended Readings:** |

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    f.dvf.a iy ifydaorfhda" fld<U" ms 168-177'

4' n,.,af,a"  úu,a'" 1989" jd.aúoHdfõ mÈu ixl,amh ms<sn|
    j¾.SlrKhla" úfoHdaoh" ixia' r;ak úfÊ;=x." fld<U' ms 7-37'

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    bkafjiaÜukaÜia iud.u" fld<U" ms 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 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. ch.4

12. Robins,R.H. 1964 General linguistics: An Introduction Survey. Longman, London.4th edition, p.184-202,227-246

13.  Spencer,A. 1991 Morphological theory. Basil Blackweel,Oxford.

# COURSE SPECIFICATION

| Field of Study : Linguistics | | |
|---|---|---|

| | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 21524 |
| 2 | **Title of the Course Unit** | Sociolinguistics |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

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| 7 | **Main objective of the course** |
| | To enhance the awareness on the relationships between language and society, culture, ethnicity, and other disciplinaries and identification of language variations and issues relevant to culture. |

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|---|---|
| 8 | **Intended Learning Outcomes (ILOs)** |
| | At the completion of this course unit the student will be able to, |
| | 1. identify a sociolinguistic variable such as mental and cognitive organizations and determine possible methodologies for investigating it |
| | 2. explain relationships between language and social class, gender, ethnicity, and style etc. |
| | 3. describe how language intersects with educational and political issues, especially with regards to standardization |
| | 4. identify cultural variations and interrelation between different culture. |
| | 5. discuss language related issues with open mind towards other cultures. |
| | 6. read, critically analyze and understand sociolinguistic studies. |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1<sup>st</sup> | General Introduction to Sociolinguistics | - Sociolinguistics and linguistics | general lectures, group activities, oral presentations and different types of coursework, library research, | 02 | 1 |
| | 2<sup>nd</sup> | Social aspects of language | - Language <br> - Community <br> - Sociology of | | 02 | 1,2 |

| | | | sociolinguistics fieldwork, data collection, audio video materials to explain some sociolinguistics areas | | |
|---|---|---|---|---|---|
| | | language | | | |
| 3rd | Dialects and Standard Language | | | 02 | 3 |
| 4th | Types of Diglossia and political impact | | | 02 | 3,6 |
| 5th | Lingua Francas | - Pidgins<br>- Creoles | | 02 | 2,3,6 |
| 6th | Social Dialects | - Styles<br>- Slang<br>- Taboo<br>- Euphemisms | | 02 | 2 |
| 7th | Registers, Jargon | - | | 02 | 2 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | Male and Females Language | | | 02 | 2,5,6 |
| 10th | Language, Culture and thought | | | 02 | 1,4,5,6 |
| 11th | Bilingualism | - Code switching<br>- Code mixing | | 02 | 2,4,5,6,7 |
| 12th | Language Discrimination | | | 03 | 2,6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **13**[th] | Language and Minority problem | | | 02 | 2,6 |
| | **14th** | Language, Identity and conflicts | | | 03 | 1,5,6 |
| | **15th** | Nonverbal communications | | | 02 | 7 |
| 10. | **Number of Notional Hours: 200** | | | | | |

**1.** Lecture Hours: 60        **3.** Self-study and Homework Preparation Hours: 50

**2.** Tutorial / Presentation Hours:40     **4.** Recommended readings / Social Activities: 50

| 11. | **Evaluation and Assessment:** |
|---|---|
| | **In Course Evaluation (in class practical, Assignments) 30% from Total Marks Allocated** *through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 70% from Total Marks Allocated** |
| 12 | **Recommended Readings:** |

1. Edward C. Dimock, Jr, Braj B. Kachru BH. Krishnamurthi, (1992) Dimensions of Sociolinguistics in South Asia, (edited book) , Oxford & IBH publishing.
2. Edwards John (1994), Multilingulism,  Routledge.
3. Gumper,John J.(1971), Language in Social Groups, Stanford : Stanford University press.
4. Gair J.W. (1998) Studies in South Asian Linguistics : Sinhala and Other South Asian Languages' selected and edited by Barbara C. Lust, Oxford: Oxford University press.
5. Holemes,Janet., (1993), An Introduction to Sociolinguistics, London: Longman,
6. Hymes,Dell., (1974), Foundation in Sociolinguistics, Philadelphia: University of Philadelphia press.
7. Romaine S 1994 Language in Society: An introduction to Sociolinguistics, Oxford University press.
8. Spolsky B. 1998, Sociolinguistics, Oxford Introduction to Language Study, Series editor H.G.Widdowson,  Oxford: Oxford University press. .
9. Stern, H.H.,1987, Fundamental concepts of Language Teaching, Oxford: Oxford University press. . (First published 1983).
10. Todd L. 1995  Pidgins and Creoles, London,  Routledge.
11. O¾uodi fla. එka. ඕ.  1972 NdIdj yd iudch( jd.aවිsoHd;aul .fවිෂණයක්, ලේක් හවුස් ඉන්වෙස්ට්මන්මට්ස් සමාගම.
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# COURSE SPECIFICATION

| | Field of Study :  Linguistics | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 21533 |
| 2 | **Title of the Course Unit** | History of Linguistics |
| 3 | **Number of Credits** | 3 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To equip the students with the knowledge on the main grammatical traditions in the East and West and other modern linguistic theories while elaborating on the relationship between the grammatical traditions and modern linguistics. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to
1. Describe the main grammatical traditions in the East and West.
2. Identify the evolution of those grammatical traditions and the relationship between the grammatical traditions and Modern Linguistics.
3. Describe Descriptive Linguistics and other Linguistic theories developed in the second half of the 20th century. |

| 9 | Contents | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | |
| | 1st | Vadic Linguistic studies, Padapāṭa | - | Lectures, Tutorials | 3 | ILO 1 |
| | 2nd | Pratishākya, Shiksha | - | | 3 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| **3ʳᵈ** | Nirukthi, Nighaṇṭu | - | | 3 | ILO 1 |
| **4ᵗʰ** | Sanskrit Agrammatical Tradition | - | | 3 | ILO 1 |
| **5ᵗʰ** | Linguistic Studies in the Middle age in India | - | | 3 | ILO 2 |
| **6ᵗʰ** | Pali Linguistic studies | - | | 3 | ILO 2 |
| **7ᵗʰ** | Linguistic Studies in Sri Lanka | - | | 3 | ILO 2 |
| **8ᵗʰ** | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| **9ᵗʰ** | History of linguistic studies in Greece | - | | 3 | ILO 1 |
| **10th** | History of linguistic studies in Rome | - | | 3 | ILO 1 |
| **11ᵗʰ** | Middle ages | - | | 3 | ILO 1 |
| **12ᵗʰ** | The Renaissance period | - | | 3 | ILO 2 |
| **13ᵗʰ** | Historical and Comparative Studies in 18ᵗʰ and 19ᵗʰ centuries | - | | 3 | ILO 3 |
| **14th** | Saussure and Modern Linguistics in 20ᵗʰ century | - | | 3 | ILO 3 |

| | 15th | New trends in Modern Linguistics | - | | 3 | ILO 3 |
|---|---|---|---|---|---|---|

| 10. | **Number of Notional Hours: 150** |
|---|---|
| | **1.** Lecture Hours:  45          **3.** Self-study and Homework Preparation Hours: 45 |
| | **2.** Tutorial / Presentation Hours: 15      **4.** Recommended readings / Social Activities: 45 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Assingment) 20% from Total Marks Allocated** |
| | *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated** **Question Paper:** |
| 12 | **Recommended Readings:** |

01    lreKd;s,l"  ví,sõ' tia'" ft;sydisl jd.aúµd m%fõYh"  tï' ã' .+Kfiak iy iud.u" fld<U'

02.   chfialr" wdkkao' " chfialr" Ñ;%d'"  ;=,kd;aul jd.aúµdj" f,alayjqia bkafjiaÜukaÜ" fld<U'

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 Praque, Bloomington.

09.   Wulf, De M., 1909,  History of medieval Philosopy, London.

# Course Specification

| | Field of Study: | Professional Subject Stream | | | |
|---|---|---|---|---|---|
| 1 | **Code of the Course Unit** | LING 21541 | | | |
| 2 | **Title of the Course Unit** | Community Service Engagement | | | |
| 3 | **Number of Credits** | 2 | | | |
| 4 | **Type** | Optional | | | |
| 5 | **Pre-requisites** | None | | | |
| 6 | **Main objective of the course** | | | | |
| | The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society. | | | | |
| 7 | **Intended Learning Outcomes (ILOs)** | | | | |
| | At the completion of this course unit the student will be able to | | | | |
| | 1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society. | | | | |
| | 2: Conceptualize the characteristics and meaning of 'Community' while understanding community dynamics in their life course. | | | | |
| | 3: Improve students' engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism. | | | | |
| | 4: Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc. | | | | |
| | 5: Develop community-oriented thinking pattern among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards. | | | | |
| | 6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society. | | | | |

| 9 | | Contents | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | **1st** | An introduction to the nature of course unit, its ILOs and basic concepts | | Direct classroom | 1 | 1, 2, |

| | | | | |
|---|---|---|---|---|
| 2nd | Historical background of community service engagements | teaching/ online teaching/ blended | 1 | 1,2 |
| 3rd | community service engagements and volunteerism - part I | | 1 | 3,4 |
| 4th | community service engagements and volunteerism – part II | | 1 | 3,4 |
| 5th | community service engagements and volunteerism - part III | | 1 | 3,4 |
| 6th | community service engagements and volunteerism - part IV | | 1 | 3,4 |
| 7th | community service engagements and volunteerism - part V | | 1 | 3,4 |
| 8th | Oral presentation on community service engaged in voluntarily | | 1 | 5 |
| 9th | A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program. | | 1 | 1,2 |
| 10th | Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective departments. | | 1 | 1,2 |
| 11th | All respective students' groups who are engaging in | | | 3,4,5 |

| | | | | | |
|---|---|---|---|---|---|
| | | community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms. | | 1 | |
| | **12**th | Community Service Engagement | | 1 | 3,6 |
| | **13**th | Community Service Engagement | | 1 | 3,6 |
| | **14**th | Community Service Engagement | | 1 | 3,6 |
| | **15**th | Community Service Engagement | | 1 | 3,6 |
| 10. | **Number of Notional Hours: 50** | | | | |
| | **1.** Lecture Hours:  15          **2.** Self-study and Homework Preparation Hours: 35 **4.** Hours for recommended reading: | | | | |
| 11. | **Evaluation and Assessment:** | | | | |
| | In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated *Expected soft skills to be evaluated through the Group proposal 40%* *Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%* *confidential report on activity completed by external monitored organization or insttution* | | | | |

# COURSE SPECIFICATION

<table>
<tr><td colspan="4" align="center"><strong>Field of Study :  Linguistics</strong></td></tr>
<tr><td>1</td><td colspan="2"><strong>Code of the Course Unit</strong></td><td>LING 22553</td></tr>
<tr><td>2</td><td colspan="2"><strong>Title of the Course Unit</strong></td><td>Psycholinguistics</td></tr>
<tr><td>3</td><td colspan="2"><strong>Number of Credits</strong></td><td>3</td></tr>
<tr><td>4</td><td colspan="2"><strong>Type</strong></td><td>compulsory</td></tr>
<tr><td>5</td><td colspan="2"><strong>Coordinator of the Course Unit</strong></td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2"><strong>Pre-requisites</strong></td><td>Not applicable</td></tr>
</table>

**7** | **Main objective of the course**

To enhance the understanding on the relationship between brain, mind, and language, mental process and functions of brain with relevance to language, and language acquisition and development.

**8** | **Intended Learning Outcomes (ILOs)**

At the completion of this course unit the student will be able to
1. Introduce the field of Psycholinguistics
2. Identify the reasons for the differences between human language and nonhuman language
3. Understand the relationship between language and mind
4. Understand the speech chain and the functions of brain and language relationship
5. Understand the mental process of language
6. Understand what is language acquisition and development and related factors on language acquisition

**9**

| Week | Main Themes | Sub Themes | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|------|-------------|------------|---------------------------------------------------|------------|---------|
| | | **Contents** | | | |
| 1st | Introduce the subject , Psycholinguistics | - Historical background of psycholinguistics and development of the subject. | Classroom lectures, Group activities, Tutorials, | 03 | 1 |
| 2nd | Study area of | - To understand the | | 03 | 2 |

| | | psycholinguistics - Literature related to Psycholinguistics | subject area<br>- Identify important research studies | Readings from selected literature | | |
|---|---|---|---|---|---|---|
| 3rd | Language competence | - To explain the differences between human language and nonhuman language | | 03 | 3 |
| 4th | Speech chain | - Introduce the biological factors related to communication process | | 03 | 4 |
| 5th | Brain and Language relationship | - Introduce the areas of the brain related to language functions | | 03 | 4 |
| 6th | Functions of Auditory system and vocal system and their relationship with the brain functions | Identify the brain functions and related organs which support the communication process | | 03 | 4 |
| 7th | Language process | Introduction of Language process | | 03 | 5 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | Production of language | - Psychological levels and cognitive functions of language production | | 03 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **10th** | Language perception and comprehension | - Psychological levels and cognitive functions of perception and comprehension | | 03 | 5 |
| | **11ᵗʰ** | Language acquisition (LA) | - Introduction to language acquisition | | 03 | 6 |
| | **12ᵗʰ** | Developing stages of language acquisition | - From birth to the stage of complex utterances | | 03 | 6 |
| | **13ᵗʰ** | Critical period Hypothesis (CPH) of language acquisition | - What is CPH and Evidence for CPH | | 03 | 6 |
| | **14th** | Motherese/Father-ese | - Introducing motherese.<br>- Linguistic analysis of motherese/fatherese | | 03 | 6 |
| | **15th** | Language acquisition of mentally retarded (MR) children | - Explaining the differences of LA between normal and MR children | | 03 | 6 |
| 10. | **Number of Notional Hours: 150** | | | | | |
| | **1.** Lecture Hours: 45  **3.** Self-study and Homework Preparation Hours: 45<br>**2.** Tutorial / Presentation Hours: 15  **4.** Recommended readings / Social Activities: 45 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment) 20% from Total Marks Allocated**<br><br>*Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated**<br>**Question Paper:** | | | | | |

| 12 | **Recommended Readings:** |
|----|---------------------------|

1. Chomsky, N., Syntactic Structures,1957.
2. Danny, D. Steinberg 1995  An introduction to psycholinguistics
3. Hockett, C.F. 1958 A course in Modern Linguistics , The Mcmillion Company, New York
4. Lenne Burge, E.H. 1967 Biological foundation of Language
5. Matthew Traxler Morton Gernsbache, 2006 Handbook of Psycholinguistics 2nd Edition Academic Press, USA
6. O'Grady, W . Dobrovolsky, M. Katamba, F. 1997. chapters 10,11 and 12 Contemporary Linguistics: an Introduction, Provident House, Burrellrow, Beckenham,Kent BR  IAT
7.  Paul, W. 2012 Introducing Psycholinguistics. Cambridge University press
8. Predeaux, G.D. 1984 Psycholinguistics: The experimental study of Language
9.
10. Steven Pinker 2007 The language instinct: How the mind creates language
11. Psychology Library Editions: Psycholinguistic 2015
     shttps://www.routledge.com/Psychology-Library-Editions-Psycholinguistics/book-series/PLEPSYLING
12. úl‰uisxy  ã' tï' iy rdcmCI"wd¾' tï' ví,sõ' NdId  Wmd¾ckh" jd.aúoHd i`.rd"  jd.aúoHd wxYh le,Ksh úYajúoHd,h
13. úfcafialr" fÊ'tia' 2012 NdIdj iy uki" jd.aúoHd wxYh" le,Ksh úYajúoHd,h

# COURSE SPECIFICATION

<table>
<tr><td colspan="4" align="center"><strong>Field of Study : Linguistics</strong></td></tr>
<tr><td>1</td><td colspan="2"><strong>Code of the Course Unit</strong></td><td>LING 23564</td></tr>
<tr><td>2</td><td colspan="2"><strong>Title of the Course Unit</strong></td><td>Introduction to Phonology</td></tr>
<tr><td>3</td><td colspan="2"><strong>Number of Credits</strong></td><td>4</td></tr>
<tr><td>4</td><td colspan="2"><strong>Type</strong></td><td>compulsory</td></tr>
<tr><td>5</td><td colspan="2"><strong>Coordinator of the Course Unit</strong></td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2"><strong>Pre-requisites</strong></td><td>Not applicable</td></tr>
<tr><td>7</td><td colspan="3"><strong>Main objective of the course</strong><br><br>To equip the students with analytical skills of Phonology while enhancing the ability to identify phonemic patterns, intrinsic features of such patterns, and phonemic problems in languages.</td></tr>
<tr><td>8</td><td colspan="3"><strong>Intended Learning Outcomes (ILOs)</strong><br><br>At the completion of this course unit the student will be able to<br><br>1. Understand the differences between Sounds and Phonemes and the significance of phonemes in communication.<br>2. identify phonemic patterns in languages and their intrinsic features.<br>3. describe phonemic problems in any language.<br>4. develop analytical skills of phonology</td></tr>
</table>

<table>
<tr><td>9</td><td colspan="3" align="center"><strong>Contents</strong></td><td><strong>Mode of Delivery/ Way of Delivery (T/L Materials)</strong></td><td><strong>No of Hrs.</strong></td><td><strong>ILO No.</strong></td></tr>
<tr><td></td><td><strong>Week</strong></td><td><strong>Main Themes</strong></td><td><strong>Sub Themes</strong></td><td></td><td></td><td></td></tr>
<tr><td></td><td>1<sup>st</sup></td><td>Speech sound and Phoneme</td><td>- The differences between speech sound and phoneme</td><td rowspan="2">Lectures, Group activities, Problem solving,</td><td>4</td><td>1</td></tr>
<tr><td></td><td>2<sup>nd</sup></td><td>Introduction to phonemes with examples</td><td>- Explain a phoneme with examples from different languages</td><td>4</td><td>1</td></tr>
</table>

| | | | | | |
|---|---|---|---|---|---|
| 3rd | Phonemic environment | - Pronunciation changes within a word due to the phonemic environment | Tutorials, Reading from selected literature | 4 | 2 |
| 4th | Phonemic environment | - Continue the same topic | | 4 | 2 |
| 5th | Basic factors which affect to Phonemic analysis | - The affecting factors with the evidence of different languages | | 4 | 3 |
| 6th | 1st factor of the phonemic analysis - Phonemic similarity | - Phonemic similarity with examples. | | 4 | 3 |
| 7th | 2nd factor for phonemic analysis  Phonemic distribution | - What is phonemic distribution | | 4 | 3 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | Phonemic distribution: contrastive distribution | - Identifying phonemes with contrastive distribution | | 4 | 3 |
| 10th | Non-contrastive distribution- Free variation distribution | Recognizing a phoneme with free variation distribution. - Phonemes, allophones in one phoneme | | 4 | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 11th | Non-contrastive distribution-Complementary distribution | - How to recognize a phoneme with complementary distribution.<br>- Phonemes, allophones in one phoneme | | 4 | 3 |
| | 12th | Solving problems of phoneme | - Solving problems giving data samples from different languages | | 4 | 4 |
| | 13th | Additional factors for phonemic analysis | - Pattern symmetry and Economy | | 4 | 4 |
| | 14th | Problems affect to phonemic analysis | - Multiple complementation,<br>- Neutralization | | 4 | 4 |
| | 15th | Problems affect to phonemic analysis | - Phonemic overlapping | | 4 | 4 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60          **3.** Self-study and Homework Preparation Hours: 50<br><br>**2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment) 25% from Total Marks Allocated**<br><br>*Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 75% from Total Marks Allocated**<br>**Question Paper:** | | | | | |
| 12 | **Recommended Readings:**<br><br>1. Chomsky,N., Morris., Halle, 1968, The Sound Pattern of English,Harper and Row, New York.<br>2. Dunstan,E., 1964, Towards a phonology of Ngwe., Journal of West African Languages, p.39-42.<br>3. Gleason, Henry Allan (1961). An Introduction to Descriptive Linguistics. Toronto: Holt, Rinehart and Winston | | | | | |

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

6. Introducing Phonetics and Phonology 4th Edition 2004 by Mike Davenport, S.J. Hannahs Ameson.com

7. Evolutionary Phonology: The Emergence of Sound Patterns 1st Edition 2007 Juliette Blevins, Ameson.com

8. Phonology: A Formal Introduction (The MIT Press) 1st Edition by Alan Bale, Charles Reiss, An Introduction to Phonetics and Phonology 3rd Edition 2020 John Clark , Colin Yallop , Janet Fletcher

9. The Phonological Structure of words 2001 Colin J. Ewen, Cambridge Univerity Press , Cambridge

10. Introductory Phonology 1st Edition 2021Hayes, B., Amazon.com

11. lreKd;s,l" ví,sõ' weia'" úfca;=x." r;ak'" rdcmlaI" wd¾' tï' ví' 1995" jd.aúoHd m%fõYh ^1iy 2 mß'&" o¾Yl m%ldYk" le,Ksh'

12. rdcmlaI" wd¾'tï'ví'" 1997" NdIK isxy, iajr Yío"  le,Ksh" o¾Yl m%ldYk'

13. rdcmlaI" wd¾'tï'ví'" 1993" NdIK isxy, jH[ack Yío" lvj;" wNh uqøK Ys,amsfhda

# COURSE SPECIFICATION

| Field of Study: Linguistics | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 23574 |
| 2 | **Title of the Course Unit** | Introduction to Syntax |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To enhance the understanding on theoretical and practical knowledge on the field of Syntax, the relationship of the 'sentence' and other linguistic units, the analysis of syntactic patterns and application of such theoretical and practical knowledge. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. identify the field of Syntax and describe interface between syntax and other areas of Linguistics.
2. describe goals of syntactic theory.
3. identify 'sentence' and the units of sentence, such as word, phrase, utterance on the basis of structural linguistic notions.
4. show its relationship to other linguistic units.
5. describe syntactic notions of Structural Linguistics and TG grammar.
6. analyze the syntactic patterns of the native language and any other natural language based on syntactic theories.
7. read selected texts and articles.
8. to explain how this theoretical / practical knowledge can be used in language teaching/ learning/ translation etc. |

| 9 | Contents (Semester 1) | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | Introduction (field of Syntax), Its Autonomy and Interrelationship with other Components of | - | Lectures followed by group activities, problem solving and | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | Grammar I | - | tutorials; discussions, readings from relevant literature. | |
| | 2nd | Introduction (field of Syntax), Its Autonomy and Interrelationship with other Components of Grammar II | - | | 2 | ILO 1 |
| | 3rd | Difference between sentences vs utterances I | - | | 2 | ILO 3 |
| | 4th | Difference between sentences vs utterances II | - | | 2 | ILO 3 |
| | 5th | Sentence (Criterion, definitions ), simple/complex sentences I | - | | 2 | ILO 3 |
| | 6th | Sentence (Criterion, definitions ), simple/complex sentences II | - | | 2 | ILO 3 |
| | 7th | Linguistics units (morpheme word phrase clause sentence) I | - | | 2 | ILO 4 |
| | 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9th | Linguistics units (morpheme word | - | | 2 | ILO 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | phrase clause sentence) II | | | | |
| | 10th | Syntactic categories I | - | | 2 | ILO 4 |
| | 11th | Syntactic categories II | - | | 2 | ILO 4 |
| | 12th | Grammatical categories I | - | | 2 | ILO 4 |
| | 13th | Grammatical categories II | - | | 2 | ILO 4 |
| | 14th | Acceptability vs grammaticality, Competence and performance  I | - | | 2 | ILO 5 |
| | 15th | Acceptability vs grammaticality, Competence and performance II | - | | 2 | ILO 5 |
| | | **Contents (Semester 2)** | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
| | **week** | **Main Themes** | **-  Sub Themes** | | | |
| | 1st | Recap – 1st Semester | - | | 2 | |
| | 2nd | Constructions, constituents I | - | | 2 | ILO 5 |
| | 3rd | Constructions, constituents II | - | | 2 | ILO 5 |
| | 4th | IC Analysis, ICs discussing with examples I | - | | 2 | ILO 5 |

| | | | | | |
|---|---|---|---|---|---|
| | **5th** | IC Analysis, ICs discussing with examples II | - | | 2 | ILO 5 |
| | **6th** | Practical I | - | | 2 | ILO 6 |
| | **7th** | Practical II | - | | 2 | ILO 6 |
| | **8th** | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | **9th** | TG grammar I | - | | 2 | ILO 5 |
| | **10th** | TG grammar II | - | | 2 | ILO 5 |
| | **11th** | Practical I | - | | 2 | ILO 6 |
| | **12th** | Practical II | - | | 2 | ILO 6 |
| | **13th** | Data analyzing, I | - | | 2 | ILO6 |
| | **14th** | Data analyzing II | - | | 2 | ILO 7,8 |
| | **15th** | Practical I | - | | 2 | ILO 7, 8 |

| 10. | **Number of Notional Hours: 200** |
|---|---|
| | **1.** Lecture Hours: 60　　　　　　　**3.** Self-study and Homework Preparation Hours: 50 |
| | **2.** Tutorial / Presentation Hours: 40　　**4.** Recommended readings / Social Activities: 50 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Quizzes, Data analyzing, Presentation) 25% from Total Marks Allocated** |
| | *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 75% from Total Marks Allocated Question Paper:** |

| 12 | **Recommended Readings:** |
|----|----|

1. Chomsky. Noam, 1978, Syntactic Structures : The Hague: Mouton
2. Chomsky. Noam, 1965, Aspects of the Theory of Syntax:  The MIT Press, Cambridge, Massachusetts.
3. Hockett, C.F. 1958, A course in linguistics. Oxford & IBH publishing Co. New Delhi. Chs.
4. Lyons, John, 1968  Introduction to theoretical linguistics, Cambridge, CUP. Chs. 4-8
5. O'Grady, William , M., Dobrovolsky, F.Katamba, 1989, Contemporary Linguistics : An introduction, Longman, New York, ch.5-6.
6. Radford. Andrew, 1988, Transformational Grammar, Cambridge, Cambridge University Press.
7. Riemsdijk.  Henk van, and Edwin Williams. 1986, Introduction to the Theory of Grammar The MIT Press, Cambridge, Massachusetts.
8. úl%uisxy" ohd" wdoSka " 2009" jd.aúoHd m%fõYh 2"1-2 mßÉfPao

# COURSE SPECIFICATION

| | Field of Study:   Linguistics | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 23584 |
| 2 | **Title of the Course Unit** | Semantics |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To equip the students with the knowledge on semantic theories, the significance of semantics in second language learning, and the difference between structural semantics and pragmatics. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to<br><br>1. describe history and the significance of Semantics in a language analysis, the practical usage of meaning and various semantic problems.<br>2. identify the principles of different semantic theories.<br>3. identify semantical / lexical units of language.<br>4. Apply logical theories into the semantics component of natural languages. (predicate logic, truth tables, binary codes etc.)<br>5. describe the difference between structural semantics and pragmatics.<br>6. Describe context and its significance in Pragmatics.<br>7. Apply various principles of Pragmatics (Deixis, speech acts, presuppositions, conversational implicature, reference etc.) |

| 9 | Contents (Semester 1) | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | **1st** | History of Semantics- Indian Tradition | - | Lectures followed by group activities, problem solving, tutorials: | 2 | ILO 1 |
| | **2nd** | History of Semantics- | - | | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | Western Tradition | | discussion, selected texts from relevant literature. | | |
| 3rd | | Semantic studies in Different subject areas - 1 | - | | 2 | ILO 1 |
| 4th | | Autonomy of Semantics | - | | 2 | ILO 1, 2 |
| 5th | | TG Grammar and Semantics | - | | 2 | ILO 2 |
| 6th | | Defining of meaning -2 | - | | 2 | ILO 1 |
| 7th | | Defining of Meaning -3 | - | | 2 | ILO 1 |
| 8th | | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | | Semantical / Lexical Units-1 | - | | 2 | ILO 3 |
| 10th | | Semantical, Lexical Units-2 | - | | 2 | ILO 3 |
| 11th | | Logic in Semantics | - | | 2 | ILO 4 |
| 12th | | Intuition and Acceptability | - | | 2 | ILO 2 |
| 13th | | Intuition and Acceptability | - | | 2 | ILO 2 |
| 14th | | Ambiguity | - | | 2 | ILO 1, 2 |
| 15th | | Defining the Context -1 | - | | 2 | ILO 6 |
| | | **Contents ( Semester 2)** | | **Mode of Delivery/** | **No of** | **ILO No.** |

| | week | Main Themes | - Sub Themes | Way of Delivery (T/L Materials) | Hrs. | |
|---|---|---|---|---|---|---|
| | 1st | Principles of Pragmatics-1 | - | | 2 | ILO 5 |
| | 2nd | Principles of Pragmatics-1 | - | | 2 | ILO 5 |
| | 3rd | Deixis -1 | - | | 2 | ILO 7 |
| | 4th | Deixis-2 | - | | 2 | ILO 7 |
| | 5th | Deixis-3 | - | | 2 | ILO 7 |
| | 6th | Speech Acts-1 | - | | 2 | ILO 7 |
| | 7th | Speech Acts-2 | - | | 2 | ILO 7 |
| | 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9th | Conventional Implicatures -1 | - | | 2 | ILO 7 |
| | 10th | Conventional Implicatures -2 | - | | 2 | ILO 7 |
| | 11th | Presupposition -1 | - | | 2 | ILO 7 |
| | 12th | Reference | - | | 2 | ILO 7 |
| | 13th | Nature of Structural Semantics -1 | - | | 2 | ILO 5 |
| | 14th | Nature of Structural Semantics -2 | - | | 2 | ILO 5 |
| | 15th | The relationship and differences | - | | 2 | ILO 5 |

| | | between Structural Semantics and Pragmatics | | | | |
|---|---|---|---|---|---|---|
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60        **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours:  40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment) 20% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated** <br> **Question Paper:** | | | | | |
| 12 | **Recommended Readings:** <br><br> 1. Chomsky, N, 1972, Studies on Semantic, in Generative Grammar, The Hague:Touton. <br><br> 2. Cole, P., 1978, Syntax and Semantics 9: Pragmatics, Academic Press, New York. <br><br> 3. Coulthard, M., 1977, An Introduction to Discourse Analysis: Longman,London. <br><br> 4. Hurford, R.J., and Heasley, R., 1983, Semantics: a course book, Cambridge, C.U.P. <br><br> 5. Kempson, R.M., 1975, Presupposition and the Delimitation of Semantics, Cambridge, C.U.P. <br><br> 6. Levinson, C.S., 1983, Pragmatics, Cambridge, C.U.P. | | | | | |

# COURSE SPECIFICATION

| | **Field of Study:   Linguistics** | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 23594 |
| 2 | **Title of the Course Unit** | Second Language Proficiency- level – 1 (English and Tamil |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |
| 7 | **Main objective of the course** <br><br> I.   To equip the students with comprehension skills, summarizing skills, and basic grammar skills while enhancing the understanding on the contextual usage of English. <br><br> II.   To equip the students with speaking, writing, and reading skills in Tamil, focusing mainly on the spoken variety. | |
| 8 | **Intended Learning Outcomes (ILOs)** <br><br> At the completion of this course unit the student will be able to <br> (1) <br><br> 1.  Perform conversations in Tamil in different contexts. <br> 2.  Write short sentences in spoken Tamil. <br> 3.  Read and comprehend simple essays, conversations, etc. in Spoken Tamil. <br> 4.  Interpret simple dialogues. <br> 5.  Translate simple sentences from Tamil to Sinhala and vice versa. <br> 6.  Identify sound patterns, word, and sentence structure of Spoken Tamil. <br> (2) <br> 7.  Answer questions comprehending a given text. <br> 8.  Identify the contextual usage of English. <br> 9.  Summarize the content of a given text. <br> 10. Relate note taking techniques in grasping the gist of a text/ speech /audio. <br> 11. Perform basic grammar rules. <br> 12. Illustrate personal viewpoints on a given topic. | |

| 9 | Week | \multicolumn{2}{l|}{Contents (Semester 1)} | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|

| 9 | Week | Main Themes | Sub Themes | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
|  | 1st | 1. Introduction to Spoken Tamil Alphabet I | - | Classroom discussions, Group work, Self-study, Audio video materials will be used to reinforce the learning process. | 2 | ILO 6 |
|  |  | 2. Introduction (effective self- introduction, importance of elevator pitch, methods, practice and writing activities) |  |  |  | ILO 7 |
|  | 2nd | 1. Introduction to Spoken Tamil Alphabet II | - |  | 2 | ILO 6 |
|  |  | 2. Context based English (At the classroom/ telling time) |  |  |  | ILO 8 |
|  | 3rd | 1. Pronunciation I | - |  | 2 | ILO 4, 6 |
|  |  | 2. Comprehension -Passage 1 |  |  |  | ILO 7 |
|  | 4th | 1. Pronunciation II | - |  | 2 | ILO 4, 6 |
|  |  | 2. Context based English (Giving directions/ buying things) |  |  |  | ILO 8 |
|  | 5th | 1. Imperative/infinitive forms /Question formation I | - |  | 2 | ILO 2 |
|  |  | 2. Basic Grammar |  |  |  |  |

| | | | | | |
|---|---|---|---|---|---|
| | | (refreshing memory of articles and prepositions) | | | ILO 11 |
| 6<sup>th</sup> | | 1. Imperative/infinitive forms /Question formation II <br><br> 2. Comprehension- Passage 2 | - | | 2 | ILO 2 <br><br><br> ILO 7 |
| 7<sup>th</sup> | | 1. Pronouns and Pronominal elements I <br><br> 2. Summarizing – Text 1 | - | | 2 | ILO2, 5 <br><br> ILO 9 |
| 8<sup>th</sup> | Mid Semester Evaluation | | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | |
| 9<sup>th</sup> | | 1. Pronouns and Pronominal elements II <br><br> 2. Basic grammar (Present Tense) | - | | 2 | ILO 2,5 <br><br> ILO 11 |
| 10th | | 1. Tamil Nouns/ Verbs (Glossary) I <br><br> 2. Essay writing – 1 | - | | 2 | ILO 1, 4 <br><br> ILO 12 |
| 11<sup>th</sup> | | 1. Tamil Nouns/ Verbs (Glossary) II <br><br> 2. Basic grammar (Past Tense) | - | | 2 | ILO 1, 4 <br><br> ILO 11 |
| 12<sup>th</sup> | | 1. Tamil Numbers/ Time Expressions/ | - | | 2 | ILO 3,4 |

| week | Main Themes | Sub Themes | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|
| | Adjective /Adverb I | | | | |
| | 2. Listening and answering questions in oral and written forms | | | | ILO 10 |
| 13<sup>th</sup> | 1. Tamil Numbers/ Time Expressions/ Adjective /Adverb II | - | | 2 | ILO 3,4 |
| | 2. Comprehension – Poem | | | | ILO 7 |
| 14th | 1. Case formation I | - | | 2 | ILO 2,3,4 |
| | 2. Essay writing – 2 | | | | ILO 12 |
| 15th | 1. Case formation II | - | | 2 | ILO 2,3,4 |
| | 2. Basic grammar (Future Tense) 1. Oblique forms and case suffixes I  Mixed grammar exercises and revision | | | | ILO 11 |

| | Contents ( Semester 2) | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|
| week | Main Themes | - Sub Themes | | | |
| 1<sup>st</sup> | 1. Oblique forms and case suffixes II | - | | 2 | ILO 6 |
| | 2. Context based English (expressing feelings) | | | | ILO 8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **2nd** | 1. Tense formation: Future Tense I | - | | 2 | ILO 6 |
| | | 2. Mixed grammar exercises | | | | ILO 11 |
| | **3rd** | 1. Tense formation: Future Tense II | - | | 2 | ILO 6 |
| | | 2. Comprehension – Story | | | | ILO 7 |
| | **4th** | 1. Present Tense and Picture descriptions I | - | | 2 | ILO 3 |
| | | 2. Summarizing Text -2 | | | | ILO 9 |
| | **5th** | 1. Present Tense and Picture descriptions II | - | | 2 | ILO 3 |
| | | 2. Summarizing Text – 3 | | | | ILO 9 |
| | **6th** | 1. Past Tense/ Infinitive plus I | - | | 2 | ILO 1 |
| | | 2. Essay writing – 3 | | | | ILO 12 |
| | **7th** | 1. Past Tense/ Infinitive plus II | - | | 2 | ILO 1 |
| | | 2. Grammar (Present Perfect Tense) | | | | ILO 11 |
| | **8th** | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | **9th** | 1. Present Verbal Adjective &Past Verbal Adjective I | - | | 2 | ILO 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 2. Informal letters | | | | ILO 8 |
| | **10th** | 1. Present Verbal Adjective & Past Verbal Adjective II | - | | 2 | ILO 2 |
| | | 2. Comprehension – Story | | | | ILO 7 |
| | **11th** | 1. Past Participle Past Conditional I | - | | 2 | ILO 2 |
| | | 2. Grammar (Past Perfect Tense) | | | | ILO 11 |
| | **12th** | 1. Past Participle Past Conditional II | - | | 2 | ILO 2 |
| | | 2. Grammar (Future Perfect Tense) | | | | ILO 11 |
| | **13th** | 1. Essay writing I | - | | 2 | ILO 3 |
| | | 2. Practice speech on a given topic | | | | ILO 8, 12 |
| | **14th** | 1. Essay writing II | - | | 2 | ILO 3 |
| | | 2. Mixed grammar exercises | | | | ILO 11 |
| | **15th** | 1. Readings/Comprehensions I | - | | 2 | ILO 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 2. Essay writing – 4<br>1. Readings/Comprehensio ns II<br>2. Presentation and feedback | | | | ILO 12 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60 | | **3.** Self-study and Homework Preparation Hours: 50 | | | |
| | **2.** Tutorial / Presentation Hours: 40 | | **4.** Recommended readings / Social Activities: 50 | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment) 10% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 90% from Total Marks Allocated**<br>**Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

12 **Recommended Readings:**

(a)

1. Bailey, S. 2011, Academic Writing: A Handbook for International Students, Routledge, London

2. LearnEnglish - British Council. 2020. Learnenglish - British Council. [online] Available at: <https://learnenglish.britishcouncil.org/> [Accessed 18 August 2020].


(b)

1. f.h¾, fca.ví., iqiSkaørdcd, tia., lreKd;s,l, ví., tia., 1999, jHjydr fou< NdId m%fõYh, le,Ksh, le,Ksh úYajúoHd,h.

2. fhda.rdcd, tia.fca., 2009, NdIK fou<g m%%fõYhla, l¾;D m%ldYk

3. Suseendirarajah, S., Tillaiínathan, S., Jayakody, A., 2007, Spoken Tamil, Colombo, Department of Official languages.

## COURSE SPECIFICATION

| | **Field of Study:  Linguistics** | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 31514 |
| 2 | **Title of the Course Unit** | Language planning |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To equip the students with the knowledge on theoretical aspects, concepts, attitudes, ideologies and issues related to language planning. |

| 8 | Intended Learning Outcomes (ILOs) |
|---|---|
| | At the completion of this course unit the student will be able to |

1. describe the central theories in language planning,
2. explain the most important terms and concepts used in the field,
3. describe the language attitudes and ideologies.
4. understand nature of language crisis, Diglossia, bilingualism, and multilingualism,
5. describe necessity of language planning in order to solve problems related to the language usage.
6. describe the language-political work being carried out by the Sri Lankan policy makers.
7. describe the language-political work being carried out by the Multilingual Countries.

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | Week | Main Themes | Sub Themes | | | |
| | 1st | Introduction of Human and Natural resource Planning | | Lectures followed by group activities, tutorials and presentation classroom | 04 | ILO 01 |
| | 2nd | General Introduction of | - Definition<br>- Context of Language | | 04 | 01 |

| | | | discussions, Self-study, audio video materials to highlight the different language situations related to language planning and policies | | |
|---|---|---|---|---|---|
| | Language Planning | Planning | | | |
| 3rd | Terminological usage and problems in language planning | - Political<br>- Social<br>- Educational | | 04 | 02 |
| 4th | A framework for Planning 1 | - Who does the planning<br>- Purpose of Planning | | 04 | 03 |
| 5th | A framework for Planning 2 | - Status Planning 1<br>- (National Language & Official Language)<br>- Language Shift | | 04 | 1,2,3, |
| 6th | A framework for Planning 3 | - Status Planning 2<br>- Meso and micro LP<br>- (Implementation of Language Planning) | | 04 | 1,2,3 |
| 7th | A framework for Planning 4 | - Corpus planning 1<br>- (Codification) | | 04 | 2,3 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | A framework for Planning 5 | Corpus planning 2 (Elaboration) | | 04 | 2,3 |
| 10th | Language Acquisition planning | - Second language acquisition Education planning | | 04 | 2,3,4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **11**th | Language Planning and class | - Diglossia, Bilingualism, Multilingualism, | | 04 | 4 |
| | **12**th | Planning of language program | | | 04 | 4 |
| | **13**th | Case Studies in Language planning 1 | - Language problem of Sri Lanka | | 04 | 6 |
| | **14th** | Case Studies in Language planning 2 | - Language planning of Multilingual Countries.<br>- Language planning of Monolingual Countries. | | 04 | 7 |
| | **15th** | Language planning goals | | | 04 | 4,6,7 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60              **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment) 30% from Total Marks Allocated** | | | | | |
| | ***Expected soft skills to be evaluated through the continuous assessments*:** | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 70% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

1. Dharmadasa, K.N.O., (1992), Language, Religion, And Ethnic Assertiveness, The University of Michigan Press.
2. Dissanayake, J.B. (1978), National Language of Sri Lanka, Lake House Ltd. Colombo.
3. Fishman, J.A. (1972) Language and Nationalism, Rowley, MA: Newbury House.
4. Fishman, J.A. ,(1974), Language Planning in Language Planning research: the state of

the art, The Hague Mounton.

5  Fishman, J.A. ,(1988), Language spread and language policy for endangered languages,

In P.H. Lowenberg (ed.)

6.  Haugen, E., (1959), Planning for a standard Language in Modern Norway in Anthropological

Linguistics,

7.  Jernudd, B.H. (1973), Planning language treatment: linguistics for the third world. Language

in Society.

8.  Kanam, F.X. (1974), Towards a Definition of Language Planning' In Fishman, J.A. (ed)

9.  Kaplan, R.B., Baldauf Jr R.B., (1997), Language Planning, Multilingual Matters LTD.

10.  Robert P.(1997) Linguistics Imperialism, Oxford university press.

11.  Ricento, Thomas, ed. (2005). An Introduction to Language Policy: Theory and Method. Oxford:Blackwell.

12.  Schiffman,H.F.(1996), Linguistic, Culture and Language Policy, Routledge, London.

13.  fldamrfyajd. tia ^1999& NdIdkqrd.fha foaYmd,kh,  weia f.dvf.a iy ifydaorfhda

## COURSE SPECIFICATION

| | **Field of Study: Linguistics** | | | | |
|---|---|---|---|---|---|
| 1 | **Code of the Course Unit** | LING 31524 | | | |
| 2 | **Title of the Course Unit** | Applied Linguistics | | | |
| 3 | **Number of Credits** | 4 | | | |
| 4 | **Type** | Compulsory | | | |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit | | | |
| 6 | **Pre-requisites** | Not applicable | | | |

| 7 | **Main objective of the course** |
|---|---|
| | To enhance understanding on the concepts and areas of Applied Linguistics, language acquisition, learner features, while leading towards ultimate goal of language teaching and learning. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. clarify the concepts and terminology in relation to applied linguistics.<br>2. describe different fields of applied linguistics including language learning and teaching.<br>3. contrast between first and second language acquisition.<br>4. distinguish learner factors which stimulate and reinforce language learning.<br>5. interpret the process of language learning.<br>6. Identify areas within the field of applied linguistics for further studies.<br>7. calculate the effect of linguistics in the development of various language teaching methods. |

| 49 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | General Introduction of Linguistics and Applied Linguistics | - | Lecturing (direct teaching), Group discussion, Presentation, Reading selected | 4 | ILO 1 |
| | 2nd | Linguistics and Language teaching 01 | - | | 4 | ILO 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3rd | Linguistics and Language teaching 02 (Comparison) | - | | materials | 4 | ILO 2 |
| 4th | The scope of Applied Linguistics | - | | | 4 | ILO 1 |
| 5th | Applied Linguistics: Some basic concepts | - | | | 4 | ILO 1 |
| 6th | Descriptive Linguistics and Language Teaching | - | | | 4 | ILO 2 |
| 7th | Linguistics Approach in language Teaching: Contrastive Analysis | - | | | 4 | ILO 7 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | | |
| 9th | Language Errors Inter-language and the Creative Strategy | - | | | 4 | ILO 7 |
| 10th | Second Language Acquisition | - | | | 4 | ILO 3 |
| 11th | Second Language Acquisition: Learner Factors | - | | | 4 | ILO 4 |
| 12th | L2 Learners: Motivation, Aptitude, Learning Strategies and Age | - | | | 4 | ILO 4 , 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **13th** | Various language teaching methods. | - | | 4 | ILO 7 |
| | **14th** | Language, communication, and media | - | | 4 | ILO 6 |
| | **15th** | Role of language in mass communication. | - | | 4 | ILO 6 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60          **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours:  40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Assignment, in class test) 20% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

1. Ball, M. J. (ed.). 1988. Theoretical Linguistics and Disordered Language. London and Sydney: Croom Helm.

2. Bennett, W. A. 1968. Aspect of Language and Language Teaching. London, Cambridge University Press.
3. Brown, H. D., 1994, Principles of Language Learning and Teaching., U.S.A.
4. Cook. G. 2003. Applied Linguistics. UK: Oxford University Press.
5. Crystal, D. 1987. Encyclopedia of Language. UK: Cambridge University Press.
6. Carter, Ronald., 1993, Introducing Applied Linguistics, Penguin.
7. Davies, A. and C.  Elder, (eds) 2004. The Handbook of Applied Linguistics. UK: Blackwell Press.
8. Kaplan, R. B. 2002. Oxford Handbook of Applied Linguistics. Oxford University Press.
9. Klein, Walfgang, 1994, Second Language Acquisition, Cambridge University Press.
10. Larsen-Freeman,Diane, 2007: Techniques and Principles in Language Teaching, Oxford University press, New Delhi.

11. Lightbown, Pasty M.; Spado, Nina, 1995, How Languages are Learned, Oxford University
12. Press.Rivers, W. M. 1981. Teaching Foreign Language Skills. Chicago: University of Chicago Press.
13. Saville- Troike, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press.

14. Srivastava, R. N. and R. S. Gupta. 1990. Dimension in Applied Linguistics. Mysore, Central Institute of Indian Languages.

# COURSE SPECIFICATION

| Field of Study: Linguistics | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 31534 |
| 2 | **Title of the Course Unit** | Structure of Sinhala |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |
| 7 | **Main objective of the course** | |
| | To equip the students with a thorough knowledge on sound system of Sinhala Language, its morphological and syntactic patterns, diglossia, different grammar, uniqueness of Sinhala and typological problems related to it. | |
| 8 | **Intended Learning Outcomes (ILOs)** | |
| | At the completion of this course unit the student will be able to<br>1. describe the sound system of the language and relationship between the sounds and orthography.<br>2. identify the morphological and syntactic patterns of the language and their diglossic differences.<br>3. identify the grammatical categories manifested in the morphological and syntactic systems.<br>4. distinguish the varieties of the spoken Sinhala and give examples for them.<br>5. distinguish the stylistic variations of the written Sinhala and exemplify them.<br>6. describe the unique features of the Sinhala language in contrast to the common features of the Indo-Aryan sister languages.<br>7. describe the areas with typological problems of Sinhala. | |

| 49 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | A short introduction to 'language structure' and Sinhala language | - | Lectures, Group discussions, | 4 | ILO 1 |

| | | | | Reading from texts | 4 | ILO 1,6 |
|---|---|---|---|---|---|---|
| 2nd | Classification of speech sounds and theories of phonetics and phonology | - | | | 4 | ILO 1,6 |
| 3rd | Speech sounds in Sinhala and non-obstruent sounds | - | | | 4 | ILO 1, 6 |
| 4th | Mid central short vowel, semi vowels and their distribution | - | | | 4 | ILO 1, 6 |
| 5th | Obstruent sound in Sinhala and plosive sounds | - | | | 4 | ILO 1,6 |
| 6th | Distribution of plosives in Sinhala | - | | | 4 | ILO1, 6 |
| 7th | Nasals,nasal stops ,fricatives ,trills,laterals and their distributions and language styles in Sinhala | - | | | 4 | ILO 1,6 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | | |
| 9th | Morphological structure of Sinhala | - | | | 4 | ILO 2,6, 7 |
| 10th | The noun and the pronoun in Sinhala | - | | | 4 | ILO 2, 6,3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **11**th | The verb in Sinhala<br><br>The particles in Sinhala | - | | 4 | ILO 2,<br><br>6,3 |
| | **12**th | Adjectives and adverbs in Sinhala | - | | 4 | ILO 2,6,<br><br>3 |
| | **13**th | Dravidian inspiration and the identity of Sinhala as an Indo Aryan language. | - | | 4 | ILO 6 |
| | **14th** | Diglossia and dialectal variations and alphabet(written) in Sinhala | - | | 4 | ILO 2,4 |
| | **15th** | Syntax patterns in Sinhala and stylistic variations | - | | 4 | ILO 5,<br><br>7,3 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60          **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (presentation) 20% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:**<br><br>1.lreKd;s,l" ví,sõ' tia'" 1995" isxy, NdId jHdlrKh" iSudiys; tï' ã'.=Kfiak iy iud.u" fld<U'<br><br>2.ff..¾"ú,aye,aï ^2005&( isxy, NdIdfõ jHdlrKh" fld<U(wOHdmk | | | | | |

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12.iqukidr" b÷refõ" 1995" isxy, jHdlrK Odrd" fld<U( weia
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# COURSE SPECIFICATION

| | **Field of Study:   Linguistics** | | |
|---|---|---|---|
| 1 | **Code of the Course Unit** | LING 31542 | |
| 2 | **Title of the Course Unit** | Research Methodology | |
| 3 | **Number of Credits** | 2 | |
| 4 | **Type** | compulsory | |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit | |
| 6 | **Pre-requisites** | Not applicable | |

| 7 | **Main objective of the course** |
|---|---|
| | To create awareness on identification of a research, its significance, objectives, different approaches of conducting research, methods adopted, referring to previous literature and conducting data analysis and its practical application |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. Explain what research is, objectives of a research and the significance of a research, |
| | 2. Describe different approaches to research:  qualitative research, and quantitative research. |
| | 3. Identify research methods. |
| | 4. Clarify ethics of the research. |
| | 5. Identify a research problem, objectives, and research method(s) |
| | 6. Identify literature related to the specific topic/theme and method of reviewing them, |
| | 7. Describe the method of data collecting and  data analysis. |
| | 8. Interpret and report analytically finding of the research. |

| 49 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | An Introduction to research methodology | - Research approaches<br>- Research process<br>- Criteria of good research | Lectures followed by practical activities, discussions, | O2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| **2nd** | Research methods and methodology | Types of research Research methodology scientific method | Presentations | 02 | 1,2,3 |
| **3rd** | Qualitative and Quantitative research. | | | 02 | 2,3 |
| **4th** | Defining the research problem | - Technique of defining a problem<br>- Research Questions<br>- Research Hypothesis | | 02 | 2,3,5 |
| **5th** | Research Design | | | 02 | 3 |
| **6th** | Research sampling design | - Different types of sample design<br>- Good sample design<br>- Random sample<br>- Complex random sample | | 02 | 3 |
| **7th** | Data collection method | - Primary data<br>- Secondary data<br>- Difference between survey and experiment | | 02 | 3 |
| **8th** | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |

| | | | | | |
|---|---|---|---|---|---|
| **9**[th] | Identify method of literature review | | | 02 | 6 |
| **10th** | Structure of thesis | | | 02 | 3 |
| **11**[th] | Methodology explanation technique | | | 02 | 3,7 |
| **12**[th] | Processing and analysis of data | | | 02 | 3,7 |
| **13**[th] | Interpretation and report writing | | | 02 | 3,8 |
| **14th** | Method of Finalising research | | | 02 | 3 |
| **15th** | Ethic of research | - Plagiarism<br>- Use of language<br>- Discrimination | | 02 | 4 |

| | |
|---|---|
| 10. | **Number of Notional Hours: 100** |
| | **1.** Lecture Hours: 30          **3.** Self-study and Homework Preparation Hours: 25 |
| | **2.** Tutorial / Presentation Hours: 20     **4.** Recommended readings / Social Activities: 25 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (In-class test, in-class practical, Group Assignment) 55% from Total Marks Allocated** |
| | *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (Written presentation, Oral presentation) 45% from Total Marks Allocated Question Paper:** |
| 12 | **Recommended Readings:** |
| | 1. fldamrfyajd" i\|f.dañ"  2006  Ydia;%Sh f,aLkhl uQ,dY%h<br>oelaùfï úêl%u'   fld<U" weia' f.dvf.a iy ifydaorfhda' |

2. `is,aú fiakdër" Ydñkao jkisxy  2004  m¾fhaIK l%ufõoh' fld<U" weia' f.dvf.a iy ifydaorfhda'`
3. Kothari C.R.(2004) Research Methodology : Methods and Techniques (Second revised edition), New Age International Publishers.
4. Denzin, Norman K., Lincoln, Yvonna S, The Landscape of Qualitative Research
5. Duff, Patricia , Case Study Research in Applied Linguistics (Second Language Acquisition Research Series)
6. Peter Pruzan (2016) Research Methodology: The Aims practices and Ethics of science, Springer;
7. Plonsky, Luke, Advancing Quantitative Methods in Second Language Research (Second Language Acquisition Research Series) Routledge.
8. Hota S.K. Mishra A.K.  Research Methodology: Theory and Practice
9. Zoltan Dornyei , Research Methods in Applied Linguistics, Oxford.
10. Lia Litosseliti., Research Methods in Linguistics (Second Edition), Bloomsbury Publishing Plc

# COURSE SPECIFICATION

| Field of Study: Linguistics | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 31552 |
| 2 | **Title of the Course Unit** | Sri Lankan Sing Language |
| 3 | **Number of Credits** | 2 |
| 4 | **Type** | optional |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To lead students to identify signs, utilize them in communication and interpretation process, enhance knowledge on usage of different signs and the Linguistic structure of sign language. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to<br>1. Introduce Sign language<br>2. identify signs used in sign language.<br>3. communicate using sign language.<br>4. describe and distinguish different signs used in Sign Language.<br>5. explain linguistic structure in sign language.<br>6. interpret signs used in Sri Lankan Sign language communication.<br>7. Identify deaf culture and education |

| 49 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | Introduction to Sign language | - | | 2 | ILO 1 |
| | 2nd | Mis concepts of Sign language | - | Short lectures followed by group activities and discussions, Reading selected texts | 2 | ILO 1 |
| | 3rd | Differences and Similarities between Sign language and Spoken language | - | | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| 4<sup>th</sup> | Sign language as a natural language (Linguistic basis of Sign language) | - | | 2 | ILO 5 |
| 5<sup>th</sup> | Sign language and Gestures | - | | 2 | ILO 2, 3 |
| 6<sup>th</sup> | Deaf Education, problems of Sri Lankan Deaf Education | - | | 2 | ILO 7 |
| 7<sup>th</sup> | Sing language and Deaf Society | - | | 2 | ILO 7 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9<sup>th</sup> | Sri Lankan Sign language and Other Sign Languages | - | | 2 | ILO 4 |
| 10th | Practicing Sri Lankan Sign Language -1 | - | | 2 | ILO 2,3,6 |
| 11<sup>th</sup> | Practicing Sri Lankan Sign Language-2 | - | | 2 | ILO 2,3,6 |
| 12<sup>th</sup> | Practicing Sri Lankan Sign Language-3 | - | | 2 | ILO 2,3,6 |
| 13<sup>th</sup> | Practicing Sri Lankan Sign Language-4 | - | | 2 | ILO 2,3,6 |
| 14th | Practicing Sri Lankan Sign Language-5 | - | | 2 | ILO 2,3,6 |

| | **15th** | Practicing Sri Lankan Sign Language-6 | - | | | 2 | ILO 2,3,6 |
|---|---|---|---|---|---|---|---|

| 10. | **Number of Notional Hours: 100** |
|---|---|

**1.** Lecture Hours: 30          **3.** Self-study and Homework Preparation Hours: 25

**2.** Tutorial / Presentation Hours: 20     **4.** Recommended readings / Social Activities: 25

| 11. | **Evaluation and Assessment:** |
|---|---|

**In Course Evaluation (presentation) 20% from Total Marks Allocated**

*Expected soft skills to be evaluated through the continuous assessments*:

**End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:**

| 12 | **Recommended Readings:** |
|---|---|

1. úl‰uisxy" ã' tï'" 2002/03,Y‰jHdndê; wOHdmk l‰ufha ku‰;d( jd.aúoHd 8" jd.aúoHd wOHhkdxYh" le,Ksh úYajúoHd,h'
2. úl‰uisxy" ã' tï'" ùrfldaka" fyaud" 86/ 87" jd.aúoHd 3" jd.aúoHd wOHhkdxYh" le,Ksh úYajúoHd,h'
3. Crystal, D., 1987, The Cambridge Encyclopedia of Language, Cambridge University press, Cambridge.
4. Sri Lankan Sign Language Dictionary Vols.I, II, III, IV,V National Institute of Education,Maharagama.

# COURSE SPECIFICATION

| | **Field of Study:** | **Professional Subject Stream** | | | |
|---|---|---|---|---|---|
| 1 | **Code of the Course Unit** | LING 33562 | | | |
| 2 | **Title of the Course Unit** | National Heritages and Civic Responsibility | | | |
| 3 | **Number of Credits** | 2 | | | |
| 4 | **Type** | Optional | | | |
| 5 | **Pre-requisites** | None | | | |
| 6 | **Main objective of the course** | | | | |
| | The objective of the course unit is to provide a thorough knowledge on national heritages and ethics and norms of Sri Lankan culture. | | | | |
| 7 | **Intended Learning Outcomes (ILOs)** | | | | |
| | At the completion of this course unit the student will be able to | | | | |
| | 1. Critically discuss the concept of heritage | | | | |
| | 2. Discuss the characteristics of national heritages in Sri Lanka. | | | | |
| | 3. Identify areas of civic responsibility, ethical behaviors, and educational practices. | | | | |
| | 4. Discuss various heritages related to cultural production and expression | | | | |

| 8 | | **Contents** | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
|---|---|---|---|---|---|
| | **Week** | **Main Themes** | | | |
| | 1st | Critical introduction to the concept of heritage | Direct classroom teaching/ online teaching/ blended | 2 | 1, 2, |
| | 2nd | Ancient civilizations and "nation-ness" in Sri Lanka | | 2 | |
| | 3rd | Ancient irrigation systems and other socio-economic structures | | 2 | |
| | 4th | Local food cultures: Production, preservation, and distribution | | 2 | |
| | 5th | Traditional Knowledges of body and mind | | 2 | |
| | 6th | Ecology: knowledge, ethics, and heritages | | 2 | |
| | 7th | Ecology: knowledge, ethics, and heritages | | 2 | |

| | | | | |
|---|---|---|---|---|
| 8<sup>th</sup> | Mid Semester Evaluation<br>Written Examination/ Assignment /<br> Individual or Group Presentation / Practical Test | | 2 | |
| 9<sup>th</sup> | Artistic traditions and cultural forms of expression<br>  across genres, eras, and regions | | 2 | |
| 10<sup>th</sup> | Ethics: traditionalism and morality—a critical<br>  approach | | 2 | |
| 11<sup>th</sup> | Productive Leisure | | 2 | |
| 12<sup>th</sup> | Productive Leisure | | 2 | |
| 13<sup>th</sup> | Educational cultures, ancient and modern | | 2 | |
| 14<sup>th</sup> | Educational cultures, ancient and modern | | 2 | |
| 15<sup>th</sup> | Review, Further instructions<br> - Review of student's performances,<br> - Further instructions and guidance. | | 2 | |

| 9. | **Number of Notional Hours: 100** |
|---|---|
| | **1.** Lecture Hours:  30          **2.** Self-study and Homework Preparation Hours: 50 <br><br>**3.** Hours for recommended reading: 20 |
| 10. | **Evaluation and Assessment:** |
| | In Course Evaluation (Mid Semester Evaluation) 50% from Total Marks Allocated <br> Oral presentation on Sri Lankan culture and National heritages part I |
| | End of Course Evaluation (End Semester Evaluation) 50% from Total Marks Allocated <br><br> Oral Presentation on Sri Lankan culture and National heritages Part II and activity |

# COURSE SPECIFICATION

## Field of Study:   Linguistics

| 1 | **Code of the Course Unit** | LING 33574 |
|---|---|---|
| 2 | **Title of the Course Unit** | Advanced phonology |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To enhance theoretical and practical awareness on sound patterns, phonological units, significant principles of phonological theories, while leading to recognize phonological structures. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. describe sound patterns of a language using phonological units and the significance of phonological units in communication and principles of different phonological theories. |
| | 2. Recognize various phonological structures based on the theoretical assumptions. |
| | 3. identify problematic areas in phonology of first language. |
| | 4. illustrate how this knowledge is used in practical aspects of language use. |
| | 5. Recognize and apply Generative phonological theories in solving problems. |

| 9 | Contents (Semester 1) | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | A short introduction to 'phonology' | - | Lectures, Problem solving sessions based on the exercises | 2 | ILO 1 |
| | 2nd | A short introduction to 'phonology' | - | | 2 | ILO 1 |
| | 3rd | The relationship between phonetics | - | | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | and phonology | | | |
| 4<sup>th</sup> | The relationship between phonetics and phonology | - | | 2 | ILO 1 |
| 5<sup>th</sup> | Phonological theories and phonetics | - | | 2 | ILO 1 |
| 6<sup>th</sup> | Phonological theories and phonetics | - | | 2 | ILO 1 |
| 7<sup>th</sup> | Oder of a 'phonemic analysis and the concept of 'distribution' | - | | 2 | ILO 2 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9<sup>th</sup> | Oder of a 'phonemic analysis and the concept of 'distribution' | - | | 2 | ILO 2 |
| 10th | Contrastive distribution and non-contrastive distribution | - | | 2 | ILO 2 |
| 11<sup>th</sup> | Contrastive distribution and non-contrastive distribution | - | | 2 | ILO 2 |
| 12<sup>th</sup> | Data analysis in relation to 'contrastive distribution, 'complementary distribution' and | - | | 2 | ILO 3,4 |

| | | Main Themes | - Sub Themes | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | | free variation (part one) | | | | |
| | 13<sup>th</sup> | Data analysis in relation to 'contrastive distribution, 'complementary distribution' and free variation (part one) | - | | 2 | ILO 3,4 |
| | 14th | Data analysis (part two) | - | | 2 | ILO 3,4 |
| | 15th | Data analysis (part two) | - | | 2 | ILO 3,4 |
| | | **Contents ( Semester 2)** | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
| | **week** | **Main Themes** | **- Sub Themes** | | | |
| | 1<sup>st</sup> | Extra principles of 'phonemic analysis' | - | | 2 | ILO 2 |
| | 2<sup>nd</sup> | Extra principles of 'phonemic analysis' | - | | 2 | ILO 2 |
| | 3<sup>rd</sup> | Problems in 'phonemic analysis' | - | | 2 | ILO 3,4 |
| | 4<sup>th</sup> | Problems in 'phonemic analysis' | - | | 2 | ILO 3,4 |
| | 5<sup>th</sup> | Reality of the 'phoneme' | - | | 2 | ILO 2 |
| | 6<sup>th</sup> | Reality of the 'phoneme' | - | | 2 | ILO 2 |
| | 7<sup>th</sup> | 'Prosodic phonology' as a phonological theory | - | | 2 | ILO 1, 2 |

| | | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
|---|---|---|---|---|---|
| 8th | Mid Semester Evaluation | | | | |
| 9th | 'Prosodic phonology' as a phonological theory | - | | 2 | ILO 1, 2 |
| 10th | Principles of prosodic phonology | - | | 2 | ILO 1,2 |
| 11th | Principles of prosodic phonology | - | | 2 | ILO 1,2 |
| 12th | Generative transformational grammar and 'generative phonology' | - | | 2 | ILO 5 |
| 13th | Generative transformational grammar and 'generative phonology' | - | | 2 | ILO 5 |
| 14th | Generative transformational grammar and 'generative phonology' | - | | 2 | ILO 5 |
| 15th | Feature Metrix and rules in 'generative phonology' | - | | 2 | ILO 5 |

| 10. | **Number of Notional Hours: 200** |
|---|---|
| | **1.** Lecture Hours: 60      **3.** Self-study and Homework Preparation Hours: 50 |
| | **2.** Tutorial / Presentation Hours: 40    **4.** Recommended readings / Social Activities: 50 |
| 11. | **Evaluation and Assessment:** |

|    | |
|----|---|
|    | **In Course Evaluation (Quizzes, mid-term) 20% from Total Marks Allocated**<br><br>*Expected soft skills to be evaluated through the continuous assessments*: |
|    | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated**<br>**Question Paper:** |
| 12 | **Recommended Readings:**<br><br>1.  lreKd;s,l ví,sõ' tia'" úfÊ;=x." r;ak'" rdcmlaI wd¾' tï' ví,sõ'"1995" jd.aúoHd m%fõYh ^1 iy 2 mßÉfþo&  le,Ksh( oY_l m%ldYk'<br>2. Chomsky, Noam., 1968, The sound patterns of English, Morris Halle, New York: Harper and Row.<br>3.  Hockett, C.F.,1958, A course in Modern Linguistics.Oxford & IBH publishing Co. New Delhi.<br>4. O'Grady, William, M Dobrovolsky. 1989 Contemporary Linguistics: An introduction New York. ch.2<br>5. Summerset, A. H., 1977, Modern Phonology, London.<br>6. Roger Lass, 1984, Phonology, Oxford, CUP<br>7. Hyman, L.M., Phonology, New York, Renehart and Winston |

# COURSE SPECIFICATION

| Field of Study:   Linguistics | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 33584 |
| 2 | **Title of the Course Unit** | Advanced Syntax |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | To enhance theoretical and practical awareness on historical development of syntactic theory, principles of theories, application, analysis of syntactic patterns and comparison of different syntactic structures. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to
1.identify the historical developments in syntactic theory.

2. describe the principles of the Transformational **Generative grammar and** the Government and   Binding theory.

3**.** apply this knowledge to analyze the **syntactic patterns of a given language.**

4.describe or compare different syntactic structures of the first language.

5. read, comprehend, and evaluate selected readings from the contemporary syntactic theory. |

| 9 | Contents (Semester 1) | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | Week | Main Themes | Sub Themes | | | |
| | 1st | Introduction: Grammar and aims of a grammar | - | Lectures followed by group activities, Problem solving and | 2 | ILO 1 |
| | 2nd | Introduction: Grammar and aims of a grammar | - | | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| 3rd | Organization of the grammar in Generative tradition | - | tutorials, Reading selected literature | 2 | ILO 2 |
| 4th | Organization of the grammar in Generative tradition | - | | 2 | ILO 2 |
| 5th | Rule application in sentence derivation | - | | 2 | ILO 2,3 |
| 6th | Rule application in sentence derivation | - | | 2 | ILO 2,3 |
| 7th | Rule application in sentence derivation | - | | 2 | ILO 2,3 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| 9th | Rule application in sentence derivation | - | | 2 | ILO 2,3 |
| 10th | Rule application in sentence derivation | - | | 2 | ILO 2,3 |
| 11th | From Rules to Principles: Issues and new insight | - | | 2 | ILO 2,5 |
| 12th | From Rules to Principles: Issues and new insight | - | | 2 | ILO 2,5 |
| 13th | Projection principle and trace convention | - | | 2 | ILO 3,5 |
| 14th | Projection principle | - | | 2 | ILO3, 5 |

| | week | Main Themes | - Sub Themes | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | | and trace convention | | | | |
| | 15th | Projection principle and trace convention | - | | 2 | ILO 3,5 |
| | | **Contents (Semester 2)** | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
| | **week** | **Main Themes** | **- Sub Themes** | | | |
| | 1st | X' theory | - | | 2 | ILO 2,5 |
| | 2nd | X' theory | - | | 2 | ILO 2,5 |
| | 3rd | Theta theory | - | | 2 | ILO 2,5 |
| | 4th | Theta theory | - | | 2 | ILO 2,5 |
| | 5th | Case theory | - | | 2 | ILO 2,5 |
| | 6th | Case theory | - | | 2 | ILO 2,5 |
| | 7th | Non-generative traditions | - | | 2 | ILO 5 |
| | 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9th | Non-generative traditions | - | | 2 | ILO 3,5 |
| | 10th | Sinhala Syntax – Word order | - | | 2 | ILO 3,4 |
| | 11th | Sinhala Syntax – Word order | - | | 2 | ILO 3,4 |
| | 12th | Sinhala Syntax – Word order | - | | 2 | ILO 3,4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **13th** | Subject, Agreement, Pro-drop and control | - | | 2 | ILO 3,4 |
| | **14th** | Non-verbal sentences | - | | 2 | ILO 3,4 |
| | **15th** | Negation, Research on Sinhala syntax-Conclusion | - | | 2 | ILO 3,4 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60          **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours:  40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Quizzes, mid-term, others) 25% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 75% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

12. **Recommended Readings:**

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, 1978, Syntactic Structures : The Hague: Mouton
4. Chomsky. Noam, 1965, Aspects of the Theory of Syntax:  The MIT Press, Cambridge, Massachusetts.
5. Haegeman, Liliane,1994.  Introduction to Government and Binding Theory. 2nd edn. Oxford: Blackwell.
6. O'Grady,William, M Dobrovolsky, F.Katamba, 1989, Contemporary Linguistics: An Introduction, Longman, New York. ch.5-6
7. Ouhalla,J., 1994, Introducing Transformational Grammar from Principles and Parameters to Minimalism, London, Arnold.
8. 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.
9. Radford. Andrew, 1988, Transformational Grammar, Cambridge, Cambridge

University Press.
10. Riemsdijk.  Henk van, and Edwin Williams. 1986, Introduction to the Theory of Grammar the MIT Press, Cambridge, Massachusetts.

## COURSE SPECIFICATION

<table>
<tr><td colspan="4" align="center"><b>Field of Study:   Linguistics</b></td></tr>
<tr><td>1</td><td colspan="2"><b>Code of the Course Unit</b></td><td>LING 33594</td></tr>
<tr><td>2</td><td colspan="2"><b>Title of the Course Unit</b></td><td>Clinical Linguistics</td></tr>
<tr><td>3</td><td colspan="2"><b>Number of Credits</b></td><td>4</td></tr>
<tr><td>4</td><td colspan="2"><b>Type</b></td><td>compulsory</td></tr>
<tr><td>5</td><td colspan="2"><b>Coordinator of the Course Unit</b></td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2"><b>Pre-requisites</b></td><td>Not applicable</td></tr>
</table>

| 7 | **Main objective of the course** |
|---|---|

To enlighten students' awareness on diagnosis of communicative disorders, syndromes, analysis of their Linguistic patterns, therapeutic treatments and teaching methods for such disorders.

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|

At the completion of this course unit the student will be able to

1. understand diagnosis of different types of communication disorders.
2. identify syndromes for impairments.
3. identify linguistic patterns of language impairments
4. analyze communication disorders linguistically.
5. Prepare linguistic assessments for communication disabilities/disorders and apply some therapeutic treatments.
6. prepare teaching methods to the learners with language impairments

| 9 | Contents (Semester 1) | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | Introduction of communication disorders and clinical linguistics | - what are communication disorders ,difficulties and disabilities | Lectures, Worksheets, Audio-visual support, Small group activities, Assignments, Linguistic data analysis | 2 | 1 |
| | 2nd | Introduction of communication disorders (CD) and | - The importance of linguistics for | | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | clinical linguistics | - a clinician | | | |
| | 3rd | Causes for CD | - Different types of disorders and the causes for them | | 2 | 1,2 |
| | 4th | Causes for CD<br><br>Biological factors for CD 1. Brain damages | - Brain damages and related disorders and their linguistic characteristics | | 2 | 1,2 |
| | 5th | 2. damages to the vocal system and related areas | - Types of damages and their linguistic characteristics | | 2 | 1,2 |
| | 6th | 3. Damages to the auditory system | - Linguistic characteristics regarding auditory impairments | | 2 | 1,2 |
| | 7th | Causes for CD<br><br>Social problems and CD | - How people are affected by CD due to social problems | | 2 | 1,2 |
| | 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9th | Causes for CD<br><br>Psychological and | - How people are affected by CD due to | | 2 | 1,2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | environmental problems | psychological and environmental problems | | | |
| | **10th** | Stages during the life span that language impairments can be taken place | - Types of language impairments can be taken place during the life | | 2 | 1,2 |
| | **11th** | Mental retardation (MR) and their language impairments | - The causes for MR and different types of MR | | 2 | |
| | **12th** | Down's Syndrome | - Diagnose , physical , mental condition and its language characteristics | | 2 | 2 |
| | **13th** | Autism | - Diagnose, physical , mental condition and its language characteristics | | 2 | 2 |
| | **14th** | Cerebral Palsy | - Diagnose, physical , mental condition and its language | | 2 | 2 |

| | | | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|---|
| | | | | characteristics | | | |
| | 15th | Spina Befida | - | Diagnose, physical , mental condition and its language characteristics | | 2 | 2 |
| | | **Contents (Semester 2)** | | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
| | week | **Main Themes** | - | **Sub Themes** | | | |
| | 1st | Depression | - | Diagnose, physical , mental condition and its language characteristics | | 2 | 1,2 |
| | 2nd | Linguistic categorization of CD | - | Introducing the categorization according to linguistic behavior | | 2 | 3,4 |
| | 3rd | CD related Phonetic and phonemic | - | Recognizing types of CD and analyzing them according to phonetic and phonemic principles | | 2 | 3,4 |
| | 4th | CD related Morphology and Syntax | - | Recognizing types of CD and analyze them according to | | 2 | 3,4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Morphology and Syntax | | | |
| | 5th | CD related Semantics and Pragmatics | - Recognizing types of CD and analyze them according to Semantic and Pragmatics | | 2 | 3,4 |
| | 6th | CD related reading | - Recognizing types of CD and analyze them according to different reading disorders | | 2 | 3,4 |
| | 7th | CD related writing | - Recognizing types of CD and analyze them according to different writing disorders | | 2 | 3,4 |
| | 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9th | CD related thought problems | - Identifying different types of thought problems | | 2 | 3,4 |
| | 10th | CD related thought problems | - Identifying different types of thought problems | | 2 | 3,4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **11**ᵗʰ | Practical analytical sessions of different types of CD according to the above stated | - Giving different data samples related CD analyzing according to linguistic principles | | 2 | 6 |
| | **12**ᵗʰ | -do- | - -do- | | 2 | 5 |
| | **13**ᵗʰ | -do- | - -do- | | 2 | 5 |
| | **14th** | Augmentative applications for communication impaired | - Introduction to Sign language, Bliss, Brail, Emoji | | 2 | 5 |
| | **15th** | Observations and suggested therapeutic treatments | - To I introduce simple therapeutic methods<br>- Observing CD | | 2 | 6 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours: 60      **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours: 40      **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Quizzes, others) 25% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 75% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |
| |   1. Abberton E.R.M., Howard D.M., Fourcin A.J. 1989. Laryngographic Assessment of Normal Voice: A Tutorial. *Clinical Linguistics &$Phonetics* **3**, 281-296 | | | | | |

2. Ackermann, H. and Hertrich, I. (1993) Dysarthria in Friedreich'sataxia: Timing of speech segments. *Clinical Linguistics &$Phonetics*, **7**, 75-91.
3. Baker-van den Goorbergh, L. (1990) CLEAR: Computerizedlanguage-error analysis report. *Clinical Linguistics &$Phonetics* **4**, 285-293.
4. Ball, M. J. (1992) Is a clinical sociolinguistics possible?*Clinical Linguistics & Phonetics* **6**, 155-160.
5. Baum, S. R. and Slatkovsky, K. (1993) Phonemic false evaluation?:Preliminary data from a conduction aphasia patient. *ClinicalLinguistics & Phonetics* **7**, 207-218.
6. Blanken, G., Dittmann, J., Grimm, H., Marshall, J. C., Wallesch, C.W. (eds) 1993. *Linguistic Disorders and Pathologies. An InternationalHandbook*. Berlin, New York: de Gruyter.
7. Berry. M. F., 1969.  Language Disorders of Children:  The Bases and Diagnoses, Appleton- Century-Crofts
8. Crystal, D., Flectcherm, P. and Garman, M., 1977. The Grammatical analysis of Language Disability, E. Arnold
9. Crystal, D.  Profiling Linguistic Disabilities 1982 Edward Arnold (Publishers)Ltd, 41 Bedford Squar London WCIB 3 DQ
10. Crystal, D.,1998.  Introduction to Language Pathology.  Amazon.com Services LLC
11. Fletcher, S. G., McCutcheon, M. J., Smith, S. C., and Smith, W. H.(1989) Glossometric measurements in vowel production andmodification. *Clinical Linguistics & Phonetics*, **3**,359-375.
12. Lenneberg, E.H. 1967., Biological Foundation of Language. New York, John Wiley.
13. Love, R. J. & W. G. Webb 1992. *Neurology for the Speech-Language Pathologist*. Butterworth-Heinemann.
14. Maria Black, Shula Chiat., 2003.  Linguistics for clinicians, Arnold, London NWI 3BH
15. Maria Kambanaros, Susan Rvachew 2020 Communication Disorders& Clinical Linguistics
16. Martin J. Ball , Joan Rahilly,Orla Lowry, Nicola Bessell , Alice Lee **Pathology** Phonetics for Speech 2020 Third Edition
17. Odell, K., McNeil, M. R., Rosenbek, J. C., Hunter, L. (1991)Perceptual characteristics of vowel and prosody production inapraxic, aphasic, and dysarthric speakers. *Journal of Speech andHearing Research* **34**, 67-80.
18. O'Grady, W. Dobrovolsky, M. Katamba, F., 1997. Contemporary Linguistics: An Introduction. Addison Wesley Longman Ltd., Edinburgh Gste, Harlaw, Essex CM
19. Pearson VA (1995) Speech and language therapy: is it effective?*Public Health* **109** (2): 143-53
20. Predeaux, G.D.,1984. Psycholinguistics: The experimental study of Language. Croom Helm Ltd. Provident House, Burrellrow, Beckenham, Kent BR 3 IAT
21. Whiteker, H . , Whiteker, H.A.,1976. Studies in Neuro Linguistics, Academic Press
22. Wijesekara J.S., 2020. Reading Difficulties of Slow Learners and Children with Dyslexia: Linguistic Study on the Sinhala Language S.Godage  Brothers Pvt. Ltd. Colombo

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# COURSE SPECIFICATION

| Field of Study: Linguistics | |
|---|---|

| | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 33604 |
| 2 | **Title of the Course Unit** | Second Language Proficiency: Level II (English and Tamil) |
| 3 | **Number of Credits** | 4 |
| 4 | **Type** | compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| | |
|---|---|
| 7 | **Main objective of the course**<br><br>To cultivate awareness on contextual and descriptive writing and advanced grammar in English and Tamil languages |
| 8 | **Intended Learning Outcomes (ILOs)**<br><br>At the completion of this course unit the student will be able to<br>(1)<br><br>1. Identify characteristic usage in written texts according to the context.<br>2. Utilize advanced grammar in contextual conversations.<br>3. Discuss the content of the texts in English.<br>4. Demonstrate ability to summarize the content of a prescribed material.<br>5. Compose written assignment on a given topic.<br><br>(2)<br><br>1. write in Tamil simple essays describing people, places, situations, formal & informal letters, instructions, advertisements, articles etc.<br>2. read notices, advertisements, articles, reports, etc.<br>3. respond in written Tamil.<br>4. identify Tamil writing system, word, and sentence structures in literary Tamil. |

| 9 | Contents (Semester 1) | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 1st | Paragraph Writing, I | - | Classroom discussions, Group works, Direct teaching, Self-study, Mini lectures, Language activities, Group work, Audio visual materials will be used to reinforce the learning process. | 2 | ILO 5 |
| | | Introduction to Literary Tamil- 1 | | | | ILO 4 |
| | 2nd | Paragraph Writing II | - | | 2 | ILO 5 |
| | | Introduction to Literary Tamil- 2 | | | | ILO 2 |
| | 3rd | Paragraph Writing III | - | | 2 | ILO 5 |
| | | Imperative/infinitive forms /Question formation- 1 | | | | ILO 3,4 |
| | 4th | Comprehension I | - | | 2 | ILO 3 |
| | | Imperative/infinitive forms /Question formation-2 | | | | ILO 3,4 |
| | 5th | Comprehension II | - | | 2 | ILO 3 |
| | | Pronouns and Pronominal elements-1 | | | | ILO 3,4 |
| | 6th | Essay Writing I | - | | 2 | ILO 5 |
| | | Pronouns and Pronominal elements-2 | | | | ILO 3,4 |

| | | | | | |
|---|---|---|---|---|---|
| **7ᵗʰ** | Essay Writing II | - | | 2 | ILO 5 |
| | Introduction to Basic PNG Elements and Independent pronouns-1 | | | | ILO 3,4 |
| **8ᵗʰ** | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| **9ᵗʰ** | Contextual Conversations I | - | | 2 | ILO 2 |
| | Introduction to Basic PNG Elements and Independent pronouns-2 | | | | ILO 1,4 |
| **10th** | Contextual Conversations II | - | | 2 | ILO 2 |
| | PNG Suffixes on finite verbs-1 | | | | ILO 1,4 |
| **11ᵗʰ** | Contextual Conversations III | - | | 2 | ILO 2 |
| | PNG Suffixes on finite verbs-2 | | | | ILO 1,4 |
| **12ᵗʰ** | Comprehension III | - | | 2 | ILO 3 |
| | Tamil Calendar/Numbers/ Adjective /Adverb-1 | | | | |

| | | Main Themes | Sub Themes | Mode of Delivery | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **13th** | Summarizing I | - | | 2 | ILO  4 |
| | | Tamil Calendar/Numbers/ Adjective /Adverb-2 | | | | ILO 4 |
| | **14th** | Summarizing II | - | | 2 | ILO 4 |
| | | Case formation-1 | | | | ILO 3,4 |
| | **15th** | Paragraph Writing IV | - | | 2 | ILO 3, 5 |
| | | Comprehension IV | | | | |
| | | Case formation 2Oblique forms and case suffixes | | | | ILO 3,4 |
| | | **Contents (Semester 2)** | | **Mode of Delivery/ Way of Delivery (T/L Materials)** | **No of Hrs.** | **ILO No.** |
| | **week** | **Main Themes** | **-   Sub Themes** | | | |
| | **1st** | Recap of the 1st Semester | - | | 2 | |
| | | Tense formation: Future Tense-1 | | | | ILO 3,4 |
| | **2nd** | Active Voice and Passive Voice I | - | | 2 | ILO 2,5 |
| | | Tense formation: Future Tense-2 | | | | ILO 3,4 |
| | **3rd** | Active Voice and Passive Voice II | - | | 2 | ILO 2,5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Present Tense and Picture descriptions-1 | | | | ILO 1 |
| | 4<sup>th</sup> | Perfect Tense I | - | | 2 | ILO 2,5 |
| | | Present Tense and Picture descriptions-2 | | | | ILO 1 |
| | 5<sup>th</sup> | Perfect Tense II | - | | 2 | ILO 2,5 |
| | | Present Tense and Picture descriptions-3 | | | | ILO 1 |
| | 6<sup>th</sup> | Perfect Tense III | - | | 2 | ILO 2,5 |
| | | Past Tense and Diary writing-1 | | | | ILO 1 |
| | 7<sup>th</sup> | Paraphrasing I | - | | 2 | ILO 3,4 |
| | | Past Tense and Diary writing-2 | | | | ILO 1 |
| | 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| | 9<sup>th</sup> | Paraphrasing II | - | | 2 | ILO 3,4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Past Tense and Diary writing-3 | | | | ILO 1,4 |
| | **10th** | Contextual Conversations IV | - | | 2 | ILO 2 |
| | | Letter writing/Bio Data-1 | | | | ILO 1 |
| | **11th** | Contextual Conversations V | - | | 2 | ILO 2 |
| | | Letter writing/Bio Data -2 | | | | ILO 1 |
| | **12th** | Paragraph Writing V | - | | 2 | ILO 5 |
| | | Letter writing/Bio Data- 3 | | | | ILO 1 |
| | **13th** | Essay Writing III | - | | 2 | ILO 5 |
| | | Essay writing | | | | ILO 1 |
| | **14th** | Parallelism in Writing I | - | | 2 | ILO 3 |
| | | | | | | ILO 1 |
| | | Readings/Comprehensions | | | | |
| | **15th** | Formal and Informal Writing I | - | | 2 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| | Sandhi rules | | | | ILO 1,4 |

| | |
|---|---|
| 10. | **Number of Notional Hours: 200** |
| | **1.** Lecture Hours: 60        **3.** Self-study and Homework Preparation Hours: 50 |
| | **2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Quizzes/mid-term/ others) 10% from Total Marks Allocated** <br><br> *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 90% from Total Marks Allocated** <br> **Question Paper:** |
| 12 | **Recommended Readings:** <br><br> (a) <br><br> 1. Eastwood. J., 1994., Oxford Guide to English Grammar, Oxford University Press, UK. <br> 2. Andrews. G., 2017., Essay Writing Skills; Planning an Essay, Kindle edition. Self - Publication <br> 3. Proud. A., 1977., English in Brief: A Course in Summary Writing., Hodder & Stoughton Educational Division <br> (b) <br><br> 4. Suseendirarajah, S., Karunatillake, W., S., (1998) Introduction to Literary Tamil, Colombo, M.D. Gunasena & Co. Ltd. <br> 5. Asher, R.E., Radhakrishnan, R., (1971), Tamil Prose Reader, London, CUP <br> 6. Kotandaraman. P. (1997) A Grammar of Contemporary Literary Tamil, Chennai <br> 7. Arumuganavalar, (2006), Palapadam, Thenral Publications, Colombo <br> Selvanayagam V, (2003), Thamil ilakkiya varalaaru, Kumaran Book House, Colombo |

# Course Specification

| | Field of Study: Professional Subject Stream | |
|---|---|---|
| 1 | **Code of the Course Unit** | PSIT 32522 |
| 2 | **Title of the Course Unit** | ICT Skills for Education and Professional- Part I |
| 3 | **Number of Credits** | 2 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | None |
| 7 | **Main objective of the course** | |

7 **Main objective of the course**

    I.    To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.

    II.    To provide each student with an opportunity to become competent technology literate person in an effective and social manner.

    III.    To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.

    IV.    To provide human capital for the employment market of the country.

    VI.    To assist and promote new venture creation of the country.

8 **Intended Learning Outcomes (ILOs)**

At the completion of this course unit the student will be able to

    5.    Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment.

    6.    Use MS Office package for improving workplace performance.

    7.    Create databases by using relevant software packages.

    8.    Design required graphics for teaching and learning/workplace/day to day life.

    9.    Use digital technology for research and innovation.

    10.    Use digital teaching and learning tools to support e-learning.

    11.    Create a simple educational game.

    12.    Design an interactive web.

    13.    Use smart technology for Digital living.

    14.    Value ethically use of information technology

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1<sup>st</sup> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment | Definition of information literacy including components and models, Basic information literacy skills including critical thinking, reading skills, and independent learning, | **Direct classroom teaching/ online teaching/ blended** | 2 | 1 |
| | 2<sup>nd</sup> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment | Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment | | 2 | 1 |
| | 3<sup>rd</sup> | Use of Microsoft Office package for educational purposes and for the workplace | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word | | 2 | 2 |
| | 4<sup>th</sup> | Use of Microsoft Office package for educational purposes and for the workplace | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint | | 2 | 2 |
| | 5<sup>th</sup> | Create databases by using relevant software packages | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access | | 2 | 2,3 |
| | 6<sup>th</sup> | Graphics for teaching and learning | | | | 4 |

| | | | | 2 | |
|---|---|---|---|---|---|
| **7<sup>th</sup>** | Digital technology for research and innovation | Practical on Prezi | | 2 | 5 |
| **8<sup>th</sup>** | Digital technology for research and innovation | Practical on Zotero or Mendeley – Online Reference Management Tools | | 2 | 5 |
| **9<sup>th</sup>** | Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | 2 | 1-8 |
| **10<sup>th</sup>** | Use digital teaching and learning tools to support e-learning | Practical on Blended learning tools – Mentimeter /Gosoapbox | | 2 | 6 |
| **11<sup>th</sup>** | Create a simple educational game | | | 2 | 7 |
| **12<sup>th</sup>** | Design an interactive web | | | 2 | 8 |
| **13<sup>th</sup>** | Use smart technology for Digital living | Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st century. | | 2 | 9 |
| **14<sup>th</sup>** | Use smart technology for Digital living | Smart use of smart phone, Facebook, Flicker, LinkedIn | | 2 | 9 |

| | | profile | | | |
|---|---|---|---|---|---|
| | **15**th | Value ethically use of information technology | Ethical standards and practices of information | | 2 | 10 |

| 10. | **Number of Notional Hours: 100** |
|---|---|
| | **1.** Lecture Hours: 30    **3.** Self-study and Homework Preparation Hours: 20 |
| | **2.** Tutorial Hours: 30    **4.** Hours for recommended reading: 20 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated** <br><br> *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:** |
| 12 | **Recommended Readings:** <br><br> 1. Merkow, M. S., Breithaupt, J. (2015), **Information Security: Principles and Practices,** Wiley, New Jersey <br> 2. Livingstone, S., Sefton-Green, J. (2016), **The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)**, New York University Press, New York <br> 3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA |

## COURSE SPECIFICATION

<table>
<tr><td colspan="5" align="center"><b>Field of Study:  Linguistics</b></td></tr>
<tr><td>1</td><td colspan="2"><b>Code of the Course Unit</b></td><td colspan="2">LING 41513</td></tr>
<tr><td>2</td><td colspan="2"><b>Title of the Course Unit</b></td><td colspan="2">Lexicography</td></tr>
<tr><td>3</td><td colspan="2"><b>Number of Credits</b></td><td colspan="2">03</td></tr>
<tr><td>4</td><td colspan="2"><b>Type</b></td><td colspan="2">Compulsory</td></tr>
<tr><td>5</td><td colspan="2"><b>Coordinator of the Course Unit</b></td><td colspan="2">Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2"><b>Pre-requisites</b></td><td colspan="2">Not applicable</td></tr>
<tr><td>7</td><td colspan="4"><b>Main objective of the course</b><br><br>The aim of this course is to provide the students with theoretical and practical knowledge related to lexicography.</td></tr>
<tr><td>8</td><td colspan="4"><b>Intended Learning Outcomes (ILOs)</b><br><br>At the completion of this course unit the student will be able to<br>    1. define 'lexicography'<br>    2. identify word as a significant lexical unit.<br>    3. identify different aspects of lexicon<br>    4. describe various notions of lexicon<br>    5. identify different categories of lexicon<br>    6. explain the theories of lexicon compilation<br>    7. explain the process of compiling a lexicon<br>    8. develop practical skills in Lexicography and ability in compiling dictionaries.<br>    9. describe the history of lexicography.</td></tr>
</table>

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | Week | Main Themes | Sub Themes | | | |
| | 1st | Introduction-Field of Lexicography | - | | 03 | ILO 1 |
| | 2nd | Word as a semantic unit | - | Lectures, Assignments, | 03 | ILO 2 |

| | | | | | |
|---|---|---|---|---|---|
| 3$^{rd}$ | Categories of (semantic based) words i | - | **Practical** | 03 | ILO 2 |
| 4$^{th}$ | Categories of (semantic based) words ii | - | | 03 | ILO 2 |
| 5$^{th}$ | Dictionary-Definition | - | | 03 | ILO 4 |
| 6$^{th}$ | Types of dictionaries | - | | 03 | ILO 5 |
| 7$^{th}$ | Structure of a dictionary | - | | 03 | ILO 3 |
| 8$^{th}$ | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 03 | |
| 9$^{th}$ | History of dictionary making | - | | 03 | ILO 9 |
| 10th | Dictionary making- Aims and objectives | - | | 03 | ILO 7 |
| 11$^{th}$ | Theory of Dictionary making | - | | 03 | ILO 6 |
| 12$^{th}$ | Planning | - | | 03 | ILO 7 |
| 13$^{th}$ | Data Collection | - | | 03 | ILO 7,8 |
| 14th | Data organizing | - | | 03 | ILO 7,8 |
| 15th | Dictionary | - | | 03 | ILO 7,8 |

| | | writing and Problems/difficulties faced by compilers | | | | |
|---|---|---|---|---|---|---|
| 10. | **Number of Notional Hours: 150** | | | | | |
| | **1.** Lecture Hours:  45 | | **3.** Self-study and Homework Preparation Hours: 40 | | | |
| | **2.** Tutorial / Presentation Hours:  25   **4.** Recommended readings / Social Activities: 40 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

    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.

    6. .ï,;a" iqpß; 2009 bx.%sis-isxy, uyd YíofldaIh" kqf.daf.dv" ixyso uqøK yd m%ldYk fm!oa.,sl iud.u' 1-2 fj¿ï'

    7. mrudkkao ysñ" fmd,a.iaj;af;a ^2014& YíofldaI úoHd m%fõYh" fld

| | Field of Study : Linguistics | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 41524 |
| 2 | **Title of the Course Unit** | Logic and Language Analysis |
| 3 | **Number of Credits** | 04 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | The aim of this course is to provide the students with theoretical and practical knowledge related to logic and language analysis |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. Describe the nature of logic and its relationship to language. |
| | 2. Identify the theories of composing logical inferences and compare with natural languages. |
| | 3. Apply contemporary logical theories to analyze to analyze sentences in a given language. (eg. Truth tables, intuition, predicate logic, propositions and well-formed formula) |
| | 4. Describe the logical relationship between words within a sentence. |
| | 5. Identify the difference between logical and pragmatic nature of parts of utterance. |
| | 6. Identify Generative approaches to language analysis and modern trends. |
| | 7. Apply theories of language analysis in the first language. |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | 1st | Natural Languages and Artificial Languages | - | Lectures followed by group activities, problems solving and tutorials, Reading selected literature | 04 | ILO 2,4 |
| | 2nd | Logical Symbols | - | | 04 | ILO 1 |
| | 3rd | Statement logic | - | | 04 | ILO 3 |

| | | | | | |
|---|---|---|---|---|---|
| | | and Truth tables | | | |
| 4th | Logical proposition and Sentences | - | | 04 | ILO 3 |
| 5th | Predicate logic | - | | 04 | ILO 3 |
| 6th | Well formed formulas and the Grammar | - | | 04 | ILO 3, |
| 7th | Nature of the Descriptive Grammar | - | | 04 | ILO 4 |
| 8th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 04 | |
| 9th | Linguistics Competence and Performance | - | | 04 | ILO 5,6 |
| 10th | Ambiguity and vagueness | - | | 04 | ILO 5, 6 |
| 11th | Analyzing phonological Data | - | | 04 | ILO 6,7 |
| 12th | Analyzing Morphological Data | - | | 04 | ILO 6,7 |
| 13th | Analyzing Syntactic data | - | | 04 | ILO 6,7 |
| 14th | Form and Meaning | - | | 04 | ILO 5,6 |

| | **15th** | Rules and Principles | | | 04 | ILO 6 |
|---|---|---|---|---|---|---|

| 10. | **Number of Notional Hours: 200** |
|---|---|
| | **1.** Lecture Hours: 60      **3.** Self-study and Homework Preparation Hours: 50 |
| | **2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated** |
| | *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 80%  from Total Marks Allocated Question Paper:** |
| 12 | **Recommended Readings:** |

1. Barbara H., Partee, Alice ter Mullen and Robert E. Wall, (1990), Mathematical Methods in Linguistics, Kluwer Academic Publishers, The Netherlands.
2. Cann,Ronnie, 1993, Formal Semantics, Cambridge University Press, UK
3. Chomsky. Noam, 1965, Aspects of the Theory of Syntax:  The MIT Press, Cambridge, Massachusetts.
4. Gleason, H.A., 1964, Work Book in Descriptive Linguistics, Rinehart and Winston, Holt.
5. Jens A., Lars-Gunnar A., Osten Dahl, 1977, Logic in Linguistics, Oxford University Press, U.K.
6. Palmer, F.R.,1981, Semantics, Cambridge University Press.
7. William, P., Alston, 2003, Philosophy of Language, Prentice Hall of India     PVT Ltd., New Delhi.

| | **Field of Study : Linguistics** | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 41534 |
| 2 | **Title of the Course Unit** | Second Language Proficiency – level 111 (English and Tamil) |
| 3 | **Number of Credits** | 04 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | The aim of this course is to enhance the English and Tamil language skills of the students and to make them effective communicators |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | (a) |
| | 1. translate given text into Sinhala. |
| | 2. design a presentation in English under a given topic. |
| | 3. utilize English language in professional scenarios |
| | (b) |
| | 1. read articles, reports, literary compositions written in Tamil. |
| | 2. Translate articles, reports, notices, advertisements, etc. from Tamil to Sinhala & vice versa |
| | 3. Interpret public speeches in Tamil. |
| | 4. Differentiate Spoken Tamil from written Tamil. |
| | 5. Compare Tamil social & religious customs to that of Sinhala. |
| | 6. identify different varieties of Tamil in Sri Lanka. |
| | 7. describe history of Tamil language and grammatical works. |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | **1st** | How to design a presentation I | - | Classroom discussions. | 04 | ILO 2 |

| | | | | | |
|---|---|---|---|---|---|
| **2**<sup>nd</sup> | How to design a presentation II | - | Group work. Direct teaching. Self –study. mini lectures, language activities, group work etc. Audio video materials will be used to reinforce the learning process | 04 | ILO 2 |
| **3**<sup>rd</sup> | Presentation Skills I | - | | 04 | ILO 2,3 |
| **4**<sup>th</sup> | Presentation Skills II | - | | 04 | ILO 2,3 |
| **5**<sup>th</sup> | Presentation - Mock | - | | 04 | ILO 2,3 |
| **6**<sup>th</sup> | Presentation | - | | 04 | ILO 2,3 |
| **7**<sup>th</sup> | Telephone Etiquette | - | | 04 | ILO 3 |
| **8**<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 04 | |
| **9**<sup>th</sup> | Translation Practical (E > S) | - | | 04 | ILO 1 |
| **10th** | Translation Practical (E > S) | - | | 04 | ILO 1 |
| **11**<sup>th</sup> | Email Etiquette | - | | 04 | ILO 3 |
| **12**<sup>th</sup> | Comprehension | - | | 04 | ILO 3 |
| **13**<sup>th</sup> | Interview Skills I | - | | 04 | ILO 3 |
| **14th** | Interview Skills II | - | | 04 | ILO 3 |
| **15th** | Translation Practical (E > S) | - | | 04 | ILO 1,3 |
| 10. | **Number of Notional Hours: 200** | | | | |

| | | |
|---|---|---|
| | **1.** Lecture Hours: 60       **3.** Self-study and Homework Preparation Hours: 50 | |
| | **2.** Tutorial / Presentation Hours: 40     **4.** Recommended readings / Social Activities: 50 | |
| 11. | **Evaluation and Assessment:** | |
| | **In Course Evaluation (Mid Semester Evaluation) 10% from Total Marks Allocated** <br><br> *Expected soft skills to be evaluated through the continuous assessments*: | |
| | **End of Course Evaluation (End Semester Evaluation) 90%  from Total Marks Allocated** <br> **Question Paper:** | |
| 12 | **Recommended Readings:** <br><br> 1. Nuhman, M.,  1998, Adippadait tamil ilakkanam, Kalmunai, vasakar sangam. <br> 2. Duraiswamy, s., 1997, Remebering Hindu Traditions, Colombo, M.D. Gunasena & Co. Ltd. <br> 3. Kathadaraman, Po., 1997, A Grammar of Contemporary Literary Tamil, 11 TS, Chennai. <br> 4. Arumuganavalar, 2006, Paalapaadam, Thendral Publications, Colombo. <br> 5. Selvanayagam V., 2003, Thamil ilakkiya varalaaru, Kumaran book house, Colombo. <br> 6. Baker, Mona, 1998, Encyclopedia of Translation Studies, Routeledge, New York. <br> 7. British Council. 2020. Business English \| British Council. [online] Available at: <https://learnenglish.britishcouncil.org/business-english> [Accessed 18 August 2020]. | |

<table>
<tr><td colspan="4" align="center">**Field of Study :   Linguistics**</td></tr>
<tr><td>1</td><td colspan="2">**Code of the Course Unit**</td><td>PSIT 41542</td></tr>
<tr><td>2</td><td colspan="2">**Title of the Course Unit**</td><td>ICT Skills for Education and Professional</td></tr>
<tr><td>3</td><td colspan="2">**Number of Credits**</td><td>02</td></tr>
<tr><td>4</td><td colspan="2">**Type**</td><td>Optional</td></tr>
<tr><td>5</td><td colspan="2">**Coordinator of the Course Unit**</td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2">**Pre-requisites**</td><td>Not applicable</td></tr>
</table>

| 7 | **Main objective of the course** |
|---|---|
|  | The aim of this course is to provide the students with ICT Skills which are required in Educational and Professional contexts |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
|  | At the completion of this course unit the student will be able to |
|  | 1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment<br>2. Use MS Office package (advance) for improving workplace performance<br>3. Create databases by using relevant software packages<br>4. Design required graphics for teaching and learning/workplace/day to day life<br>5. Use digital technology for research and innovation<br>6. Use digital teaching and learning tools to support e-learning<br>7. Create a simple educational game<br>8. Design an interactive web<br>9. Use smart technology for Digital living<br>10. Value ethically use of information technology<br>11. Use best practices, ideas and materials in online/ICT enabled teaching and learning |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
|  | Week | Main Themes | Sub Themes | | | |
|  | 1st | Identify the value and nature of information and how it is organized and use it | - Advanced information literacy skills including critical thinking, reading skills, and independent learning, | | 02 | |

| | | effectively especially in an electronic environment | | | | |
|---|---|---|---|---|---|---|
| | 2<sup>nd</sup> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment | - Academic integrity and avoiding Plagiarism | | 02 | |
| | 3<sup>rd</sup> | Use of Microsoft Office package for educational purposes and for the workplace | - Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel | | 02 | |
| | 4<sup>th</sup> | Use of Microsoft Office package for educational purposes and for the workplace | - Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced) | | 02 | |
| | 5<sup>th</sup> | Create databases by using relevant software packages | - Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced) | | 02 | |
| | 6<sup>th</sup> | Graphics for teaching and learning | - | | 02 | |
| | 7<sup>th</sup> | Digital technology for research and innovation | - Use of ICT tools for research and development including database searching (advance) | | 02 | |

| | | | | | |
|---|---|---|---|---|---|
| **8th** | Digital technology for research and innovation | - Use of ICT tools for research and development | | | |
| **9**th | Mid Semester Evaluation<br>Written Examination/ Assignment /<br>Individual or Group Presentation / Practical Test<br>Written Examination/ Assignment / Individual or Group<br>   Presentation / Practical Test | | 02 | | |
| **10**th | Use digital teaching and learning tools to support e-learning | - Practical on Blended learning tools (advance) | | 02 | |
| **11th** | Create a simple educational game | - | | 02 | |
| **12**th | Design an interactive web | - | | 02 | |
| **13**th | Use smart technology for Digital living | - Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other online tools | | 02 | |
| **14**th | Value ethically use of information technology | - Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility | | 02 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | towards IS. | | | |
| | **15th** | Use best practices, ideas and materials in online/ICT enabled teaching and learning | - Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international | | 02 | |
| 10. | **Number of Notional Hours: 100** | | | | | |
| | **1.** Lecture Hours:  30              **3.** Self-study and Homework Preparation Hours: 40 | | | | | |
| | **2.** Tutorial / Presentation Hours: 20      **4.** Recommended readings / Social Activities: 10 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Mid Semester Evaluation) 60% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 40%  from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

12

**Recommended Readings:**

1. Weverka, P., & Warner, T. L. (2019). Office 365 all-in-one for dummies. Hoboken, NJ: John    Wiley et Sons, Inc.
2. Becker, K. (2018). *Choosing and Using Digital Games in the Classroom A Practical Guide*. Cham: Springer International Publishing.
3. Whitton, N. (2014). *Digital games and learning research and theory*. New York: Routledge.
4. Becker, K. (2018). *Choosing and Using Digital Games in the Classroom A Practical Guide*. Cham: Springer International Publishing.
5. Farber, M. (2015). *Gamify your classroom: a field guide to game-based learning*. New York: Lang.
6. Müller, J., Wiedemann, J., Remington, R. R., Riley, I. V., Wulfekamp, U., &Fruhtrunk, W. (2018). *Logo modernism*. Köln: Taschen.
7. Farsi, M., Daneshkhah, A., Hosseinian-Far, A., &Jahankhani, H. (2020). *Digital twin technologies and smart cities*. Cham, Switzerland: Springer.
8. nelrc.kln.ac.lk/e-lankapura

<table>
<tr><td colspan="5" align="center">**Field of Study :  Linguistics**</td></tr>
</table>

| | | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 43554 |
| 2 | **Title of the Course Unit** | Historical Linguistics |
| 3 | **Number of Credits** | 04 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| | |
|---|---|
| 7 | **Main objective of the course**<br><br>The aim of this course is to provide the students with theoretical and practical knowledge related to Historical study of language |
| 8 | **Intended Learning Outcomes (ILOs)**<br><br>At the completion of this course unit the student will be able to<br>1. describe the main features of the 19$^{th}$ century Comparative Linguistics.<br>2. Identify the scopes of Historical Linguistics.<br>3. Introduce different attitudes to language change.<br>4. distinguish the internal and external evidence for linguistic change.<br>5. Define the types of phylogenetic change.<br>6. Define the mechanisms of phylogenetic change. ( Sound change, borrowing, analogy and minor mechanisms)<br>7. Interpret grammatical and semantic changes and innovations in a given language on the basis of the mechanisms of linguistic change.<br>8. Identify language reconstruction methods and apply the knowledge in practical situation (Internal Reconstruction method, Comparative Reconstruction method) |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | **Week** | **Main Themes** | **Sub Themes** | | | |
| | **1$^{st}$** | Scopes of Historical Linguistics-1 | - | Lecturing (Direct teaching), Group work, Readings on selected topics. Self-study. Solving historical | 02 | ILO 1 |
| | **2$^{nd}$** | Scopes of Historical Linguistics-2 | - | | 02 | ILO 1 |
| | **3$^{rd}$** | Sociohistorical Linguistics -1 | - | | 02 | ILO 2 |

| | | | | | |
|---|---|---|---|---|---|
| 4<sup>th</sup> | Sociohistorical Linguistics-2 | - | linguistic problems. | 02 | ILO 2 |
| 5<sup>th</sup> | Modern Trends in Historical Linguistics -1 | - | | 02 | ILO 1, 2 |
| 6<sup>th</sup> | Modern Trends in Historical Linguistics -2 | | | 02 | ILO 1,2 |
| 7<sup>th</sup> | Internal evidence for Language change -1 | - | | 02 | ILO 4 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 02 | |
| 9<sup>th</sup> | Internal evidence for Language change-2 | - | | 02 | ILO 4 |
| 10th | External evidence for Language change -1 | - | | 02 | ILO 4 |
| 11<sup>th</sup> | External evidence for Language change -2 | - | | 02 | ILO 4 |
| 12<sup>th</sup> | Borrowing | - | | 02 | ILO 6 |
| 13<sup>th</sup> | Analogy | - | | 02 | ILO 6 |
| 14th | Minor mechanisms of Language change-1 | - | | 02 | ILO 6 |
| 15th | Minor mechanisms of Language change-2 and  In class test | - | | 02 | ILO 6 |

| | 16th | Phonological change-1 | - | | 02 | ILO 5,6 |
|---|---|---|---|---|---|---|
| | 17th | Phonological change-2 | - | | 02 | ILO 5,6 |
| | 18th | Morphological change-1 | - | | 02 | ILO 5 |
| | 19th | Morphological change-2 | - | | 02 | ILO 5 |
| | 20th | Syntactic change-1 | - | | 02 | ILO 5 |
| | 21st | Syntactic change-2 | - | | 02 | ILO 5 |
| | 22nd | Semantic change-1 | - | | 02 | ILO 5 |
| | 23rd | Semantic change-2 | - | | 02 | ILO 5 |
| | 24th | Internal Reconstruction Method-1 | - | | 02 | ILO 8 |
| | 25th | Internal Reconstruction Method-2 | - | | 02 | ILO 8 |
| | 26th | Comparative Reconstruction Method-1 | - | | 02 | ILO 8 |
| | 27th | Comparative Reconstruction Method-2 | - | | 02 | ILO 8 |
| | 28th | Language sub-categorization -1 | - | | 02 | ILO 8 |
| | 29th | Language sub- | - | | 02 | ILO 8 |

| | | categorization -2 | | | | |
|---|---|---|---|---|---|---|
| | **30th** | Attitudes to Language change | - | | 02 | ILO 3 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours:60     **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours:40     **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated** | | | | | |
| | *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** | | | | | |

12. **Recommended Readings:**

1. lreKd;s,l" ví,sõ'tia'" 1984" ft;sydisl jd.aúµd m%fõYh" tï'ã' .=Kfiak iy iud.u" fld<U'
2. chfialr" wdkkao'" 1970" ;=,kd;aul jd.aúµdj" iSudiys; f,alayjqia bkafjiagsukaÜ iud.u" fld<U'
3. Aitchison, Jean., 1991, Language Change: Progress or Decay? Cambridge University Press.(2<sup>nd</sup> edition).
4. Anderson, J. M., 1973. Structural Aspects of Language Change, Longma Group LTD, London
5. Campbell, C., 2004. Historical Linguistics-An Introduction. MIT Press.
6. Hans Henrich Hock and Brind D. Joseph, 1996, Language Change and Language Relationship: An Introduction to Historical and Comparative Linguistics.
7. Millar,R.M., 2015, Trask's Historical Linguistics, Routledge, London.
8. Schendl, Herbert, 2001, Historical LInguistics, Oxford University Press.
9. Trask, R.L., 1999, Key Concepts in Language and Linguistics, Routledge.

**Field of Study : Linguistics**

| 1 | **Code of the Course Unit** | LING 43564 |
|---|---|---|
| 2 | **Title of the Course Unit** | Comparative Indo European Linguistics |
| 3 | **Number of Credits** | 04 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |

| 7 | **Main objective of the course** |
|---|---|
| | The aim of this course is to provide the students with a broader understanding on Indo-European language family and its languages. |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |
| | 1. Identify the history of Comparative and Indo-European Linguistics. |
| | 2. Categorize language families (special reference to Indo-European language and culture). |
| | 3. Describe the evolution of sounds of the Indo-European language family. |
| | 4. Compare sound systems of daughter languages of the Indo-European family. |
| | 5. Identify the differences of sound systems of Indo-European family and other language families. |
| | 6. Understand basic grammar of Sanskrit language. |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | Week | Main Themes | Sub Themes | | | |
| | 1st | Historical Development of Comparative Indo-European Linguistics -1 | - | Lectures followed by group activities, problems solving and tutorials. Reading: Selected literature from relevant material. | 02 | ILO 1 |
| | 2nd | Historical Development of Comparative Indo-European Linguistics-2 | - | | 02 | ILO 1 |
| | 3rd | Indo-European Language family- | - | | 02 | ILO 2 |

| | | | | | |
|---|---|---|---|---|---|
| | 1 | | | | |
| 4<sup>th</sup> | Indo-European Language family-2 | - | | 02 | ILO 2 |
| 5<sup>th</sup> | Chronology of Proto Indo-European Language-1 | - | | 02 | ILO 2 |
| 6<sup>th</sup> | Chronology of Proto Indo-European Language-2 | - | | 02 | ILO 2 |
| 7<sup>th</sup> | Proto Indo-European Language community-1 | - | | 02 | ILO 2 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 02 | |
| 9<sup>th</sup> | Proto Indo-European Language community | - | | 02 | ILO 2 |
| 10th | Vowels of Proto Indo-European Language-2 | - | | 02 | ILO 3 |
| 11<sup>th</sup> | Vowels of Proto Indo-European Language | - | | 02 | ILO 3 |
| 12<sup>th</sup> | Consonants of Proto Indo-European | - | | 02 | ILO 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Language-1 | | | | |
| | 13<sup>th</sup> | Consonants of Proto Indo-European Language-2 | - | | 02 | ILO 3 |
| | 14th | Ablaut -1 | - | | 02 | ILO 3 |
| | 15th | Ablaut -2 and In Class Test | - | | 02 | ILO 3 |
| | 16th | Identifying Cognates of Indo-European Languages -1 | - | | 02 | ILO 4 |
| | 17th | Identifying Cognates of Indo-European Languages-2 | - | | 02 | ILO 4 |
| | 18<sup>th</sup> | Indo-European Sound laws-1 | - | | 02 | ILO 3,4 |
| | 19th | Indo-European Sound laws-2 | - | | 02 | ILO 3,4 |
| | 20th | Change of the Sanskrit vowel 'a' -1 | - | | 02 | ILO 4 |
| | 21st | Change of the Sanskrit vowel 'a' -2 | - | | 02 | ILO 4 |
| | 22<sup>nd</sup> | Change of the Sanskrit vowel 'ṛ' -1 | - | | 02 | ILO 4 |
| | 23rd | Change of the Sanskrit | - | | 02 | ILO 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | vowel 'ṛ' -2 | | | | |
| | **24th** | Sanskrit- Alphabet -1 | - | | 02 | ILO 4 |
| | **25th** | Sanskrit- Alphabet -2 | - | | 02 | ILO 4 |
| | **26th** | Sanskrit- Reading and comprehension -1 | - | | 02 | ILO 6 |
| | **27th** | Sanskrit- Reading and comprehension -2 | - | | 02 | ILO 6 |
| | **28th** | Sanskrit- Reading and comprehension -3 | - | | 02 | ILO 6 |
| | **29th** | Sanskrit- Basic Grammar | - | | 02 | ILO 6 |
| | **30th** | Sanskrit- Basic Grammar | - | | 02 | ILO 6 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours:60  **3.** Self-study and Homework Preparation Hours: 50 **2.** Tutorial / Presentation Hours:40  **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated** *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |
| 12 | **Recommended Readings:** 1.lreKd;s,l" ví,sõ'tia' " 1984" ft;sydisl jd.aúµdj"  tï'ã' | | | | | |

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   iSudiys; f,alayjqia bkafjiaÜukaÜ iud.u" fld<U'
   ```
4. Allen, W.S., 1962, Sandhi, The Hague, Mouton.
5. Allen. W.S. 1953, Relationship in Comparative Linguistics, In TPS:
6. Bhandarkar, Sir R.G., 1914, Wilson Philological lectures of Sanskrit and the Derived languages, Delivered in 1877, Bombay.
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10. Ghatage, A.M., 1962, Historical; Linguistics and Indo – Aryan languages, Bombay, University of Bombay.
11. Ghosh, B., 1937, Linguistic Introduction to Sanskrit, Calcutta.
12. Gray, Louis H., 1902, Indo – Iranian Phonology, New York, Columbia University Press.
13. Hoenigswald, Henry M., 1960, Language Change and Linguistic Reconstruction.
14. James clackson, 2007, Indo-European Linguistics, An Introduction, Cambridge university press, Cambridge.
15. Lehmann, W.P., 1955, Proto – Indo European Phonology, Austin, University of Texas.
16. MacDonell, A.A., 1953, A Vedic Grammar for Students. (Indian Impression) Oxford University Press.
17. Mallory, J.P, Adams, D.A, 2006, The Oxford introduction to proto Indo-European and The Proto Indo-European world, Oxford university press.
18. Robrx S.P. Beekes, John ,1984, Comparative Indo-European Linguistics. An Introduction, Benjamins Publishing Company, Amsterdam.

<table>
<tr><td colspan="4" align="center">**Field of Study :   Linguistics**</td></tr>
<tr><td>1</td><td colspan="2">**Code of the Course Unit**</td><td>LING 43574</td></tr>
<tr><td>2</td><td colspan="2">**Title of the Course Unit**</td><td>History of Sinhala</td></tr>
<tr><td>3</td><td colspan="2">**Number of Credits**</td><td>04</td></tr>
<tr><td>4</td><td colspan="2">**Type**</td><td>Compulsory</td></tr>
<tr><td>5</td><td colspan="2">**Coordinator of the Course Unit**</td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2">**Pre-requisites**</td><td>Not applicable</td></tr>
</table>

| 7 | **Main objective of the course** |
|---|---|
| | The aim of this course is to broaden the understanding of the students on the linguistic nature of the Sinhala language |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
| | At the completion of this course unit the student will be able to |

1. define the place of the Sinhala language among modern Indo-Aryan languages.
2. describe the evolution of the language from Old Indo-Aryan to modern I.A. in terms of phonology and grammar.
3.  Identify the chronological division of Sinhala language. (Prakit Sinhala, Old Sinhala, Middle Sinhala, modern Sinhala)
4. identify the innovations in Sinhala which took place due to borrowing and linguistic contact.
5. compare grammatical systems of modern Sinhala with those of the Old Indo-Aryan.
6. interpret modern Sinhala phonological and grammatical systems in the light of their historical development.
7. contrast inherited words with the borrowed items in the Sinhala lexicon.
8.  Understand historical written records of Sinhala Language.

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
| | Week | Main Themes | Sub Themes | | | |
| | 1st | Classification of languages and Sinhala language -1 | - | Lectures (direct teaching) Assignments. Self-study (prescribed source readings and materials. provided by the course convener.). | 02 | ILO 1 |
| | 2nd | Classification of languages and Sinhala language- | - | | 02 | ILO 1 |

| | | | | | |
|---|---|---|---|---|---|
| | 2 | | Classroom discussions on selected topics. | | |
| 3<sup>rd</sup> | Classification of languages and Sinhala language-3 | - | | 02 | ILO 1 |
| 4<sup>th</sup> | Investigating for the history of a language and Sinhala language-1 | - | | 02 | ILO 1,2 |
| 5<sup>th</sup> | Investigating for the history of a language and Sinhala language-2 | - | | 02 | ILO1, 2 |
| 6<sup>th</sup> | Division of periods in Sinhala language-1 | - | | 02 | ILO 3 |
| 7<sup>th</sup> | Division of periods in Sinhala language-2 | - | | 02 | ILO 3 |
| 8<sup>th</sup> | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | 02 | |
| 9<sup>th</sup> | Early period in Sinhala language-1 | - | | 02 | ILO 3 |
| 10th | Early period in Sinhala language-2 | - | | 02 | ILO 3 |
| 11<sup>th</sup> | Medieval period in Sinhala | - | | 02 | ILO 3 |

| | | | | | |
|---|---|---|---|---|---|
| | | language-1 | | | |
| | **12<sup>th</sup>** | Medieval period in Sinhala language-2 | - | 02 | ILO 3 |
| | **13<sup>th</sup>** | Modern period in Sinhala language - 1 | - | 02 | ILO 3 |
| | **14th** | Modern period in Sinhala language- 2 | - | 02 | ILO 3 |
| | **15th** | Sound features of Prakrit Sinhala -1 and 2 | - | 02 | ILO 3 |
| | **16th** | Morphological features of old Sinhala-1 | - | 02 | ILO 4,6 |
| | **17<sup>th</sup>** | Morphological features of old Sinhala-2 | - | 02 | ILO 4,6 |
| | **18<sup>th</sup>** | Evolution of case system in Sinhala nouns  -1 | - | 02 | ILO 5,7 |
| | **19<sup>th</sup>** | Evolution of case system in Sinhala nouns  -2 | - | 02 | ILO 5,7 |
| | **20<sup>th</sup>** | Umlaut in Sinhala-1 | - | 02 | ILO 4 |
| | **21st** | Umlaut in Sinhala-2 | - | 02 | ILO 4 |
| | **22nd** | Sinhala verbs and | - | 02 | ILO 5,7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | their history -1 | | | | |
| | **23rd** | Sinhala verbs and their history -2 | - | | 02 | ILO 5,7 |
| | **24th** | Verb system in medieval Sinhala-1 | - | | 02 | ILO 5,7 |
| | **25th** | Verb system in medieval Sinhala-2 | - | | 02 | ILO 5,7 |
| | **26th** | Borrowed words | - | | 02 | ILO 7 |
| | **27th** | Reading of inscriptions 1 | - | | 02 | ILO 8 |
| | **28th** | Reading of inscriptions 2 | - | | 02 | ILO 8 |
| | **29th** | Reading of old text-1 | - | | 02 | ILO 8 |
| | **30th** | Reading of old text-2 | - | | 02 | ILO 8 |
| 10. | **Number of Notional Hours: 200** | | | | | |
| | **1.** Lecture Hours:60         **3.** Self-study and Homework Preparation Hours: 50 | | | | | |
| | **2.** Tutorial / Presentation Hours:40      **4.** Recommended readings / Social Activities: 50 | | | | | |
| 11. | **Evaluation and Assessment:** | | | | | |
| | **In Course Evaluation (Mid Semester Evaluation) 20% from Total Marks Allocated** *Expected soft skills to be evaluated through the continuous assessments*: | | | | | |
| | **End of Course Evaluation (End Semester Evaluation) 80% from Total Marks Allocated Question Paper:** | | | | | |

| 12 | **Recommended Readings:** |
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1. lreKd;s,l" ví,sõ' tia'" 1995" isxy, NdId jHdlrKh" iSudiys; tï' ã' .=Kfiak iy iud.u" fld<U'
2. ff..¾"ú,aye,aï ^2005&( isxy, NdIdfõ jHdlrKh" fld<U( wOHdmk m%ldYk fomd¾;fïka;=j' ^m<uqjk uqøKh( 1964&
3. [dKdkkao" udfodaúg" 1946" isxy, NdId b;sydih" fld<U'
4. Oïur;k" ysiaie,af,a" 1965" isxy,fha øúv n,mEï" fld<U'
5. chfialr" wdkkao iy chfialr" Ñ;%d" 1970" ;=<kd;aul jd.aúµdj" f,alayjqia bkafjiaÜukaÜ" fld<U'
6. mrKú;dk" fikr;a" 1970" iS.sß .S úhrK" fld<U'
7. mrKú;dk" fikr;a" 1956" —isxy, NdId mßKduh˜' Y%S iqux., Yío fldaIh' 2 ldKavh' fld<U' ^fojk uqøKh 1970&'
8. n,.,af,a úu,a" 2006" isxyl NdIdfõ iïNjh yd mßKduh" ixfYdaê; kj ixialrKh" weia' f.dvf.a iy ifydaorfhda" fld<U'
9. n,.,af,a úu,' Ô'" 2004' isxy, NdIdOHhk ,sms-1' weia' f.dvf.a iy ifydaorfhda" fld<U'
10. n,.,af,a úu,' Ô'" 2001" isxy,fha jd.aúoHdul iajrEmh" iSudiys; úisÿkq m%ldYlfhda" fndr,eia.uqj'
11. idikr;k" fudrgqfõ" 1956" isxy, m%dlD;h" fld<U'
12. fyÜááwdrÉÑ" ã'B'" 1961" —isxy, NdIdj˜ ,xld úYajúoHd,fha ,xld b;sydih' úoHd,xldr mßj¾;kh' 1 Nd.h' 34-41 msgq'
13. Geiger, Wilhelm, 1938, A Grammar of the Sinhalese Language, Colombo.
14. Karunatillake, W.S. 2001, Historical Phonology of Sinhala, S.Godage and Brothers, Colombo.
15. Paranavitana, S., 1970, Inscription of Ceylon. vol I. Early Brahmi Inscriptions. Archaelogical survey of Ceylon. Colombo.
16. Paranavitana, S., 1956, Sigiri Graffiti Vol, I . Introduction and Plates, Oxford university Press.
17. Wijeratne, D.J. ,1956, History of the Sinhalese Noun, University of Ceylon: Colombo

<table>
<tr><td colspan="4" align="center">**Field of Study :   Linguistics**</td></tr>
<tr><td>1</td><td colspan="2">**Code of the Course Unit**</td><td>LING 43586</td></tr>
<tr><td>2</td><td colspan="2">**Title of the Course Unit**</td><td>Dissertation</td></tr>
<tr><td>3</td><td colspan="2">**Number of Credits**</td><td>06</td></tr>
<tr><td>4</td><td colspan="2">**Type**</td><td>Compulsory</td></tr>
<tr><td>5</td><td colspan="2">**Coordinator of the Course Unit**</td><td>Most Senior Lecturer of the Relevant Course Unit</td></tr>
<tr><td>6</td><td colspan="2">**Pre-requisites**</td><td>Not applicable</td></tr>
</table>

| 7 | **Main objective of the course** |
|---|---|
|  | The aim of this course is to provide the students with an opportunity to apply their theoretical knowledge and practical skills of linguistics in identifying a research gap and conducting a relevant research |

| 8 | **Intended Learning Outcomes (ILOs)** |
|---|---|
|  | At the completion of this course unit the student will be able to |
|  | 9) |

| 9 | Contents | | | Mode of Delivery/ Way of Delivery (T/L Materials) | No of Hrs. | ILO No. |
|---|---|---|---|---|---|---|
|  | **Week** | **Main Themes** | **Sub Themes** | | | |
|  | **1st** | | - | Students will select necessary research topics with the consent of the department. They will do independent research under the guidance of a supervisor nominated by the department. The supervisor will guide the students in doing research and writing the Dissertation. | | |
|  | **2nd** | | - | | | |
|  | **3rd** | | - | | | |
|  | **4th** | | - | | | |
|  | **5th** | | - | | | |
|  | **6th** | | - | | | |

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|---|---|---|---|---|---|
| **7**th | | - | | | |
| **8**th | Mid Semester Evaluation | Written Examination/ Assignment / Individual or Group Presentation / Practical Test | | | |
| **9**th | | - | | | |
| **10th** | | - | | | |
| **11**th | | - | | | |
| **12**th | | - | | | |
| **13**th | | - | | | |
| **14th** | | - | | | |
| **15th** | | - | | | |

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|---|---|
| 10. | ==**Number of Notional Hours: 100**== |
| | ==**1.** Lecture Hours:==                ==**3.** Self-study and Homework Preparation Hours:== <br> ==**2.** Tutorial / Presentation Hours:==        ==**4.** Recommended readings / Social Activities:== |
| 11. | **Evaluation and Assessment:** |
| | **In Course Evaluation (Mid Semester Evaluation) 0% from Total Marks Allocated** <br> *Expected soft skills to be evaluated through the continuous assessments*: |
| | **End of Course Evaluation (End Semester Evaluation) 100% from Total Marks Allocated** <br> **Question Paper:** |
| 12 | **Recommended Readings:** <br> 9. |

| | **Field of Study :   Linguistics** | |
|---|---|---|
| 1 | **Code of the Course Unit** | LING 43594 |
| 2 | **Title of the Course Unit** | Internship |
| 3 | **Number of Credits** | 04 |
| 4 | **Type** | Compulsory |
| 5 | **Coordinator of the Course Unit** | Most Senior Lecturer of the Relevant Course Unit |
| 6 | **Pre-requisites** | Not applicable |
| 7 | **Main objective of the course** <br><br> The main objective of the course unit is to develop network in the industry for the student's career development. | |
| 8 | **Intended Learning Outcomes (ILOs)** <br><br> At the completion of this course unit the student will be able to <br><br> 15. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments. <br><br> 16. Develop professional skills to practice  their subject knowledge within a given context as a value adding person <br><br> 17. Develop network with the stakeholders of relevant industries and communities for career development opportunities. | |
| 9 | **Content** <br><br> 1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship. <br><br> 2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University. <br><br> 3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit. <br><br> 4. The following points should be completed from the internship program. <br><br> • Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship. | |

|  |  |
|---|---|
|  | • Developing professional soft skills related to different industrial organizations.<br>• Devloping skills and attitudes to get adapted to different organization cultures.<br>• Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations.<br>• Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry.<br>Improve skills for the relevant carrier development opportunities required knowledge. |
| 10. | **Number of Notional Hours:** 400 |
| 11. | **Evaluation and Assessment:**<br><br>**Assessment Strategy:**<br><br>Supervisor Evaluation 50%<br><br>Institutional Training Report 30%<br><br>Viva-voce Examination 20% |
| 12 | **Recommended Readings:**<br><br>10. |