

Similarities and Dissimilarities in Noun Phrases in Chinese and Sinhala Languages

Ven. Theripaha Upananda Thero

School of English Studies

Sichuan International Studies University

theupananda@gmail.com

Abstract

The history of analytical studies investigating the internal structure of language in linguistic research goes back to the beginning of linguistics. Noun phrases can be identified as a field that deserves special attention. The formation of a noun phrase can be different from language to language. This research is related to the noun phrase in two languages. Naturally, there are similarities and dissimilarities between the two languages that belong to two language families and were created by the same groups of humans. The research aims to identify a model by exploring the similarities and dissimilarities of noun phrases between the two languages. How noun phrases are used in two

languages with various peculiarities is investigated linguistically in this study. Divisions of nouns and divisions into subdivisions are discussed according to the morphology. In addition, it discusses the division of a noun phrase, subdividing those sections into sub-parts, etc. Finally, grammatical analysis emphasizes that a noun phrase in two languages is not just a linear form but a unit of interconnected layers. And also, the study investigated Similarities and Dissimilarities in Noun phrases in two Languages.

Keywords: linguistics, analytic linguistics, noun phrase, constituents, construction

Introduction

According to analytical linguistics, an investigative look at the Sinhalese and Chinese reveals a set of grammatical units. The smallest unit is the phoneme, and the basic meaningful grammatical unit is the morpheme. The maximum of the grammatical units is the sentence. More units appear between the

minimum and maximum units. The phoneme does not belong to the grammatical unit.

- i. Sentence
- ii. Phrase
- iii. Word
- iv. Morpheme

In the study, it is intended to focus on the formation of nouns belonging to the phrase, and it is expected to investigate the similarities and dissimilarities of noun phrases in two languages.

Review of Literature

Although there is a paucity of scientific evidence regarding the noun phrase of the Chinese language in Sri Lanka, sufficient material can be found from the secondary sources of linguistic studies investigating the scientific nature of all languages. In addition, issues related to nouns in Chinese language secondary sources are investigated. For example, nouns formed by prepositions such as 的 (de) and 地(de), etc., nouns formed by conjunctions such as

和 (hé), 或者 (huòzhě), etc. can be mentioned. In addition, it is explored using the analytical information source of noun phrase according to grammatical methods such as *vibhakthi*, *samasa*, and prepositions, and this study, "Similarities and Dissimilarities in Noun Phrase in Chinese and Sinhala Languages," is done as an independent study by exploring nouns based on the theoretical facts of linguistics.

Research problem

Despite the growing interest in comparative linguistics, there remains a significant gap in the systematic comparison of noun phrase structures in Chinese and Sinhala. This research seeks to analyze the noun phrase in both languages from a comparative linguistic perspective, aiming to identify structural patterns and linguistic regularities. By doing so, it not only contributes to cross-linguistic understanding but also supports more effective and informed approaches to language teaching and

learning through intra-linguistic (A comparative study of linguistics) exploration.

Aim of the Research

This research aims to carry out a comparative study of the noun phrase of the Chinese and Sinhala languages.

Importance of the research

The importance of this research is that it can identify the systematic nature of Chinese and Sinhala noun phrases linguistically and comparatively. The research is to fill the existing gap in comparative linguistic research on noun phrases in two languages. While teaching or learning a language, teachers or students should conduct interlinguistic explorations. Through that, the teaching and learning process can be made more efficient and effective. In this research, the noun phrase of Chinese and Sinhala Languages is comparatively observed.

Limitations of Research

Basic organizational issues of research are analyzed. The main focus is on the noun phrase related to the writing language. This research is limited to the standard grammar of the two languages. Focus is only on the basic facts belonging to the noun phrases.

Research Methodology

The study was done under the qualitative research method. According to the qualitative research method, data is collected from primary and secondary sources related to the subject areas of Chinese language, Sinhala language, and Linguistics. Written sources and the Internet have been used to collect secondary data. Primary data was collected through discussion and direct observation.

Theoretical frame

Since this research is related to Analytical linguistics, linguistic studies of morphology are used as the theoretical framework.

Results and Discussions

The least meaningful unit is called a morpheme. Morphology focuses on the root, prefix, infix, and suffix. A word is formed by a few morphemes, and a phrase is formed by a few words. In the Chinese language, a character can be formed with several radicals, one or two or more letters can form a meaningful word, and several words can form a phrase.

那个好人 - e: hoḏə laməja:

This is a noun phrase. A noun is central to the noun phrase. There are three parts to this noun phrase, "e: hoḏə laməja:" They are called Constituents. Three of the Constituents have come together to form a Construction. 那个好人 is a Construction made up of four Constituents. A Construction is a well-organized unit. The biggest Construction is the sentence. Each Construction is a combination of Constituents. Accordingly, there are Constituents in any Construction. The largest unit is always the Construction, and the smaller units are Constituents.

Thus, several Constituents are included in a sentence: Noun, Verb, Noun Phrase, Verb Phrase, Adverbial Phrase, Adjective Phrase, etc.

Simple sentences can be analyzed by the phrase structure rules in simple sentence analysis. But in complex sentence analysis, sentences have to be analysed by transformation rules. Only the Noun Phrase and Verb Phrase are analysed by the phrase structure rules. If other Constituents need to be analysed, Transformation rules must be utilized.

Ferdinand de Saussure pointed out a dual relationship between sounds as well as words. This dual relationship can be seen in all the morpheme, word, phrase, and sentence.

- Syntagmatic relations
- Paradigmatic relations

e: | hoḍḍə | laməja:

me: | kalu | laməja:

1 | 2 | 3

These noun phrases have a syntagmatic relation. Another word belonging to the same type can be used instead of one, two, and three.

Kiri pajint ekak
 botələja
 ko: ppəjə
 jo: guwə
 gælumə

The term "pajint" shown here has a Syntagmatic relation with the words 'botələja', 'ko: ppəjə', 'jo:guwə', 'gælumə' while it has a Paradigmatic relation with the morpheme 'kiri.....ak'.

那个 | 好 | 人
这个 | 黑颜色的 | 孩子
1 | 2 | 3

These noun phrases also has a syntagmatic relation. Another word belonging to the same type can be used instead of one, two, and three.

一瓶酒

可乐

牛奶

茶

The term 酒 shown here has a Syntagmatic relation with the words 可乐, 牛奶, 牛奶, 茶 while it has a Paradigmatic relation with the morpheme 一瓶

Collocation of Noun Phrases in Sinhala and Chinese Languages

When looking at the collocation of a Noun phrase, an understanding of Construction and constituents should be obtained. A phrase is smaller than a sentence and features one main word. The type of phrase is determined according to that word. The phrase in which a name is the main word is a noun phrase. A noun phrase is also identified as a Construction in language analysis. An established grammatical unit is called a Construction.

Construction can be defined as linguistic units formed by the combination of other units.

[Noun phrase in the Sinhala Language is an intercentric Construction with a main noun. Because it can be replaced by the whole phrase, which is applied as a subject or object. This main noun can be presented with various specifications and other expansions.](Rajapakshe, 2017: 134)

minissu

e: minissu

e: duppat minissu

This noun phrase is a Construction. Here, 'minissu' is the main unit. Otherwise, modify that. There is organization and coherence in the order of words in this Construction. It is an acceptable and well-organized grammatical unit. Additionally, it is a grammatically edited unit.

人

那个人

那个可怜的人

This noun phrase is a Construction. Here, '人' is the main unit. Otherwise, modify that. There is organization and coherence in the order of words in this Construction. Additionally, it is a grammatically edited unit. The main noun can be interpreted in several ways according to linguistic sources.

1. With adjectives
2. With present and past participles
3. With numerical terms
4. With possessive nouns
5. With equitable Construction
6. With demonstrative pronouns
7. With honorific and position names
8. With some adjectives followed by nouns
9. With nesting (Rajapakshe, 2017: 134)

1. Main noun with adjectives

Adjectives are divided into two parts: Quantitative and qualitative. Various structures are seen there. There is a similarity in the noun structure of the two languages in the basic cases where the main noun is

used with adjectives, and the only dissimilarity is the use of a conjunction between the noun and adjective in Chinese.

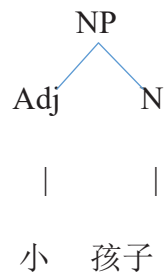
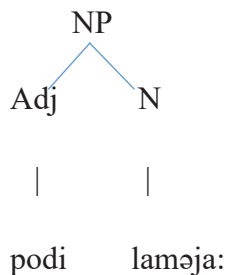
- $NP \rightarrow Adj+N$

小孩子 - podi laməja:

美女 - lassanə kello

Sentence: podi laməja: sina: seji

Noun Phrase: 小孩子 – podi laməja:

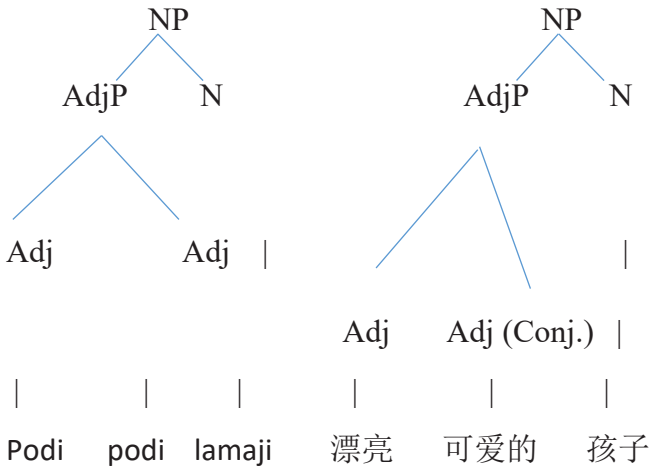


- $NP \rightarrow AdjP+N$

$AdjP \rightarrow Adj + Adj$

Podi podi lamaji

漂亮可爱的孩子 (Pretty and cute child)



The suffix 'ji' is used as an inflection of the adjective itself when a noun and an adjective are combined in Sinhala, while 的 is used as a conjunction between the noun and the adjective; it is combined with the adjective in Chinese. When two adjectives are used together, they are joined by 和 in Chinese.

- NP → AdjP + N

AdjP → Adj + C + Adj + C

Kahaji niluji mal

NP → AdjP + N

AdjP → Adj + Conj. + Adj (Conj.)

漂亮和聪明的女孩

安静和干净的公园

In some cases, the modifications done by using a degree marker in the Sinhala Language are done by using several adjectives together in the Chinese language. In such cases, also 的 (de) is used as a combination with the final adjective. There are two parts in the Sinhala language as adverbs and adjectives. In Chinese, adverbs like 快 (fast), 慢 (slow), 非常 (very), 容易 (easy) can act as both adverbs and adjectives, depending on how they are used in the sentence. This flexibility is a notable feature of the Chinese language structure. For example: 快- "fast" (as an adverb) 他跑得快。Here 快 is an adverb modifying the verb 跑("run"), 快的- "fast" (as an adjective) 快的车 "a fast car", in this case, 快 is used as an adjective to describe the noun 车 ("car"). (Hongyu wang, 2013: 39)

- NP → AdjP + NP

AdjP → Deg + Adj

NP → N

Hugak ka: rjə bahulə minissu

Hugak awa: sana: wantə lamaji

NP → AdjP + NP

AdjP → Adj + Adj + Adj(conj.)

NP → N

非常不幸的孩子们

Emphatic marker emphasizes the noun phrase in Sinhala language, while the noun phrase is formed with the conjunction '的' (de) in Chinese. Here, the role of the word "非常" is intensity. In Chinese, some adverbs that modify verbs like 非常 (very) can also act as adjectives, particularly when they express intensity. For example: 非常 "very" (as an adjective) 非常重要 'very important', Here 非常 (very) is modifying the adjective 重要 ("important"). (Yip, Po Ching and Don Rimmington, 2005: 67)

- NP→AdjP+ N

AdjP → Adj+ Emp

awankamə laməja:

lassanəmə mal

NP→AdjP+ N

AdjP →Adj + Adj (Conj.)

最诚实的孩子

最美丽的花

When the adjective of the noun phrase is formed by the Comparative marker, the Comparative marker is found in the middle of the phrase in the Sinhala Language, and the Comparative marker is used in the front of the phrase in the Chinese Language.

- NP→AdjP+ N

AdjP→ NP+comp+ Adj

NP→ N

bejiJiṇwələtə wada: hoḍə nagərejək

æjətat wada: hoḍə ja: luvek

$NP \rightarrow AdjP + N$

$AdjP \rightarrow comp + NP + Adj (Conj.)$

$NP \rightarrow N$

比北京更好的城市

比她更好的朋友

In another case, not only the comparative marker but also the entire phrase structure is unequal when the adjective is formed by a Comparative marker.

- $NP \rightarrow AdjP + N$

$AdjP \rightarrow NP + Comp$

$NP \rightarrow N$

haðə wage: muhunak

mal wage: lamaji

$NP \rightarrow N + AdjP$

$AdjP \rightarrow Comp + NP$

$NP \rightarrow N$

脸像一月亮

花朵一样的孩子

2. The main noun with present and past participles

When forming present and past participles, a complete sentence must be converted into an adjective by the transformational rules. The fundamental inequality in the word order of these two languages, the SVO and SOV inequality, prevails in such cases. In addition, there may be similarities and dissimilarities.

- $NP \rightarrow AdjP+N$

$AdjP \rightarrow S$

$S \rightarrow NP+VP$

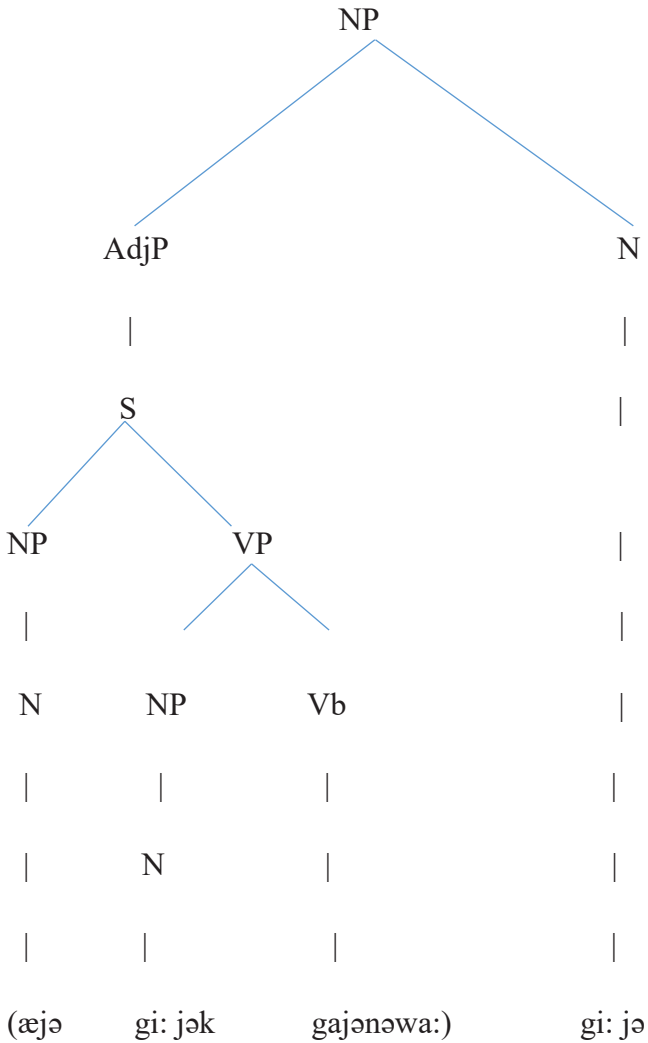
$NP \rightarrow N$

$VP \rightarrow NP+Vb$

$NP \rightarrow N$

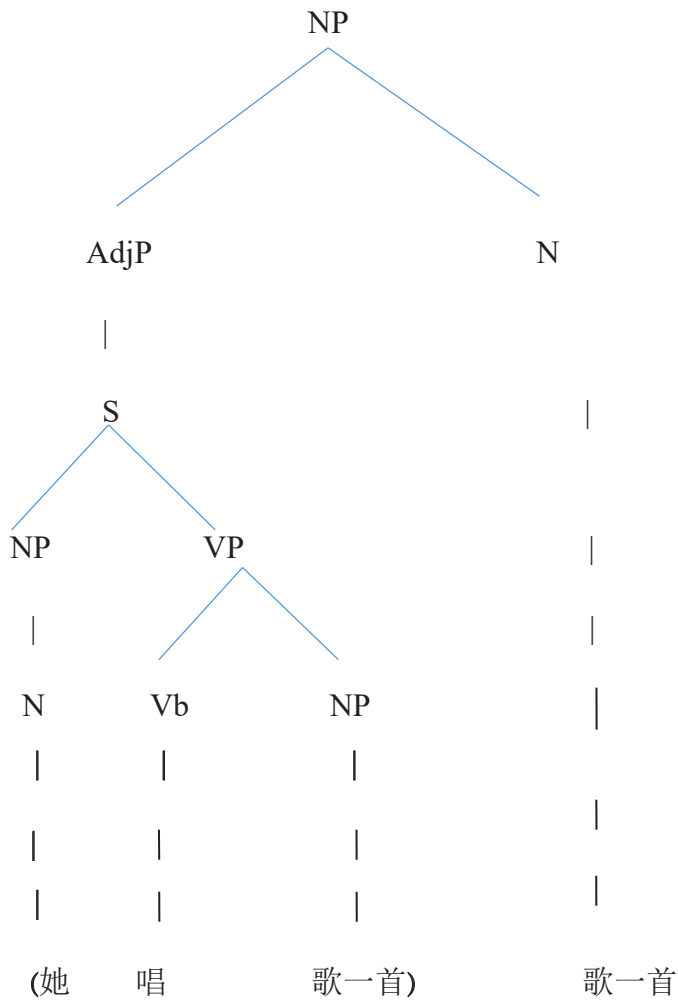
æjə gajənə gi: jə – 她唱的歌一首

amma: milədi: gat ke: k ekə - 妈妈买的蛋糕



Transformation

(æjə gajənə) gi: jə



Transformation

[她唱的] 歌一首

The phrase “唱的” is a relative clause modifying “歌” (song), meaning "the song that she sings." The sentence is more accurately interpreted as: "the song she sings is one," where “一首” is referring to a specific song, and the sentence is essentially saying she sings one song.

- $NP \rightarrow AdjP + N$

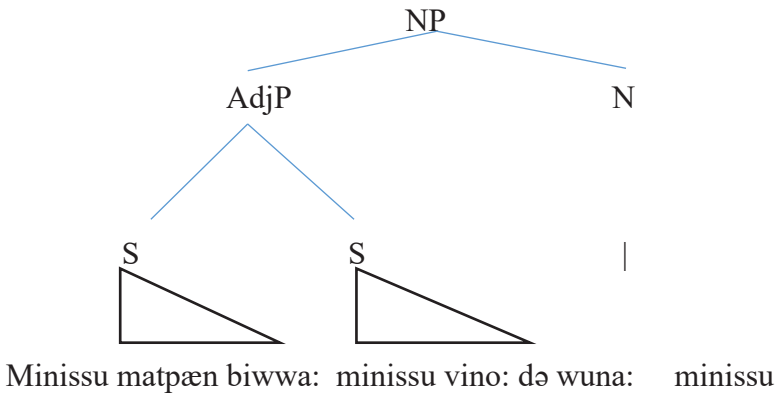
$AdjP \rightarrow S + S$

Matpæn bi: pu vino: də wunu minissu^u

喝酒玩乐的人们

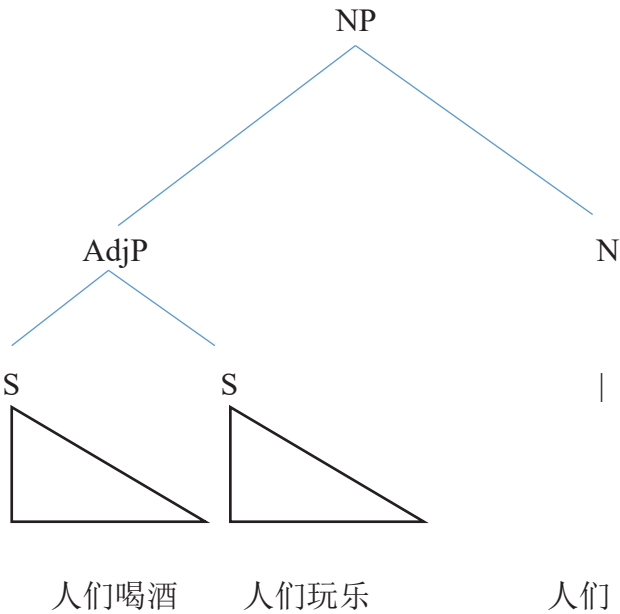
Sindu kijəpu natəpu minissu –

唱歌跳舞的人们



Transformation

[matpæn bi: pu] [vino: də wunu] minissu



Transformation

[喝酒] [玩乐] 人们

喝酒玩乐的人们

A similarity is seen in the noun structure of these two languages in cases where there is no object in the participle when forming present and past participle

adjectives. The noun and the participle are combined by a conjunction (的) in both cases, with or without the verb in the Chinese Language.

- $NP \rightarrow AdjP + N$

$AdjP \rightarrow S$

$S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow Adv + Vb$

satut̪in pawəsənə ohuʈə

unanduwen igenə gannə lamaji

$NP \rightarrow AdjP + N$

$AdjP \rightarrow S$

$S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow Adv + Vb + N \text{ (conj)}$

愉快说话的他

$NP \rightarrow AdjP + N$

$AdjP \rightarrow S$

$S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow Adv + Vb \text{ (conj)}$

努力学习的學生

- $NP \rightarrow AdjP + N$

$AdjP \rightarrow S$

$S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow NP + Vb$

$NP \rightarrow poss + N$

Minisunge hæŋi:m awussanə katikəja:

$NP \rightarrow AdjP + N$

$AdjP \rightarrow S$

$S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow Vb + NP$

$NP \rightarrow poss + N(Conj.)$

煽動人們情緒的演講者

In some cases, the idea being presented where the main noun is formed with present and past participle

adjectives in the Sinhala language can be expressed in a complete sentence without any difference in the Chinese language.

- NP→S+N

Dæn kərannə hoðəmə wædɔjə me: kajɪ

- NP→S

我了解这就是现在最好的事情。

3. The noun with numerical terms

Numerical terms + N

- NP→ adj. (Num.) + N

Pasweni pa: dɔmə

adj. (Num.) – Num. + suffix

Pas weni

NP→ adj. (Num.) + N

第一课

adj. (Num.) – prefix + Num.

第 一

Although the order of the adjective and noun used to form the noun phrases, "Pasweni pa: d̥əmə" and 第一课, is the same, it shows a structural inequality in the order of grammatical aspects in the Chinese and Sinhala languages when forming the adjective.

- NP → NP + N

NP → Adj + Emp + N(Num.)

harijəṭəmə degunəjak salli

NP → NP + N

NP → Adj + N(Num.) + emp.

正好两倍的钱

Although the basic similarity of the grammatical units used to prepare the noun phrases, harijəṭəmə degunəjak salli and 正好两倍的钱 is shown, the emphatic marker is used differently between the units used to prepare the adjectives of the internal structure in the two languages.

N + Numerical terms

- NP → NP + NP

NP → N(Num.) + C + N(Num.) + C

NP → N + Emp

paləwenijaji dewenijaji dennamə

N(Num.) - paləwenija: dewenija:

Num. – Num. + suffix

palə weni

NP → NP

NP → N(Num.) + C + N(Num.) + Emp.

第一个和第二个都

N(Num.) - 第一个，第二个

N(Num.) – prefix + Num. + Measure word

第 一 个

The previously mentioned inequality between the two languages in the formation of numerical nouns, such as paləwenija and 第一个, is highlighted here. Numerical nouns beginning with the emphatic

marker 'denname' in the Sinhala language and 都 in the Chinese language.

$NP \rightarrow NP + NP$

$NP \rightarrow V + N$

$NP \rightarrow N + \text{Emp}$

wæðəkərənə minissu dennekme

$NP \rightarrow NP$

$NP \rightarrow V + N (\text{Num.}) + \text{emp.}$

劳动两人都

$NP \rightarrow NP + NP$

$NP \rightarrow N$

$NP \rightarrow N(\text{Num.})$

Minissu detun denek

$NP(\text{Num.}) - \text{detun denek}$

Num. + Num. + N

De tun dena

NP → NP

NP → N (Num.)

两三个人

N (Num.) - 两三个人

Num. + Num. + Measure word + N

两 三 个 人

4. The noun with possessive noun

Possessive noun + main noun

- NP → N(Poss.) + N

Nimalge ka: rekə

NP → N(Poss.) + N

我们的家

5. Noun phrases as equitable construction

- NP → NP + NP

NP → N

NP → N(Poss.) + N

Nimal, sunilge malli adə wædətə a: wa:

Daham, sadūnge puta: i:ye raṭə iḍan a: wa:

$NP \rightarrow NP + NP$

$NP \rightarrow N$

$NP \rightarrow N(\text{Poss.}) + N$

大卫，林娜的哥哥

奶奶，爸爸的妈妈

6. The noun with demonstrative pronouns

Demonstrative pronouns (Det.) + main noun

- $NP \rightarrow \text{Det.} + N$

Me: daruwa:

E: godɔnægillə

$NP \rightarrow \text{Det.} + N$

那个孩子

这座大楼

- $NP \rightarrow \text{AdjP} + N$

$\text{AdjP} \rightarrow \text{Det.} + \text{Adj}$

Me: dakʂə laməja:

Me: lassənə malə

arə kalu balla:

NP → AdjP + N

AdjP → Det. + Adj + Emp

这个聪明的孩子

那朵漂亮的花

那只黑颜色的狗

7. The main noun with honorific and position names

- Honorific and position names + The main noun

Śri: mat anəga: rikə darməpa: lətuma:

A:ca: rjə senərat paranə wita: nə mahata:

Maha:ca: rjə karuna: tiləkə mahatma:

张教授

王博士

8. The main noun with some followed adjectives

- The main noun + adjectives

gunəratənə ha: muduruwo:

banda: rəna: jəkə mətinijə

ma: [in wikrəməsinghə su: ri: n

王先生

王老师

玛丽老师

9. The main noun with nesting

This refers to cases where adjectives (epithets) are used before and after the main noun at the same time.

- Adjectives + Main noun + Adjectives

tarunə dakʂə lamaji se: rəmə

lassənə awaŋkə kello okkomə

年轻又聪明的孩子都

美丽又诚实的女孩都

Adjectives placed before the main noun appear to be arranged in an accepted order.

- i. Demonstrative + possessive + numerical terms + simple adjective + Noun

Me: ajijage alut ka: rekə

Demonstrative + possessive + numerical terms + simple adjective + Noun

那个我的两只漂亮的猫。

- ii. Demonstrative + numerical terms + simple adjective + Noun

arə hatweni lassənə malə

Demonstrative + measure word (related to the noun) + numerical terms + simple adjective + Noun

这三本有趣的书。

- iii. Demonstrative + possessive + numerical terms + Noun

Me: ape: paləweni daruwa:

Demonstrative + measure word (related to the noun) + possessive + numerical terms + Noun

那个我的两本书。

- iv. Demonstrative + possessive + simple adjective + Noun

Me: ta: ttage alut ka: rekə

Demonstrative + measure word (related to the noun) + possessive + simple adjective + Noun

那个我的漂亮的花。

- v. Demonstrative + possessive + Noun

E: nima: lige potə

Demonstrative + measure word (related to the noun) + possessive + Noun

那个我的书

- vi. Possessive + numerical terms + Noun

Mage: paləweni potə

Possessive + numerical terms + measure word (related to the noun) + Noun

我的两本书

- vii. Demonstrative + numerical terms + Noun

Me: deweni awuruddə

Demonstrative + measure word (related to the noun) + numerical terms + Noun

这三只狗

viii. Numerical terms + Noun

Deweni daruwa:

Numerical terms + measure word (related to the noun) + Noun

第二个孩子

ix. Demonstrative + simple adjective + Noun

arə taruṇə kelle

Demonstrative + measure word (related to the noun) + simple adjective + Noun

那个漂亮的姑娘

Adjectives with participles are used after demonstrative and Possessive words

x. Demonstrative + possessive + Adjectives with participles + numerical terms + simple adjective + Noun

arə nimalge alutə hadəpu deweni lassənə ge:

Demonstrative + measure word (related to the noun) + possessive + Adjectives with

participles + numerical terms + simple
adjective + Noun

那个我父亲新建的第二漂亮的房子

In addition to these ten points, there are cases where
a complete sentence or utterance is included in the
noun phrase.

- $S \rightarrow NP + VP$

$NP \rightarrow N$

$VP \rightarrow S + Vb$

$S \rightarrow NP + VP$

$NP \rightarrow N$

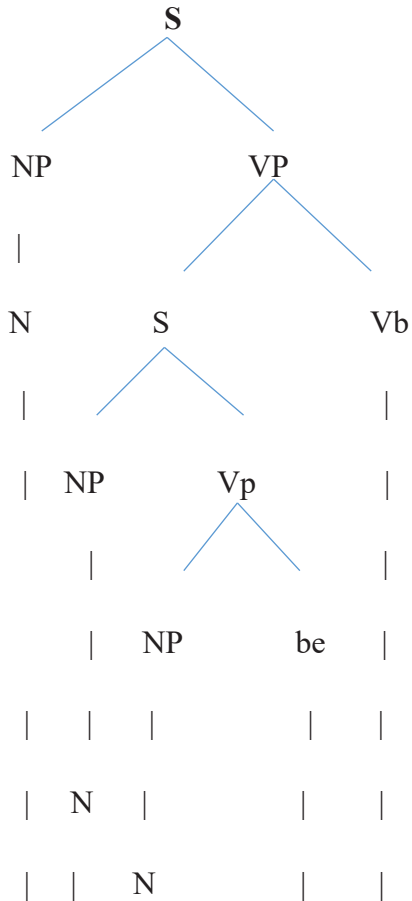
$VP \rightarrow NP + be$

$NP \rightarrow N$

Nanda: tissə wiwa: hakəjek kijəla: dənəgatta:

Gi: ta: saman awasta: wa: dijek kijəla:

dənəgatta:



Nanda: [tissə wiwa: hakəjek weji] dænəgatta:

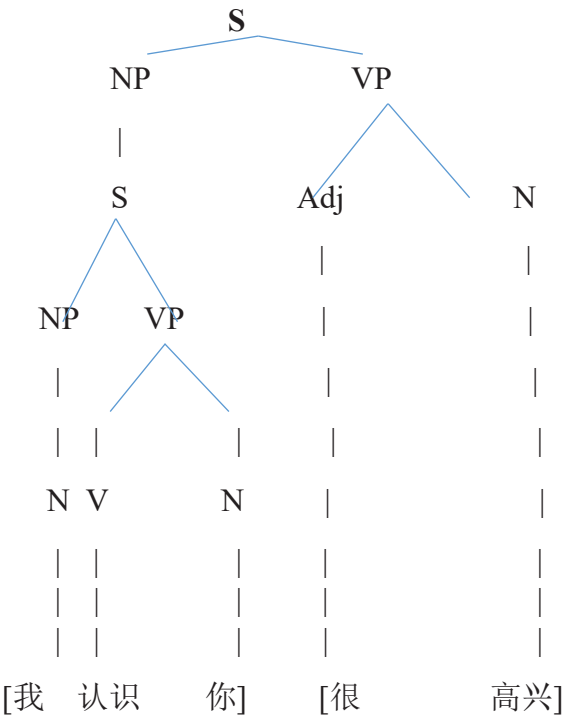
Transformation

Nanda: [tissə wiwa: hakəjek kijəla:] dænəgatta:

Nanda: tissə wiwa: hakəjek kijəla: dænəgatta:

- $S \rightarrow NP + VP$
 $NP \rightarrow S$
 $VP \rightarrow Adj + N$

认识你很高兴



Transformation

[我 认识 你] [很 高兴]

认识 你 很高兴。

Sometimes the verb in a fixed sentence is a participle noun. That participle noun is related to a possessive noun.

- $S \rightarrow NP + VP$

$NP \rightarrow S$

$VP \rightarrow Adv + Vb$

Ej:ge hajijen sindu æhillə hæmōda: mō
æhenōwa:

Ohuge hajijen kata: kirillə hæmōda: mō
æhenōwa:

$S \rightarrow NP + VP$

$NP \rightarrow S$

$VP \rightarrow Advj + N$

我汉字写得不好。

姐姐歌唱得不太好。

他跑得很快。

It is possible to identify how the main noun is used with different modifications by considering the structure of the noun phrase in Chinese and Sinhala languages through different parts.

Conclusion

Construction and Constituent are identified separately in the examining noun phrases analytically according to the elements of structural analysis in Chinese and Sinhala Languages. It is explained that the noun phrase is a Constituent of larger Constructions and a Construction of smaller Constituents. The main noun of a noun phrase is used in the two languages with various expansions and modifications. Finally, it is concluded that the noun phrase in Chinese and Sinhala Languages ranges from a simple to a complex nature.

Abbreviations

Adj = Adjective, AdjP = Adjective Phrase, C = conjunction, Comp = Comparative marker, Deg = Degree marker, Det. = Determiner, Emp = Emphatic marker, INFL = Inflection, N = Noun, Neg. = Negative, NP = Noun Phrase, O = Object, PP = Prepositional Phrase, Prep = Preposition, Poss = Possessive S= Subject, S = Sentence, SOV = Subject

Object Verb, Spec = Specifier, SVO = Subject Verb
Object, V = Verb, VP = Verb Phrase

Refferences

- Huang, J. C.-T., Li, A. Y.-H., & Li, Y. (2009). *The syntax of Chinese*. Cambridge University Press.
- Ji, Y. (2006). *Hànyǔ jiàochéng-dì èr cè xià*. Beijing: Beijing Language and Culture University Press.
- Ji, Y. (2006). *Hànyǔ jiàochéng-dì èr cè shàng*. Beijing: Beijing Language and Culture University Press.
- Jing, Z. (2008). *Yǔfǎ jīng jiǎng jīngliàn*. Beijing: Beijing Foreign Languages Printing House.
- Cao, L. P. (2008). *Xiàndài hànyǔ cídiǎn dì wǔ bǎn*. Beijing: Shāng huā zhōng shū guān.
- Loar, J. (2011). *Chinese syntactic grammar*. Newyork: Peter lang, Washington.
- Rajapakshe, R. M. W. (2017). *Karuna*. Godage and Brothers (Pvt).

- Rajapakshe, R. M. W. (2009). *Wagvidya praves haya* 2. Samayawardhane Book Publisher.
- Ross, C., & Ma, J. H. (2006). *Modern Chinese grammar*. Routledge.
- Ross, C., & Ma, S. (2006). *Modern Mandarin Chinese grammar*. Routledge.
- Wang, W. S.-Y., & Sun, C. (2015). *The Oxford handbook of Chinese linguistics*. Oxford University Press.
- Yu, X. Q. (Ed.). (1979). *Xiàndài hànyǔ bābǎi cí*. Liaoning Educational Publishing House.
- Wu, Z. W. (2010). *Modern Chinese: Textbook*. Beijing Foreign Languages Printing House.

Biographical Note

Ven. Theripaha Upananda is a former visiting instructor in Chinese at the Department of Languages, Bhiksu University of Sri Lanka, Anuradhapura. He had been teaching as an Instructor in Chinese Language (Contract basis) for more than five years at the Bhiksu University of Sri Lanka. He

was graduated from the University of Kelaniya (BA), Sri Lanka in 2017 and earned his MA degree in Linguistics from the University of Kelaniya, Sri Lanka in 2022. He received a scholarship from the Confucius Institute in 2016, which allowed him to study the Chinese language for six months at Anhui University in China. In 2019, he also participated in a one-month teacher training program at Beijing Language and Culture University, China. Now, He is reading for his PhD in linguistics at Sichuan International Studies University in China. He has published three books and several research papers in Chinese language. His research interests are Chinese Language, Theoretical Linguistics, Applied Linguistics and Socio-cognitive Linguistics.