Department of Languages, Cultural Studies and Applied Linguistics (LanCSAL)

June 2019 Exam

MODULE:	Language Practice 1A (LPR1AA1)
PAPER:	Language Awareness
EXAMINERS:	Mrs B Selepe
	Mrs T Mphahlele
DATE:	25 May 2019 [12:30]
MARKS:	200
TIME:	3 hours

This paper consists of eight (8) pages. Read the instructions carefully. Answer ALL eleven questions.

SECTION A: Mrs B Selepe
100 MARKS

QUESTION ONE

1.1   **Match** the concept to its most accurate definition. Write only the question number and the correct letter: (7)

1.1.1	Ideology	A	An orientation towards language that highlights how language conventions and language practices are invested with power relations and ideological processes which people are often unaware of.
1.1.2	Linguistic competence	B	A mental attribute which develops through paying attention to language in use, and which enables language learners into how language works.
1.1.3	Critical Language Study (CLS)	C	A set of beliefs, values, and opinions that shapes the way a person or group thinks and acts.
1.1.4	Language awareness	D	The underlying knowledge of the sound system, the lexicon, and the grammatical system of language.
1.1.5	Discourse	E	Our ability to use language (in real contexts appropriately, purposefully and coherently.)

1.1.6	Language	F	Written or spoken language, especially when it is studied, in order to understand how people use language.
1.1.7	Discourse competence	G	A system of signs used for (a) communication in a particular society/community and (b) identification of the people who use such a system.

1.2   Name and discuss **four domains of Language Awareness**.   (4 x 2 = 8)

(15)

QUESTION TWO

Read the extract below to answer the questions that follow:

Lingua Franca English of South Africa

The process of globalization in modern world has affected all spheres of our life –politics, economy and culture. To realize these processes people should have a   lingua franca. The English language has become this **2.1.1 lingua franca**, as about 1,5 billion people speak English today. The study of English regional and social dialectology in post-apartheid South Africa is of special interest due to changing language norms in a desegregating society. The prime focus nowadays should be on new words appearance in South African English.

Africa is considered today to be perhaps the most **2.1.2 multilingual** region in the world. It is estimated that 1,000 to 1,140 languages are spoken in Africa today (Khokhlova, 2007). Except in a very few cases, African nations are multilingual; the typical country lacks both an indigenous nationwide language of communication and a language policy that proposes the development and implementation of such a language. This situation has facilitated the penetration and entrenchment of the former colonial languages (i.e. English, French, and Portuguese) as the official media of communication for administration, education, commerce, and diplomacy in African states. As is to be expected in such a multilingual situation, the interaction of the three European languages with African languages has produced very interesting sociolinguistic phenomena, e.g**., 2.1.3 code-switching** and **2.1.4 code-mixing**, structural changes in the European and African languages involved, and continued debates on the africanization of education and the language of instruction.

Much attention has recently been devoted and will be devoted to the problem of language policies in African education (Ansre, 1975; Bamgbose, 1976). Very little attention, however, has been given to the study of African languages influence on European languages in general, and on English in particular. The reverse situation, the influence of English, French, and Portuguese on African languages, has remained almost completely neglected. These   are   areas   of   great sociolinguistic interest that might be pursued simultaneously with promising theoretical and practical results. South Africa re-entered the world community in 1994 after several decades of

apartheid and consequent international censure. According to the constitution the South African Republic has eleven official languages - two European in origin, and nine belonging to the Bantu family of languages (South Africa's Language Policy: The Facts, 2010). Each of these eleven languages enjoyed some level of **2.1.5 "official" status** in South Africa under apartheid -English and Afrikaans in what was sometimes known as "white" South Africa, and each African language in its ethnic "homeland" or "national state" areas of South Africa declared independent by the National Party government with the goal of accommodating the political aspirations of black South Africans. While three quarters of South Africa's population speak one of the Bantu languages as their first language, only 15 per cent speak Afrikaans as first language, and just over 9 per cent are English-speaking (Silva, 1996).

Adapted from:
https://www.researchgate.net/publication/287159322_Lingua_Franca_English_of_South_Africa [accessed Mar 25 2018].

2.1   Provide clear **explanations or examples**, for the concepts numbered
        2.1.1 – 2.1.5.   (2 x 5 = 10)
2.2   Describe and discuss **English hegemony** in South African society.   (10)
                                                                                     (20)

QUESTION THREE

3.1   **Analyse** the following sentences by doing the following:
   a.   State ONE way in which **language bias** is applicable to each of the sentences below;
   b.   Indicate **in what way/s** the language used is biased; and
   c.   **Rewrite** the sentence so as to remove biased language.
3.1.1   Our forefathers were more resilient than mankind are today.
3.1.2   The crippled people can use the disabled parking.
3.1.3   The female lawyer conceded that her client was no Mother Teresa.
3.1.4   Though occasionally she may be called on to help others in the office, a secretary
        should take orders only from the manager she supports.   (4 x 3 = 12)

3.2   In a short paragraph discuss "**linguicism**" as a phenomenon and provide three
        ways in which it can manifest.   (8)
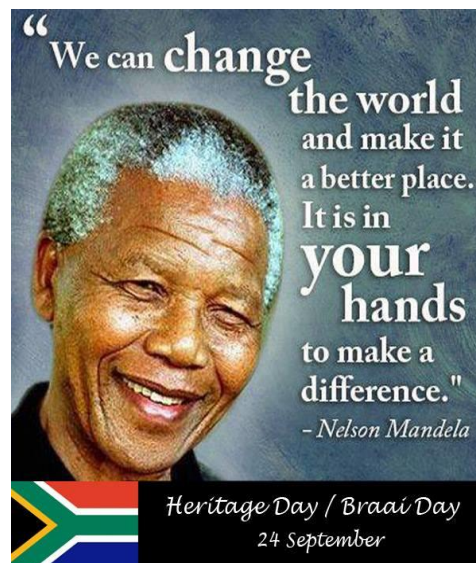   **(20)**

QUESTION FOUR

4.1   Consider the four images below. For each, do the following:
   a.   Identify the **propaganda technique** used; and
   b.   Provide a **reason** for your choice of technique.

4.1.1
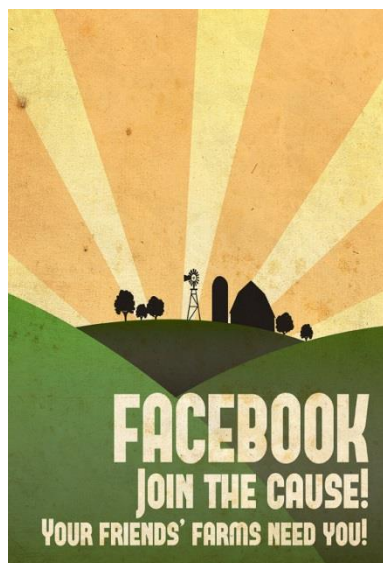
4.1.2

4.1.3

4.1.4

(4 x 2 = 8)

4.2   Explain what is meant by the term "**political correctness**". Provide an example to illustrate your answer.   (2)

(10)

QUESTION FIVE

5.1   State whether the following statements are **true or false**:

5.1.1   To identify the power relations and inequalities that are produced and reproduced through discourse, CDA researchers analyse texts by asking questions about the participants to the discourse; their attitudes, beliefs and opinions; and the way in which the discourse is kept together as a unified whole.

5.1.2   The Textual Metafunctunction relies on two essential elements which include internal connections within a text (i.e. cohesion) and external connections between context and discourse (i.e. coherence).

5.1.3   SFL helps researchers to understand the functions that language performs. The three main metafunctions of language are the Ideational, Analytical and Interpersonal.

5.1.4   Modality can indicate a speaker or writer's attitude and/or stance by indicating the probability (e.g. might, will), the frequency (e.g. often, rarely), the obligation (e.g. needs to be) or the inclination (e.g. appear to) of an event.

5.1.5   The Interpersonal Metafunction relates to different categories of language, such as 'racist discourse' or 'sexist discourse.   (2 x 5 = 10)

5.2   What is the main difference between the language trends of "**Technicalisation**" and "**Conversationalisation**"?   (5)

                                                                                                (15)

QUESTION SIX

6.1   Study the language style from the extract below. Identify and discuss four **characteristics of legal language**, using examples from the extract to illustrate your answer. For each, do the following:
   a.   Name the characteristic; and
   b.   Provide an explanation or example from the text

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                                                                                          (4 x 2 = 8)

                                                                                                (8)

QUESTION SEVEN

7.1   Choose the most accurate answer. Write only the question number and the letter:

7.1.1 In South Africa, the issues of implementing the multiple languages in schooling are likely to pose a continuing challenge in the future. Which challenges can be considered from the ones given below?
   I. lack of resources in all 11 languages, especially those that are indigenous
   II. there are far more speakers of some languages than others
   III. the uncertain prospects of making equal all languages
   IV. there is an uneven distribution of languages across the country

   A. I and III only
   B. II and IV only
   C. I, II, III and IV
   D. I, II, III only

7.1.2 Parents insist on English as the medium of instruction for their children for the following reasons:
   I. 'home languages' are not developed enough to provide a high standard of education
   II. it is an ex-colonial language
   III. it is the mother tongue of the majority of the South African population
   IV. economic success is more likely to occur
   V. it provides access to almost all sources of information and entertainment
   VI. it is the most important language of work in the country

   A. I, II, V
   B. I, IV, V, VI
   C. II, IV, V, VI
   D. III, V, VI

7.1.3 Which is the main reason for resistance with regard to the practical implementation of a multilingual education?
   A. There is an uneven distribution of languages across the country
   B. There are 11 official languages
   C. Lack of trained teachers in specific language, and learning material
   D. English the mother tongue of the majority of the South African population

7.1.4 Hegemony of English in South Africa refers to...
   A. an uneven distribution of language across the country.
   B. the language that people have in common and that is used across cultures.
   C. the patterns and structures of language.
   D. a hierarchy showing the control of one language above the other.   (2)

7.1.5 The perceptions of some parents and students with regard to the languages of education include the following:

I. Indigenous African languages are home languages

II. It is the function of the school to teach students the language of wider communication

III. English the mother tongue of the majority of the South African population

A. All of the above

B. II and III only

C. I and II only

D. None of the above (5 x 1 = 5)

7.2 In two paragraphs, discuss the issue of medical care access within the South African context, while making references to *medical language* and *multilingualism in managing a medical situation*. (7)

(12)

SECTION B: Mrs TN Mphahlele
100 MARKS

QUESTION EIGHT

8.1 Define **genre** and explain the four **elements of genre** as identified by Bhatia. Support your discussion with appropriate examples. (15)

(15)

QUESTION NINE

9.1 Name and explain any five **processes** which take place **during** the reception of a text. Illustrate these processes by referring to the movie "*The Others*". (5 x 4 = 20)

9.2 Name and explain any two **processes** which take place **after** the reception of a text. Illustrate these processes by referring to the movie "*The Others*". (2 x 3 = 6)

(26)

QUESTION TEN

10.1 What are the differences between **editing** and **proofreading**? (4)

10.2 Discuss the **four Cs of editing**. Support your discussion with appropriate examples. (4 x 4 = 16)

10.3 Name and discuss four **responsibilities of a proofreader**. (4 x 3 = 12)

(32)

QUESTION ELEVEN: TRANSLATION AND INTERPRETING

11.1   Explain the similarity and difference between **translation** and **interpreting**.   (5)

11.2   Name and discuss the three **types of interpreting**. Remember to include examples in your discussion.   (3 x 4 = 12)

11.3   Discuss why a **word-for-word approach** is unsuitable when translating and/or interpreting.   (10)

(27)

TOTAL: 200

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