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A CONTRASTIVE ANALYSIS OF NEGATION

IN

FRENCH AND SINHALA



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Abstract

This study makes an in depth investigation of all linguistic domains related to negation, morpho-syntax, semantics and pragmatics, in Sinhala and French. It lays the foundation for a contrastive analysis of negation of Sinhala and French based on the theory of contrastive analysis.

Negation has been on focus on many occasions. Therefore it has captured the attention of many linguists and academic for centuries. Most of the works related to the subject matter concentrate mainly on morphosyntactic aspects of negation. The interest for the semantic and pragmatic nature of negation has not been perceived to that extent. The studies pertaining to the negation is very limited. There have been very few studies conducted on the negation of Sinhala.

Sinhala and French are both linguistically related as they are accepted as two descendants of Indo-European language family. In this context, there can be specific linguistic areas which bore similarities in negation. Similarly, the contrasting aspects can be unveiled. Hence, the study is an extensive analysis of these linguistic aspects to disseminate the comparative and contrastive morpho-syntactic, semantic and pragmatic facets of negation.

The opportunity arises in the study to focus on the learning difficulties faced by the Sri Lankan learners of French. The negation in French is expressed in many ways and the syntactic formations of negation pose a problematic for the students learning French as a second / foreign language. In addition, the difficulties in comprehending subtle nuances of semantics and pragmatics in negation can be seen a challenge for the learners. The contrastive analysis will pave way to provide linguistic and pedagogical suggestions to overcome the hindrances of the learning / teaching process.

Chapter 01 furnishes an insight to Sinhala and French and negation in general. Chapter 02 and 03 focus separately on each linguistic domain related to negation of Sinhala and French respectively. Apart from the study of morphology, syntax, semantics and pragmatics of negation in written and spoken forms, the cultural features related to negation has been examined. A brief explanation is given to show the non linguistic features of expressing negation by Sinhala and French speakers.

The contrastive analysis of the negation pertaining to Sinhala and French is the focal point of chapter 04. The pedagogical suggestions are to be based on the contrastive analysis. Thus, it is imperative to have a close observation on the pedagogy of negation which is conducted in chapter 05. Apart from the theory of contrastive analysis, certain observations need to be discussed based on the error analysis to determine the types of errors made by the learners of French. Finally, chapter 06 summarizes the conclusions made in previous chapters.

