

UNIVERSITY OF SWAZILAND

FACULTY OF HUMANITIES

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

SUPPLEMENTARY EXAMINATION 2009

TITLE OF PAPER: TRADITIONAL/ORAL LITERATURE 111

COURSE CODE : AL 403 / IDE-AL 403

TIME ALLOWED: TWO (2) HOURS

- INSTRUCTIONS :**
- 1. ANSWER THREE QUESTIONS, CHOOSING ONE (1) FROM EACH SECTION.**
 - 2. EACH QUESTION SHOULD BE COMMENCED ON A SEPARATE PAGE.**
 - 3. CANDIDATES ARE NOT ALLOWED TO BRING ANY READING MATERIAL INTO THE EXAMINATION HALL**
 - 4. IN THE ASSESMENT OF THIS PAPER, CORRECT USAGE OF ENGLISH, THE QUALITY OF EXPRESSION AND THE PRESENTATION OF ANSWERS WILL BE TAKEN INTO ACCOUT**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

TRADITIONAL /ORAL LITERATURE 111

**INSTRUCTIONS: ANSWER THREE QUESTIONS, CHOOSING ONE (1)
FROM EACH SECTION.**

SECTION A: General Theory of Oral Literature

1. What is the meaning of Oral Performance? How is it important as an element of Oral Literature? (20 Marks)
2. Discuss the relationship between text and context of any Swazi Oral text of your choice. The text must, however, be clearly stated. (20 marks)

SECTION B: Myths and legends.

3. Comment on the important functions of Myth in contemporary Swaziland. (20 Marks)
4. How does the contemporary socio-political context in Swaziland influence the creation of Myths? (20 Marks)

SECTION C: Women in oral literature

5. With apt examples drawn from different forms of Orature, critically examine the role of women in African Oral literature. (20 Marks)
6. Discuss the portrayal of women in two Zulu oral narratives which you have studied, articulating the possible inferences to be drawn from that portrayal (20 Marks).

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SUPPLEMENTARY EXAMINATION PAPER – JULY 2009

TITLE OF PAPER: **SPECIAL EXAMINATION PAPER**
READINGS IN FIRST LANGUAGE ACQUISITION

COURSE NUMBER: **AL404/IDE - AL404**

TIME ALLOWED: **THREE (3) HOURS**

INSTRUCTIONS:

1. **ANSWER ONLY THREE QUESTIONS**
2. **EVIDENCE OF WIDE READING ON EACH TOPIC WILL BE TAKEN INTO CONSIDERATION IN THE ASSESSMENT OF THIS PAPER. IN ADDITION PARTICULAR CARE SHOULD BE TAKEN IN OBSERVING THE QUALITY OF EXPRESSIONS AND THE PRESENTATION OF THE ANSWERS**

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Instructions: Answer any three Questions

QUESTION 1

How has the study conducted by Furrow et. al. in **Mother's Speech in Children and Syntactic Development; some simple relations** (1979) prove that motherese facilitates language acquisition.

[25 MARKS]

QUESTION 2

- a) With the aid of examples describe the three types of bubbling? (5 marks)
- b) Using Menn studies in **Phonological Development: Learning sounds and sound patterns** ((185), show how cognitive development theories seem to account better for the acquisition of phonology than both behaviourist and nativist theories.

(10 Marks)

[25 MARKS]

QUESTION 3

With reference to H.D. article **First Language Acquisition** (1987) explain why the behaviourist theory can account sufficiently well for the earlier utterances of a child, but not for the utterances at the sentence and discourse level. Do you think that the nativist and cognitive theories provide the necessary tools for accounting for those later complex utterances?

[25 MARKS]

QUESTION 4

With reference to Pease and Gleason's **Gaining Meaning: Semantics Development** (1985) describe three of the following in relation to children's semantic development.

- a) Associationist theory
b) Categorical or semantic feature theory
c) Cognitive theory
d) Prototype theory

[25 MARKS]

QUESTION 5

- a) What s meant by metalinguistics (5 marks)
- b) With reference to studies mentioned in Hake's article entitled **The Development of Metalinguisic Ability in Children**, explain how metalinguistic abilities are developed in children. (20 marks)

[25 MARKS]