Tutorial letter 202/3/2014

Communication Dynamics in African Languages

AFL2601

Semester 1 & 2

Department of African Languages

IMPORTANT INFORMATION:

This tutorial letter contains feedback answers to the written assignment as well as guidelines on the examinations.

BAR CODE

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1 INTRODUCTION

Dear student

This tutorial letter contains the Key to Assignments 02 as well as examination guidelines.
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.

Feedback for Assignment 02 – AFL2601 2014

QUESTION 1

Socio-historical introduction to African languages

The four characteristic features that typify a language as belonging to the Bantu language family with examples from the chosen African language:

1. sign of gender, therefore prefixes assorted into classes (2)
   e.g. class 1 (mo-/umu-), 2 (ba-/aba-) etc. (½)

2. association of these classes into singular and plural (2)
   e.g. class 1 (singular), class 2 (plural) (½)

   Up to class 10 singular and plural noun classes are regularly paired, with uneven-numbered classes usually containing singular nouns and the even-numbered classes containing plural nouns. There are some exceptions, e,g, a noun such as *amanzi* 'water' structurally appears in a plural class with the prefix *ama-* (noun class 6), but it is uncountable and does not have a singular form.

3. class concordance (2)
   e.g. grammatical agreement (**ba**na **ba** a sepela/**aba**ntwana **ba**yahamba) (½)
   'Linking elements' such as subject concords are needed to link nouns to other words in a sentence. Nouns generate these concordial agreement morphemes.

4. no sex reference in the correlation of genders (2)
   e.g. subject concords and pronouns do not distinguish between sexes (he/she):
   class 1: mosadi **o** …, monna **o** … (½)
   (same subject concord is used for both *mosadi* and *monna*), or
   class 1a: (female): umame **yena** …, (male): ubaba **yena** (same pronoun is used to indicate 'she' in the case of *umame* and 'he' in the case of *ubaba*)

[10]

QUESTION 2

Structural overview of the African languages

2.1 (1) Economic factor
(2) Prestige factor
(3) Structure of the Bantu languages (3)

2.2 Adaptation of borrowed words according to permissible sound sequences illustrated by means of an example:
The sound sequence has to comply with the so-called open syllable structure of the African languages, which is a consonant – vowel sequence (C-V) (1). This often necessitates the insertion of a vowel (called an epenthetic vowel) to break up unacceptable sequences of consonants (1). Example (e.g. skool > s**e**kolo) (1). Extra vowels may be needed such as at the end of a word (1). (3)

2.3 Significance of extensions:
Extensions are special types of suffixes that are inserted between the root of a verb and the final suffix. They are able to modify the meaning of a verb in a particular way, e.g.
The **applicative** (or applied suffix, as it is also called) adds the meaning 'do for' or 'do on behalf of someone or something' to the basic meaning of the verb (1), e.g.

buy > 'buy for' (applied extension **-el-**)
-reka > -rekela
-thenga > thengela (½)

The reciprocal extension adds the meaning 'each other' to the basic meaning of the verb (1), e.g.

see > 'see each other (reciprocal extension -**an**-)
-bona > -bonana (½)
(4)
[10]

QUESTION 3

Syntax and information structure

3.1 (a) Translation of sentence – *Some students wrote the examination at UNISA during the second semester.*
Analysis in terms of subject, predicate and object:

Subject – (Some) students (1)
Predicate – wrote (1)
Object – the examination (1)

e.g. Northern Sotho: *Baithuti ba bangwe ba ngwadile tlhahlobo kua UNISA ka semestereng sa bobedi.*

Subject: baithuti (ba bangwe)
Predicate: ba ngwadile
Object: tlhahlobo

Sesotho: Baithuti ba bang ba ngotse ditlhatlhobo tsa Unisa ka semetera ya Bobedi
Subject: Baithuti ba bang
Predicate: ba ngotse
Object: ditlhatlhabo tsa Unisa ka semetera ya bobedi

IsiZulu: Abanye abafundi babhale izivivinyo zase-Unisa ngesimesta yesibili.
Subject: Abanye abafundi
Predicate: babhale
Object: izivivinyo zase-Unisa ngesimesta yesibili.

IsiXhosa: Abanye abafundi babhale iimviwo zase-Unisa ngesimesta yesibini.
Subject: Abanye abafundi
Predicate:babhale
Object: iimviwa zase-Unisa ngesimesta yesibini

Setswana:
Siswati: Labanye bafundzi babhala luhlolo e-*UNISA* ngesimesta yesibili
Subject: bafundzi (labanye)
Predicate: babhala
Object: luhlolo

IsiNdebele: Abanye abafundi batlole iinhlahlubo zesiquntu sesibili ze-Unisa.
Subject: Abanye abafundi
Predicate: batlole
Object: iinhlahlubo zesiqunto sesibili ze-Unisa

Xik: Xitsonga: Vadyondzi van'wana va tsale swikambelo swa Unisa swa simesitara ya vumbirhi.

Subject: Vadyondzi van'wana
Predicate: va tsale
Object: swikambelo swa Unisa swa simesitara ya vumbirhi

(b) Change of word order – There are a number of ways of changing the word order, although the meaning of the sentence might remain the same when the word order is changed, there might be more focus on a specific word, if it appears in a certain position in the sentence. We provide four different word orders for the translated sentence, although you were only expected to give three, e.g.

- **Sentence-initial position of the predicate:**
  e.g. (Northern Sotho) ***Ba e ngwadile*** *tlhahlobo baithuti ba bangwe kua UNISA semestereng sa bobedi;*
  e.g. (Sesotho) ***Ba ngotse*** *ditlhatlhobo tsa Unisa ka semestera ya bobedi ba bang baithuti*
  e.g (isiZulu) **Babhale** izivivinyo zase-Unisa zesimesta yesibili abanye abafundi.
  e.g.(IsiXhosa) **Babhale** iimviwo zase-Unisa zesimesta yesibini abanye abafundi.
  e.g. (Siswati) **Babhala** luhlolo labanye bafundzi e-UNISA ngesimesta yesibili.
  e.g. (IsiNdebele) **Bazitlolile** abanye abafundi iinhlahlubo zesiquntu sesibili ze-Unisa.
  e.g. (Xitsonga) **Swikambelo**, vadyondzi van'wana va swi tsarile swa Unisa swa simesitara ya vumbirhi.

Effect of word-order change: The verb has been forefronted in order to focus on the writing action. (2)

- **Sentence-initial position of the object:**

  e.g. (Northern Sotho) ***Tlhahlobo****, baithuti ba bangwe ba e ngwadile kua UNISA ka semestereng sa bobedi;*
  e.g (Sesotho) **Ditlhatlhobo** di ngotswe ke baithuti ba bang ba Unisa ka semestere ya bobedi
  e.g. (IsiZulu) **Izivivinyo** zase-Unisa zesimesta yesibili zibhalwe ngabanye abafundi.
  e.g (IsiXhosa) **Iimviwo** zase-Unisa zesimesta yesibini zibhalwe ngabanye abafundi.
  e.g. (Siswati) **Luhlolo** labanye bafundzi balubhala e-UNISA ngesimesta yesibili
  e.g. (IsiNdebele) **Iinhlahlubo**, abanye abafundi bazitlolile e-Unisa ngesiquntu sesibili (somnyaka).
  e.g. (Xitsonga) **Swikambelo** swi tsariwile hi vadyondzi van'wana va Unisa hi simesitara ya vumbirhi.

  Effect of word-order change: The object **tlhahlobo** has been forefronted, while the subject *baithuti* has been relegated to a less important position. (2)

- **Post-predicate position of the subject:**

  e.g. (Northern Sotho) Ba bang baithuti*, ba Unisa ba ngwadile ditlhahlobo ka semestere sa bobedi;*
  e.g (Sesotho) Ba bang baithuti ba Unisa ba ngotse ditlhatlhobo ka semestera ya bobedi
  e.g. (isiZulu) Abanye abafundi base-Unisa babhale izivivinyo ngesimesta yesibili.
  e.g.(IsiXhosa) Abanye abafundi base-Unisa babhale iimviwo ngesimesta yesibini.
  e.g. (Siswati) Labanye bafundzi e-UNISA babhala luhlolo ngesimesta yesibili
  e.g. (IsiNdebele) Inhlahlubo, bazitlolile abanye abafundi ngesiquntu sesibili e-Unisa.
  e.g. (Xitsonga) Swikambelo, va swi tsarile **vadyondzi** van'wana va Unisa hi simesitara ya vumbirhi.

  Effect of word-order change: The object and predicate (i.e. the writing of the examination) have been forefronted, while the subject has been relegated to a less important position.

- **Forefronting of the adverb:**

  e.g. (Northern Sotho) ***Semestereng sa bobedi****, baithuti ba bangwe ba ngwadile tlhahlobo kua UNISA;*
  e.g (Sesotho) **Ka semestera ya bobedi** ba ithuti ba bang ba Unisa ba ngotse ditlhatlhabo
  e.g. (IsiZulu) **Ngesimesta yesibili** abanye abafundi base-Unisa babhale izivivinyo.
  e.g.(IsiXhosa) **Ngesimesta yesibini** abanye abafundi base-Unisa babhale iimvivinyo.
  e.g. (Siswati) **Ngesimesta yesibili** labanye bafundzi babhala luhlolo e-UNISA
  e.g.(IsiNdebele) **Ngesiquntu sesibili** somnyaka, abanye abafundi batlole iinhlahlubo e-Unisa.
  e.g. (Xitsonga) **Hi simesitara ya vumbirhi** vadyondzi van'wana va Unisa va tsarile swikambelo.

Effect of word-order change: The subject *baithuti/xxx* has been relegated to a less important position, while the focus is now on the adverb which has been forefronted. (2)

3.2 Example of *given information noun* from the given excerpt, determined by **linguistic factors**: the island, the canoe, Jim
Reason: Information has been mentioned before in the text by the speaker/writer because he uses the definite article 'the'. These objects must therefore have been referred to earlier in the text, because mention is made of a specific island and a specific boat. These objects are not new in the discourse. 'Jim' is also not new information, because the earlier reference to 'we' pinpoints to the presence of another person apart from the speaker/writer.
Example of *given information noun* from the given excerpt, determined by **extra-linguistic factors**: (pretty broad) day
Reason: Information not mentioned in the discourse context, but which the writer shares with the addressee as part of their known reality, e.g. nouns with unique referents, generic nouns and nouns with a referent that is physically observable. (2)

3.3 Absolute pronouns are nominal determiners which can occur in apposition with a noun, either pre-nominally or post-nominally. They may also appear alone without a noun, but unlike in languages such as English and Afrikaans, the pronoun does not substitute a noun. It just assumes the status of a pronoun when the noun is deleted. They refer to exactly the same referent as the noun they 'replace'. A noun can only be pronominalised if the referent to which it refers is known to the interlocutors.
Three functions of absolute pronouns: in 1. and 2. below the pronouns are nominal qualifiers or determiners. In 3. the pronoun has acquired a pronominal function due to the deletion of the noun.

1. Function of **specifying, emphasizing** a noun:

   In this case the pronoun occurs pre-nominally, e.g.
   (Northern Sotho) **Bona** bana ba a raloka;
   (Sesotho) **Bona**, basadi ba phehile;
   (isiZulu) **Bona** abantwana bayadlala;
   (IsiXhosa) **Zona** izinja ziyatya.
   (Siswati) **Bona** bantfwana bayasebenta.
   (isiNdebele) **Bona** abentwana bayadlala
   (Xitsonga) **Vona** vana va tlanga;
   'The children in particular are playing'

2. Function of **contrasting** a noun:

   In this case the pronoun occurs post-nominally, e.g.
   (Northern Sotho) Bana **bona** ba a raloka;
   (Sesotho) Basadi **bona** ba phehile
   (IsiZulu) Abantwana **bona** bayadlala
   (IsiXhosa) Izinja **zona** ziyatya.
   (Siswati) Bantfwana **bona** bayasebenta
   (IsiNdebele) Abentwana **bona** bayadlala.
   (Xitsonga) Vana **vona** va tlanga;
   'The children on the other hand are playing'

3. **Pronominal** function

(Northern Sotho) (Bana) **Bona** ba fihlile;
(Sesotho) (Basadi) **Bona** ba phehile
(IsiZulu) (Abantwana) **Bona** bahambile.
(IsiXhosa) (Izinja) **Zona** ziyatya.
(Siswati) (Bantfwana) **Bona** bakhulumile.
(IsiNdebele) Abentwana **bona** balele.
(Xitsonga) (Vana) **Vona** va tlanga;

Deletion is possible because the noun is given information (and therefore known to the interlocutors) and because of the phenomenon of agreement. The pronominal status which the determiners obtain because of the deletion of the noun is actually a secondary status. (9)

[20]

QUESTION 4

Semantics

4.1 Semantic features

Semantic features can be used to indicate the properties of referents by means of components with a positive or a negative value. Applied to 'bull' and cow' the componential analysis would look as follows:

Feature	**Bull** poo/inkunzi	**Cow** kgomogadi/inkomazi
Animate	+	+
Human	-	-
Female	-	+
Adult	+	+

The only feature which thus distinguishes 'bull' from 'cow' is [±female]. (5)

Erratum: Please take note that Table 4.2 in your guide contains errors. The correct table follows below:

Feature	**Man** ***monna/ indoda***	**Boy** ***moshemane/ umfana***	**Woman** ***mosadi/ inkosikazi***	**Girl** ***ngwanana/ intombazane***
Animate	+	+	+	+
Human	+	+	+	+
Female	-	-	+	+
Adult	+	-	+	-

4.2 **Translation of the given sentences into an African language and explanation of the concepts 'paradigmatic' and 'syntagmatic' sense relations:**

Northern Sotho:	Morutabana o rata rugby
Mošemane o rata rugby	
Sesotho:	Mosuwe/tsana o rata rabi
	Moshemane o ratarabi
IsiZulu:	Uthisha uthanda ibhola lombhoxo.
	Umfana uthanda ibhola lombhoxo.
IsiXhosa:	Utitshala uthanda ibhola yombhoxo.
	Inkwenkwe ithanda ibhola yombhoxo.
Siswati:	Thishela utsandza libhola lembhoco
	Umfana utsandza libhola lembhoco
IsiNdebele:	Utitjhere uthanda umakhakhulararhwe
	Umsana uthanda umakhakhulararhwe
Xitsonga:	Mudyondzisi u rhandza bolo
	Mufana u rhandza bolo

Morutabana and *mošemane* are in a paradigmatic relationship to each other because they can substitute each other in the same context.
Morutabana is in a syntagmatic relationship to the elements in the sentence, i.e. it is a noun, followed by a verb and an object. The same applies to *mošemane* in the second sentence. (5)

4.3 **Synonyms**

Synonyms are considered to be words which have an identical meaning but with finer shades of differences.' Discuss what is meant by 'finer shades' of differences that characterise near-synonymy. Provide suitable examples of your own (not those in the guide) in your African language.

Although synonymy refers to 'sameness of meaning', it is debatable whether there are any absolute synonyms, i.e. words with absolute identical meanings with no shades of differences. It is probably more appropriate to speak of near-synonyms because words which appear to have the same meaning are not appropriate in all contexts, i.e. the synonyms cannot replace each other in all contexts.

e.g. John was **killed** but I can assure you that he was **not murdered.**

The words "killed" and "murdered" are near-synonyms because they share the semantic identity of **causing the death of someone or something**. The difference between these words is that **to murder** is deliberate and an illegal act, whereas **to kill** implies that the death is not an intended act but accidental.

Types of near-synonyms can be classified under the following headings:
Denotational variations, stylistic variations, expressive variations and structural variations.

(10)
[20]

QUESTION 5

Verbal and nonverbal communication

5.1 (i) Accenting: We always use certain non-verbal behaviour to stress oral messages.

Examples: when you hit the table with your fist to punctuate your feelings of anger. Another example is when a father scolds his son for staying out too late at night. He may accent a particular phrase with a firm grip on his son's shoulder and an accompanying frown on his face.

(ii) Complementing: occurs when non-verbal cues are used to enhance the meaning of verbal symbols. It supports speech.
Example: your friend is apologising for forgetting your dinner date. While your friend is apologising you will observe non-verbal communication such as tone of voice, facial expression and body posture in order to determine whether your friend is being sincere or not.

(iii) Substituting: occurs when a non-verbal symbol replaces a verbal one.
Example; suppose your mother asks you why you achieved such a low mark for your test and you sigh and shrug your shoulders; you have used non-verbal communication to substitute the verbal message " I don't know".

(iv) Contradicting: occurs when the non-verbal symbols send a message that contradicts the verbal symbol.

Example: Contradicting message is when you ask a colleague if he/she has time to discuss a problem with you and he/she says 'yes', but starts packing his/her briefcase and instantly looks at his/her watch. (12)

5.2 Importance of maintaining personal space

When people do not know each other very well, they tend to maintain a social distance. The distance between people in communication conveys information about their relationship. When we observe the distance that people maintain between themselves and others in interpersonal communication, we can tell which people have formal relationships. The use of space depends on your culture and nationality. Most people feel uncomfortable when somebody stands or sits either too close or too far away from them. When this situation happens, people may feel uncomfortable and it can make communication difficult**.** (8)

[20]

QUESTION 6

African languages in global perspective

6.1 **Multilingualism is viewed as a problem by some language planning scholars, and yet others view it as a resource. Discuss these two views with special reference to South Africa**.

The Constitution states that everyone has the right to use the language and participate in the cultural life of his or her choice - though no one may do so in a manner inconsistent with any provision of the Bill of Rights. The constitutional language stipulations provide for

11 official languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga. Not only are the 11 official languages named and their uses and right to promotion specified, but specific attention is also paid to the Khoi, Nama and San languages and to sign language.
Fortunately, in South Africa, equality of language rights is guaranteed by the fact that these rights fall under individual human rights which ensure equality for all and equal treatment for all who wish to exercise their right.
The obvious starting point is the fundamental law of our country, our constitution, which actually is rather specific and very generous about this matter.
Language as a problem

- Language is an obstacle on the way of incorporating members of linguistic minorities into the main-stream
- Problem orientation to language where lack of English constitutes barrier to participate in social, economic and political domains
- Rights seem to have limitations in terms of the adequacy of legislation to challenge language attitudes
- Unique socio-historical context of multilingual societies and the connection between language diversity and social problems
- In SA, this can connect education with other social problems such as unemployment.

Language as a resource

- Language is a cultural and social resource for each child, for the school community, and for society as a whole.
- It can have a direct impact on enhancing the language status of subordinate languages
- It can help ease the tension between majority and communities
- It highlights the importance of cooperative language planning
- It helps to reshape attitudes about language and language groups

(10)

6.2 List 5 examples of what is meant by ‘language rights’.

- The right to use one’s ethnic language in legal proceedings
- The right to bilingual education
- The right not to be discriminated against on the basis of language
- The right to use one’s mother tongue in the activities of communal life
- The right to have one’s mother tongue as a medium of instruction (10)

[20]

TOTAL: [100]

2 EXAM PREPARATIONS FOR MAY/JUNE 2014

Question 1

Question 1 consists of Multiple Choice questions that have to be answered in the green answer book provided. Please note that you will NOT be provided with the mark reading sheet to answer this question.

Marks allocated for this question will be [20].

Questions 2 to 7

Questions 2 to 7 consist of short and essay type questions and you are urged to answer questions as required. The marking will be done according to the following marking grid:

Rating scale	Excellent	Very Good	Satisfactory	Attempted but not relevant	Out of line.
Introduction and interpretation of title	3	2	2	1	0
Content of essay • Logical development • Insight and originality • Coverage of question	7-10	6-9	5-8	4-7	0
Conclusion	3	2	1	1	0
Other features • References • Spelling • Grammar • Length	2	1	1	1	0

Your AFL2601 lecturers