Tutorial letter 201/1/2018

Communication Dynamics in African Languages

AFL2601

Semester 1

Department of African languages

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.

Define tomorrow.

UNISA | university of south africa

CONTENTS

1.   INTRODUCTION

Dear student

This tutorial letter contains the Keys to Assignments 01.

Thank you very much for the assignments you have submitted. Your hard work and efforts are highly appreciated and will ultimately pay off.

We hope that you found this module both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you started studying early in the semester and did the assignments properly.

Please Note:

Question 35 was **not a valid question** and was therefore **not taken into consideration** during the marking process. We assure you that nobody was disadvantaged by this since the percentage was based on the total of 39 questions.

We urge you to work through this feed-back on the multiple choice questions and make sure you understand where you went wrong. We took a lot of trouble explaining each correct option in detail, and also giving pointers with regard to the incorrect options.

Best wishes for your studies this semester.

Your Lecturers

Unit 1:   Prof. Kosch, Dr le Roux
Unit 2:   Prof. Kosch, Dr le Roux, Ms Khoza
Unit 3:   Dr Nakin, Prof. Bosch, Ms Xaba
Unit 4:   Prof. Madonsela, Ms Malele
Unit 5:   Dr Ladzani, Mr Baloyi
Unit 6:   Ms Mfazwe-Mojapelo, Ms Molokomme

2.	ANSWERS TO MULTIPLE CHOICE QUESTIONS

1.	3	21.	3
2.	1	22.	3
3.	3	23.	2
4.	2	24.	4
5.	4	25.	4
6.	3	26.	3
7.	2	27.	1
8.	3	28.	2
9.	1	29.	4
10.	2	30.	1
11.	4	31.	2
12.	2	32.	4
13.	2	33.	1
14.	3	34.	4
15.	4	36.	3
16.	1	37.	2
17.	2	38.	3
18.	4	39.	2
19.	1	40.	4
20.	1		

1. The type of approach which is used to determine the origin of the Bantu languages is a …

1. diachronic study.
2. homogeneous study.
3. synchronic study.
4. primitive study.

Explanation:

Option (3) is correct: Because of the absence of older written documents, the only possible approach is to compare languages synchronically (as they are at a given time) and based on this information, make postulations regarding possible earlier forms (see Guide p.3)
Option (2): A homogeneous approach implies a uniform approach. It does not describe the method employed to find the origin of the Bantu languages.
Option (1): A diachronic approach is a historical approach. This method could not be employed due to the fact that there was no written evidence of older forms of the languages.
Option (4): The term 'primitive' can mean 'unsophisticated' or 'elementary' and it does not describe the specific method followed in this case.

2. The two most prominent scholars who postulated an original hypothetical language for the Bantu languages are …

1. Meinhof and Guthrie.
2. Greenberg and Guthrie.
3. Bleek and Appleyard.
4. Torrend and Meinhof.

Explanation:

Option (1) is correct: Both Meinhof and Guthrie reconstructed an original hypothetical language for the Bantu languages. Meinhof called his reconstructed language Ur-Bantu, while Guthrie called it Proto-Bantu (see Guide p.3, 4).
The other options are incorrect, because they all include either one or two persons who, though having made great contributions to the field of Bantu language studies, did not postulate an original Bantu language.

3. A language family is a group of …

1. people who speak the same language.
2. dialects found in a particular geographical area.
3. languages which are genetically related.
4. individuals from the same linguistic background.

Explanation:

Option (3) is correct because it includes languages which developed from the same origin.
Option (2): The fact that a group of people may speak the same language, does not make them a language family. The latter term is only used with reference to the relationship between languages, not people.
Option (1): A group of dialects in a particular area may belong to a particular language, but they do not form a language family.

4. When a Bantu language is described as having a system of grammatical genders, it refers to the fact that …

1. its suffixes can be assorted into classes.
2. it displays a concordial system of agreement.
3. it can distinguish between singular and plural.
4. it has nouns denoting 'male' and 'female'.

Explanation:

Option (2) is correct: 'Grammatical gender' refers to the fact that certain words in a sentence have to be linked to each other by agreement morphemes in order to render grammatically correct sentences, as when a noun is linked to a verb by means of a subject concord.
Option (1) is not true: Nouns are assorted into classes according to their prefixes, not their suffixes.
Option (3) is incorrect: Grammatical gender applies in the Bantu languages, regardless of whether the substantives involved denote singular or plural entities.

Option (4) is incorrect: Grammatical gender refers to how words are linked by agreement morphemes and has nothing to do with sex gender, such as the distinction between nouns denoting male versus female.

5. The origin of the Bantu languages cannot be determined with any certainty because …
1. There is no archaeological evidence of the existence of the original people.
2. Diachronic postulations were made without a synchronic study.
3. Bantu languages lack the operation of regular sound shifts.
4. **There are no written records of the original language.**

Explanation:

Option (4) is correct. Languages were carried over orally from one generation to the next. No orthography existed to record the spoken language. The absence of written evidence makes it impossible to trace the origin of the Bantu languages with any certainty.
Option (1) is not true. It is stated in the guide that the linguistic data on which the origins of the Bantu languages were postulated, can be supported by archaeological evidence.
Option (2) is false. Diachronic (historic) postulations were only possible, because the process was preceded by a synchronic study.
Option (3) is not true. The discovery of regular sound shifts between these languages, made it possible for researchers like Guthrie and Meinhof to reconstruct hypothetical forms of the 'original' language.

6. In the study of the development of the Bantu languages, the term 'Ur-Bantu' refers to:

1. The systematic fragmentation of the Bantu language family.
2. Guthrie's corpus of approximately 2 300 starred forms.
3. **The presumed ancestor language of the Bantu languages.**
4. The assumed place of origin of the Bantu languages.

Explanation:

Option (3) is correct. Ur-Bantu is the name given by Meinhof to the presumed (hypothetical) original Bantu language which he reconstructed using a collection of groups of cognate items from various languages.
Option (1) does not describe 'Ur-Bantu', but refers to process whereby different Bantu languages are assumed to have developed out of the presumed ancestor language through regular sound shifts.
Option (2): The starred forms compiled by Guthrie served to show the commonality of the Bantu languages and only constituted in part the original hypothetical language, which Guthrie termed 'Proto Bantu'.
Option (4): Ur-Bantu is not a geographical area (place), but a reconstructed language from which the modern day Bantu languages have emerged.

7. Guthrie's classification of languages into zones was based on the following principles:

1. psychological
2. areal
3. grammatical
4. hypothetical

Explanation:

Option (2) is correct. The term 'zone' in Guthrie's classification refers to geographical areas. The other options do not have geographic connotations.

8. The Bantu languages are also called 'class languages' because they …

1. form a class on their own based on a common origin.
2. are classical languages of the continent of Africa.
3. have nouns which are grouped into classes according to prefixes.
4. belong together in one class because of semantic similarities.

Explanation:

Option (3) is correct. The other options are not valid reasons for the Bantu languages being described as 'class languages'.

9. The following (Northern Sotho) example demonstrates class concordance as a typical feature of a Bantu language:

1. batho ba pele (first people)
2. bathong! (goodness!)
3. motho – batho (person – persons)
4. monna – mosadi (man – woman)

Explanation:

Option (1) is correct. It is the only example illustrating class concordance, i.e. grammatical agreement between two or more words in a phrase. The noun batho is linked to pele (meaning 'first' or 'front') by means of a possessive concord ba-. There are no agreement morphemes exemplifying class concordance in any of the other options.

10. The fact that there is such close correspondence between the word for 'people' in different languages, i.e. *abantu, batho, ovandu, antu, watu*, etc. is evidence that they all belong to the same …

1. language zone.
2. language family.
3. language group.
4. dialect.

Explanation:

Option (2) is correct. There is a close correspondence between the word for 'people', but it is not so close that the words would be regarded as belonging to (1) the same language zone or (3) the same language group or (4) the same dialect.

11.   Identify the option, which DOES NOT correctly depict what is generally understood by the term 'language'.

1.   It is the generally acceptable medium of verbal communication.
2.   It is the standardized written and spoken language.
3.   It may equal the dialect, which was first reduced to writing.
4.   It equals the linguistic behaviour peculiar to an individual.

Explanation:

The only option which does NOT correctly describe what a language is, is (4). Option (4) refers to the linguistic peculiarities of an individual within a language and it is called an idiolect, not a language.

12.   The African languages are experienced as difficult to learn by non-speakers of an African language because of …

1.   economic pressures.
2.   structural differences between their languages and an African language.
3.   lack of prestige associated with knowing an African language.
4.   an inherent inability to acquire an additional language.

Explanation:

Option (2) is correct. Speakers who are unfamiliar with an African language find it difficult to grasp the structure of these languages, because it is quite different from what they are used to in their own mother tongues (e.g. Western languages). The other options can hardly be advanced as reasons for finding it difficult to acquire an African language. Being under economic pressure (Option 1) should be no hindrance to learning an African language from African language speaking people one mixes with every day in South Africa. Option (3) is an irrelevant statement, since the prestige or lack of prestige associated with a language, has nothing to do with one's mental and physical ability to learn an African language. Option (4) is also invalid, i.e. when people find it difficult to learn an African language as an additional language, it will not be because they were born with a defect of not being able to learn another language.

13.   Greater flexibility in word order in the African languages as compared to English is made possible through …

1.   subjects, verbs and objects.
2.   agreement morphemes.
3.   deletion of nouns.
4.   non-distinction of gender in the pronouns.

8

Explanation:

Option (2) is correct. It is only because of the existence of agreement/concordial morphemes (such as subject and object concords), that greater flexibility is allowed in the positions which may be taken up by words in a sentence, e.g. Northern Sotho:

Monna (subject)	o ngwala (predicate)	lengwalo (object)	'The man writes a letter'

or

Lengwalo, (object)	o a le ngwala, (predicate)	monna (subject)	'The letter, he writes it, the man'

or

Lengwalo, (object)	monna (subject)	o a le ngwala (predicate)	'The letter, the man writes it'

or

O a le ngwala, (predicate)	lengwalo, (object)	monna (subject)	'He writes it, the letter, (namely) the man'

Option (1): Subjects, verbs (predicates) and objects cannot take up just any position in the sentence (i.e. their positions are not flexible) without the use of agreement morphemes as shown in the examples given under Option (4) above.

Option (3): Nouns which are deleted are not responsible for the fact that words may change word order in the sentence. The deletion of the noun is only made possible if it is represented in the sentence by its agreement morpheme, e.g. in Northern Sotho motho yo mogolo 'the big man' > yo mogolo 'the big one', where motho can be deleted, because it is represented by its agreement morphemes yo mo- in yo mogolo.

Option (4) is not valid. The fact that there is no distinction between sexes (he/she) in the pronouns has nothing to do with the flexibility in word order.

14. When you are able to apply some of your knowledge of one language to a new language this is called …

1. linguistic improvisation.
2. automatic translation.
3. **language transfer.**
4. information extraction.

Explanation:

Option (3) is the correct answer. When acquiring a new language, you tend to move from the familiar (your own language) to the less familiar (the language you want to acquire) and in the process you will inevitably transfer some of your knowledge to the new language. Language transfer may stand you in good stead, but on the other hand it may also result in ungrammatical formations in the new language, because of direct transfer from the familiar language, e.g. 'people like cats' may incorrectly be translated directly into Northern Sotho as * 'batho rata dikatse'.

15.   A noun class which is non-productive is characterised by …

1.   new words which may be added to the class by means of its prefix.
2.   the invariant locative suffix (*-ni* or *-ng*).
3.   a prefix which displays variant forms.
4.   a limited number of nouns or only one noun.

Explanation:

Option (4) is correct. Non-productive classes are classes with very few or only one noun, e.g. the so-called locative classes 16, 17 and 18, for example, Northern Sotho fase (16), godimo (17) and morago (18). The reason why these classes have become unproductive (i.e. why no new words are added to these classes) is because the class prefixes are no longer used to form locatives. Instead another strategy developed whereby locatives are formed through a locative suffix.
Option (1) is ruled out because 'non-productive' means that a prefix is no longer used to add new members to a noun class.
Option (2) is nonsensical, because the productivity or non-productivity of a class is measured by its ability to accommodate new words by means of its prefix, not a suffix.
Option (3) refers to the fact that the class prefix of certain noun classes may assume different shapes in certain words (e.g. Northern Sotho distinguishes mo-, m- and ngw- for the class 1 prefix). The differences in the form of the prefix are unrelated to the productivity of a noun

16.   Which of the following statements does NOT convey a correct fact about the noun classes?

1.   All nouns in even numbered classes have singular forms in their corresponding uneven numbered classes.
2.   Singular and plural forms are placed in separate classes according to the standard format for listing the class prefix system.
3.   Most nouns denoting people are accommodated in classes 1 and 2.
4.   Not all languages distinguish the same number of classes, because some classes have become redundant.

Explanation:

Option (1) is the only option which contains a wrong statement about the noun classes. The fact of the matter is that NOT all nouns in even numbered classes have singular forms in their corresponding uneven numbered classes. Some of such nouns are found in class 6 and they denote liquids, which are uncountable, hence they have no singular form in class 5, e.g. Northern Sotho meetse ,IsiZulu amanzi 'water', maadi 'blood', maswi 'milk'. Many nouns in class 14, an even numbered class, are abstract nouns which are uncountable and thus don't distinguish a singular form.

17.   The stem of a primitive noun like *batho/abantu* consists of …

1.   two morphemes, i.e. a root and a suffix.
2.   one morpheme, i.e. a root.
3.   two morphemes, i.e. a prefix and a root.
4.   three morphemes, i.e. a prefix, a root and a suffix.

10

Explanation:

Option (2) is correct. The stem of a word is that part which makes up the rest of a word following the prefix. In the given example the stem consists of one morpheme, i.e. the root -tho/-ntu. Option () 1is not applicable, because there is no suffix in the given examples. The final vowel -o/-u is part of the root and not a separate morpheme. Option (3) is incorrect. The analysis given in this option describes the morphemes of the complete word, but not that of the stem alone. Option (4) is inaccurate, firstly because a prefix is not part of the stem and secondly, because the stem in the given example does not contain a suffix (as explained under Option 2).

18. Which of the following examples of borrowed nouns does not display the typical open syllable structure of the African languages?

    1. station   > seteišene   (Northern Sotho)
    2. plate   > phuleithi   (Venda)
    3. biscuit   > libhisikiti   (Swati)

4. prophet   > umprofethi (Zulu)

Explanation:

Option (4) is the only option which contains sequences of sounds which do not comply with the usual open syllable structure of the Bantu languages, i.e. pr. In the other options unacceptable sound sequences have been adapted and vowels have been inserted between consonant sequences such as st, pl and sc. In accordance with the required open syllable structure (Consonant-Vowel), a final vowel has been added to the words.

19. When most of the words in a language consist of more than one morpheme, such a language is said to have …

1. an agglutinative morphology.
2. a reciprocal morphology.
3. a monomorphemic morphology.
4. an open-syllable morphology.

Explanation:

Option (1) is correct. Languages may be classified according to the structure of their words. When their words have a tendency of consisting of many morphemes, as in the case of the Bantu languages, they are said to have an agglutinative morphology. Options (2) and (4) do not describe valid types of morphology. Option (3) is a type of morphology, but it does not apply to the Bantu languages. It refers to languages in which most of the words equal one morpheme. Such languages are said to have an isolating typology.

20. The following classes generally contain nouns which denote experts and names of cultures and languages:

1. 7 & 8
2. 1 & 2
3. 3 & 4
4. 9 & 10

Explanation:

Option (1) is correct. In Option (2), classes 1 & 2 denote human beings; in Option (3) classes 3 & 4 mostly indicate natural phenomena; in Option (4) classes 9 & 10 accommodate the names of animals apart from many other objects.

21. Which of the following is NOT an example of non-verbal communication?

1. Wearing jewellery.
2. Gesturing in an empty room.
3. Raising your voice.
4. Signaling okay with a hand gesture.

Explanation:

The correct option is (3) because when the voice is raised it is verbal communication. Options (1), (2),(4) are incorrect.

22. Non-verbal communication is made up of…

1. two people talking about global warming.
2. the teacher and pupils discussing the importance of learning an African language.
3. behaviour other than words that is intended to convey a message.
4. None of the above.

Explanation:

The correct option is (3) because non-verbal communication is communication that does not involve talking. Options (1), (2), (4) are incorrect.

23. Non-verbal communication is more useful than verbal communication in conveying which of the following kind of information?

1. Initial expression.
2. Emotional expression.
3. Basic information.
4. None of the above.

Explanation:

The correct option is (2) because when a person is angry, happy, etc. this is well conveyed/displayed by non-verbal communication. Options (1), (3), (4) are incorrect

24. Public speaking falls under…

1. rational expression.
2. non-verbal communication.
3. written communication.
4. verbal communication.

Explanation:

The correct option is (4) because when speaking in public there are spoken words involved. Options (1), (2), (3) are incorrect.

25. Barriers to effective human communication is caused by…

1. when a person receives too many messages at the same time.
2. when a person is not listening.
3. when a person is writing a letter.
4. None of the above.

The correct option is (4) because options 1,2 and 3 are not barriers to effective communications.

26. Non-verbal communication is a process of sending and receiving messages…

1. in a variety of ways using verbal codes.
2. through a radio.
3. in a variety of ways without using verbal codes.
4. through a television.

Explanation:

The correct option is (3) because all other options use verbal codes.

27. Blacks speak louder in public places to avoid…

1. suspicion of conspiracy
2. their messages to be heard.
3. conflict.
4. arguments.

Explanation:

The correct option is (1). Due to Apartheid history in South Africa black people were always suspicious. They were always afraid that other people could be thinking that they were conspiring about bad things. The other options are incorrect.

28. What helps people to produce sounds?

1. eyes.
2. vocal cords.
3. ears.
4. tongue.

Explanation:

The correct option is (2) because sound is produced by the vocal cords that vibrate and can make a variety of pitches. The other options are incorrect, eyes are for seeing, ears for hearing and the tongue is for tasting.

29. When French people kiss their fingers in a gesture it is a sign of…

1. love.
2. hatred.
3. honesty.
4. admiration.

Explanation:

The correct option is (4), because amongst French people it is a respectful way for a gentleman to greet a lady. The other options are incorrect.

30. Greetings can be described as the exchange of…

1. expressions between two or more people meeting socially.
2. expressions between students for the purpose of preparing for an assignment.
3. academic information between two people.
4. information in business life.

Explanation:

The correct option is (1) because in the other three options people do not meet socially. They meet per appointment.

31. Which areas in South Africa tend to be more linguistically homogeneous?

1. Cape Town
2. Rural areas
3. Johannesburg
4. Urban areas

Explanation:

Option (2) is the correct answer. Rural areas tend to be more linguistically homogeneous while urban areas tend to have a mixture of people from different linguistic/cultural groups. Multilingualism is more important here as people need to know the dominant language for work and minority languages for social interaction. Options (1), (3), (4) are incorrect.

32. Language development has three objectives…

1. selection of norm, codification of form, elaboration of function and acceptance by the community.
2. elaboration and modernisation of the vocabulary, standard orthography **and** lexical modernization.
3. standardization, lexical modernization and creation of registers for special purposes.
4. the development of a standard orthography and spelling system, elaboration and modernisation of vocabulary of a language and the creation of new registers for education, the legal system, journalism and report writing.

The correct option is (4) because it covers all the three objectives of language development. Options 1, 2 and do not cover all the objectives.

33. Which section of the constitution provides the primary legal and constitutional framework for multilingualism?

1. Section 6 of the Constitution of the Republic of South Africa, 1996.
2. Geneva Convention, 1988.
3. Section 8 of the Constitution of the Republic of South Africa, 2006.
4. Section 7 of the Constitution of the Republic of South Africa, 1996.

Explanation:

Option (1) is correct. Section 6 of the Constitution of the Republic of South Africa, 1996, provides the primary legal and constitutional framework for multilingualism, the use of the official languages and the promotion of respect and tolerance for South Africa's linguistic diversity. Options (2), (3) and (4) are incorrect.

34. Codification is defined as …

1. maximal variation in function.
2. standard orthography and lexical modernization.
3. minimal and maximal variation in function.
4. minimal variation in form.

Explanation:

'Codification' is defined as minimal variation in form thus Option (4) is correct. Options (1), (2) and (3) are incorrect

35. **Invalid question** not taken into consideration when marking took place.

36. The object of an ecological language policy must...
1. enforce that only one or two 'powerful' languages thrive.
2. create a sustainable environment in which all languages can thrive.
3. contribute constructively to the demise of other languages so that powerful languages can play a hegemonic role over minority languages.
4. enhance the status of dominant languages.

Explanation:

From the above explanation it is very clear that the object of an ecological language policy is to create a sustainable environment in which all languages can thrive. Thus option (2) is correct and the distractors in options (1), (3) and (4) are incorrect.

37. Extralinguistic factors that are inherent in the bilingual person's relation to the languages that he/she brings with him/her into a contact situation are...

1. non-specialisation in the production of each language by topics and interlocutors.
2. relative proficiency in one language.
3. the different manner of learning two languages.
4. attitudes toward each language, whether idiosyncratic or stereotyped.

Explanation:

It is imperative to take extralinguistic factors into account when considering interference in a language contact situation because of the importance of the socio-cultural setting of a contact situation. Thus, one of those factors would be attitudes toward each language, whether idiosyncratic or stereotyped. Therefore, option (4) is correct and distractors in options (1), (2) and (3) are incorrect.

38. Our language marks our … (i.e. as belonging to a linguistic and social group).

1. social meaning and connotations
2. norms and values
3. identity
4. speech community

The correct option is (3) because language marks our identity as belonging to a linguistic and social group. Options (1),(2) and (4) are incorrect.

39. How many languages (official and non-official) are spoken in South Africa today?

1. 11
2. ±25
3. 9
4. 13

Explanation:

Official and non-official languages spoken in South Africa today are +-25. Option (2) is correct. Options (1) and (4) are incorrect. Option (3) is the tricky one since it gives the number of official languages spoken in South Africa.

40.   A multilingual person:

1.   is relatively proficient in each language.
2.   specialises in the use of each language by topics and interlocutors.
3.   can successfully communicate phrases and ideas while not fluent in a language.
4.   is anyone with communicative skills in more than one language, be it active or passive.

Explanation:

Option (4) is correct. A multilingual person is anyone with communicative skills in more than one language, be it active or passive. Options (1), (2) and (3) are incorrect.

TOTAL MARKS: [39]