

**UNIVERSITY OF SWAZILAND**

**FACULTY OF HUMANITIES / INSTITUTE OF DISTANCE EDUCATION**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MAIN EXAMINATION – DECEMBER 2015**

**COURSE NAME : PRINCIPLES OF SOCIOLINGUISTICS**

**COURSE CODE : ENG 403**

**INSTRUCTIONS : ANSWER TWO QUESTIONS IN TOTAL,  
ONE FROM EACH SECTION**

**Each question is worth 30 marks**

**Good English will attract credit**

**DURATION : TWO HOURS**

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

## **SECTION A. ANSWER ONE QUESTION FROM THIS SECTION**

### **Question 1**

With close reference to the Sapir-Whorf Hypothesis, **critically** examine the thesis that language, thought and culture are intertwined. What do you think are the implications of and the opportunities created by the softer view of the hypothesis? [30 marks]

### **Question 2**

Mesthrie, Swaan, Deumert and Leap (2012:5) argue that “Language is not just **denotational**, a term which refers to the process of conveying meaning, referring to ideas, events or entities that exist outside language.... Language is accordingly said to be indexical...” Discuss the extent to which the above statement is true.

[30 marks]

## **SECTION B. ANSWER ONE QUESTION FROM THIS SECTION**

### **Question 3**

Quoting Jernudd and Das Gupta 1971), Ana Deumert (2012:380)claims that “some language-planning theorists argue that in a similar way to the use of natural resources (water, gold ...), the use of language(s) in society can be rationally and systematically planned. Discuss the stages taken in planning the use of language and the steps that guide the decision procedures.

[30 marks]

### **Question 4**

Discuss the sociolinguistic factors behind the phenomenon of code switching and code-mixing by African speakers in Swaziland, whether speaking English or their first language. [30 marks]