UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
FIRST SEMESTER EXAMINATION
DECEMBER 2012

TITLE OF PAPER: INTRODUCTION TO HISTORICAL AND
                       COMPARATIVE LINGUISTICS: WESTERN

COURSE NUMBER: AL412/IDE-AL412

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: 1. ANSWER FOUR (4) QUESTIONS IN ALL.

                2. CHOOSE ONE QUESTION FROM EACH SECTION.

                3. LINGUISTIC   EXPRESSIONS   AND   FORMALISMS
                    SHOULD BE USED WHENEVER APPROPRIATE.

                4. MARKS WILL BE DEDUCTED FOR UNTIDY WORK,
                    WRONG   SPELLING,   AND   UNGRAMMATICAL
                    SENTENCES.

                5. ALL EXAMPLES SHOULD BE GLOSSED.

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

SECTION A
LANGUAGE CHANGE
Choose one question from this section

Question 1

a) Distinguish between the following types of sound change. Give for each argument an example from any language:

      i)   apocope and syncope;

      ii)   haplology and metathesis;

      iii)   aphaeresis and prothesis;   (20 marks)

      iv)   phonetic unpacking and vowel breaking;

      v)   assimilation and dissimilation.

b) By making use of examples, discuss phonetic fusion   (5 marks)

[25 Marks]

Question 2

a) Historical and Comparative Linguistics has been defined as the study of language change (O'Grady and Dobrovolsky 1987:193). With illustrations from English and / or any other Indo-European language, discuss the TRIGGERS of this language change.   (12 marks)

b) Consider the following sentences from Malay and do the tasks that follow:

1. *di padaŋ itu ada sæor ləbu*
There is an ox in the field

2. *saya ada sækor ayam*
   I have a hen

3. *saya nampak sækor kuda*
   I see a horse

4. *səoraŋ murid məŋhadiri səkolah itu*
   A pupil attends the school

5. *ada səoraŋ peladʒar di dalam səkolah itu*
   There is one student in the school

6. *di padaŋ itu ada baŋak ləbu*
   There are many oxen in the field

7. *saya ada baŋak ayam*
   I have many hens

8. *saya nampak baŋak kuda*
I see some horses

9. *ramai murid-murid maŋhadiri sakolah itu*
Many pupils attend the school
10. *peladʒar-peladʒar sadaŋ baladʒar*
Students are studying

(i) Match each of the following notions with a morpheme in the Malay data:

Nouns	Verbs	Articles	
ox	attend	a/one	
field	see	the	(4 marks)
hen			
school			

ii) Briefly discuss the formation of the plural in Malay. Support your points with relevant examples from the data.   (6 marks)

iii) Considering the data above, compare and contrast the article-noun word order pattern in Malay and English.   (3 marks)

[25 Marks]

SECTION B
COMPARATIVE RECONSTRUCTION
Choose one question from this section

Question 3

Consider the data below from two American Indian languages and answer the following questions. ([ɨ] represents a high back unrounded vowel).

Yerington Paviotso (YP)	Northfork Monachi (NM)	
mupi	mupi	'nose'
tama	tawa	'tooth'
piwɨ	piwɨ	'heart'
sawaʔpono	sawaʔpono	'a feminine name'
nɨmɨ	nɨwɨ	'liver'
tamano	tawano	'springtime'

pahwa	pahwa	'aunt'
kuma	kuwa	'husband'
wowaʔa	wowaʔa	'Indians living in the west'
mɨhɨ	mɨhɨ	'porcupine'
noto	noto	'throat'
tapa	tape	'sun'
ʔatapɨ	ʔatapɨ	'jaw'
papiʔɨ	papiʔɨ	'older brother'
patɨ	petɨ	'daughter'
nana	nana	'man'
ʔatɨ	ʔetɨ	'bow/gun'

a)   Identify each sound correspondence. (*Hint: there are ten different correspondences of consonants and six different correspondences of vowels*).

(4 marks)

b)   (i) For each correspondence you identified in (a) not containing an m̲ or w̲, reconstruct a proto-sound.   (4 marks)

(ii) If the proto-sound underwent a change, indicate what the change is and in which language it took place.   (2 marks)

(c)   (i)   Whenever a w̲ appears in YP, what appears in the corresponding position in NM?   (1 mark)

(ii)   Whenever an m̲ appears in YP, what two sounds may correspond to it in NM?   (1 mark)

(iii)   On the basis of the position of m̲ in YP, can you predict which sound it will correspond to in NM? If so, state the rule.   (2 marks)

(d)   (i)   For the three correspondences you discovered in (a) involving m̲ and w̲ should you reconstruct two or three proto-sounds. Briefly explain why.   (2 marks)

(ii)   List the reconstructed proto-sounds for m̲ and w̲ and indicate the changes (along with any conditioning factors) that they underwent in the daughter languages.   (3 marks)

(e)   Based on the above reconstruct the following words:

(i)   'tooth'
(ii)   'bow/gun'
(iii)   'sun'   (6 marks)
(iv)   'husband'
(v)   'throat'
(vi)   'springtime'

[25 Marks]

Question 4

Consider the data provided below taken from four Polynesian languages and answer the questions which follow:

MAORI	HAWAIIAN	SAMOAN	FIJIAN	
pou	pou	pou	bou	'post'
tapu	kapu	tapu	tapu	'forbidden'
tani	kani	tani	tani	'cry'
takere	taʔele	taʔele	takele	'keel'
hono	hono	fono	vono	'sit'
marama	malama	malama	malama	'moon'

Now answer the following questions:

a)   Using the comparative method, reconstruct proto-words for each of the six
        items provided in the data.   (6 marks)

b)   Wherever a proto-word has changed, name the daughter language and state
        the phonological process which took place during the development of the
        daughter language from Proto-Polynesian.   (6 marks)

c)   With the use of distinctive features, formalize the diachronic rules which
        applied to the proto-forms to evolve the reflexes in Hawaiian.   (6 marks)

d)   Giving reasons, state which of the four languages do you consider to be

        i)   the most innovative?

        ii)   the most conservative?   (4 marks)

e)   Consider the following data in conjunction with those already provided above.

MAORI	HAWAIIAN	SAMOAN	FIJIAN	
kaho	ʔaho	ʔaso	kaso	'thatch'

Given the following hypothetical Maori items, what would their cognates be in Hawaiian, Samoan, and Fijian?

   i)   humu   (3 marks)

   ii)   mahu

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[25 Marks]

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SECTION C
INTERNAL RECONSTRUCTION
Choose <u>one</u> question from this section

Question 5

Examine the data below from Bahasa Indonesia and do the tasks which follow:

	Simple form	Prefixed form
'throw'	lempar	məlempar
'feel'	rasa	mərasa
'convince'	yakin	məyakin
'cook'	masak	məmasak
'marry'	nikah	mənikah
'chat'	ŋaco	məŋaco
'sing'	ɲaɲi	məɲaɲi
'draw a picture'	gambar	məŋgambar
'send'	kirim	məŋirim
'hear'	dəŋar	məndəŋar
'write'	tulis	mənulis
'help'	bantu	məmbantu
'hit'	pukul	məmukul
'sew'	dʒahit	məɲdʒahit
'note down'	tʃatat	məɲtʃatat
'take'	ambil	məŋambil
'fill up'	isi	məŋisi
'invite'	undaŋ	məŋundaŋ

(i)   Use the internal method of reconstruction to suggest what the original form of the prefix might have been.   (2 marks)

(ii)   Identify those words whose prefixes have undergone changes and give a step-by-step derivation of the surface forms, to show how they have changed.
(14 marks)

(iii)   Identify the words that have retained their original forms of prefixes and give good reasons why they have retained such forms.   (9 marks)

[25 Marks]

Question 6

a) Consider the data provided below from Mbabaram, a language spoken in North Queensland Australia:

*wula	→	lo	'die'
*ŋali	→	li	'we'
*guju	→	ju	'fish'
*guwa	→	wo	'west'
*bamba	→	mba	'belly'
*wuna	→	no	'lie down'
*diba	→	be	'liver'
*gumbi	→	mbi	'penis'
*naga	→	ga	'east'
*ɲulu	→	lu	'he'

i) Some word-final /a/ became [e], some became [o], and some remained unchanged. What were the conditioning factors?   (6 marks)

ii) Initial syllables were lost. Did this change take place before or after the changes affecting the final /a/? Explain with relevant examples from the data.   (4 marks)

b)   When might you want to use the method of internal reconstruction instead of the comparative method?   (6 marks)

c)   Consider the data below from Prot-Slavic and Bulgarian and do the tasks which follow:

Proto-Slavic	Bulgarian
*gladuka	glatkə
*blizuka	bliskə
*lovuka	lofkə

i)   Specify the changes between Proto-Slavic and Bulgarian.   (3 marks)

ii)   Name the phonological processes, in their order, which took place in the derivation of the Bulgarian forms, and briefly account for the order you suggest.

(6 marks)

[25 Marks]

SECTION D
MISCELENEOUS
Choose one question from this section

Question 7

a)   What do you think is the importance to historical linguistics of the fact that Sanskrit, Latin, and Greek were written languages? Would we have been able to make the same advances if they were not?   (5)

b)   How does typology contribute to our understanding of language change?   (4)

c)   Does a proto-language die out and then get replaced by its daughter languages? What, for example, is the nature of the relationship between Latin and Italian?

(6)

d)   With illustrations from any language, discuss the following linguistic terms and concepts:

i)   Implicational universals;   (2)
ii)   Total progressive assimilation;   (2)
iii)   Compensatory lengthening   (2)
iv)   Folk etymology   (4)

[25 Marks]

Question 8

The Family Tree Model and the Wave Theory Model are both used in representing relationship between languages. Discuss these two models, providing evidence for each one of them. Which model do you think is more plausible and why?

[25 Marks]