

## i Exam information

University of Oslo  
Department of Literature, Area Studies and European Languages  
Home examination  
Autumn 2020

### ENG2162 - Contrastive and Learner Language Analysis

Your paper must be submitted as a file upload in Inspera **by 11.00 a.m. on the submission day**.  
The folder will automatically close at this hour.

Your paper must contain the following information:

- candidate number, NOT your name;
- course code and course name;

Answer both Part I and Part II. Choose THREE questions from Part I (short answers) and ONE question from Part II (essay). A pass mark is required on both parts.

Your answer should not exceed 10 standard pages, though the front page and your list of works consulted may come in addition. (One standard page: 2300 characters, c. 400 words.) Please use Times New Roman, 12 pt., 1.5 line spacing in the body of the text. All pages must be numbered.

Before submitting your paper, make sure that you have adhered to the University's rules regarding proper citing of sources. For more information see the following page: <https://www.uio.no/english/studies/examinations/sources-citations/>

#### Relevant links:

English-Norwegian Parallel Corpus: <http://www.tekstlab.uio.no/cgi-bin/omc/PerITCE.cgi>

NICLE corpus: <http://www.tekstlab.uio.no/cgi-bin/omc/NICLEsearch.cgi>

LOCNESS corpus: <http://www.tekstlab.uio.no/cgi-bin/omc/LOCNESSsearch.cgi>

COLLA course package: [http://nabu.usit.uio.no/hf/ilos/contrastive\\_analysis/CALL/CALL.php](http://nabu.usit.uio.no/hf/ilos/contrastive_analysis/CALL/CALL.php)

Username: eng2162

Password: fall2020

# 1 Exam questions

## PART I (35%)

Define and elaborate on THREE of the following terms / concepts with reference to relevant literature on the subject. Illustrate with corpus examples where relevant (i.e. from the ENPC, NICLE and/or LOCNESS).

- a. Mutual correspondence
- b. Collocation error (collocational dissonance)
- c. Lexical teddy bear
- d. Expressions of politeness in English and Norwegian

## PART II (65%)

Write an essay on ONE of the following topics. You are expected to use evidence from relevant corpora in your paper (ENPC, NICLE, LOCNESS).

- a. Study and analyse the attached NICLE text and comment on the language, paying due attention to:
  - Lexical errors
  - Collocation / colligation errors
  - Grammatical errors
  - Particular vocabulary or grammar items that look as if they are overused
  - Variation in vocabulary and syntax.


In the course of your discussion, explain what is meant by “interlingual” and “intralingual” errors and give examples of both types from the text.

- b. Search for the word *opplysning* (and its inflected forms) in the ENPC, Norwegian originals, fiction and non-fiction. Describe its frequency and its English correspondences in both text types. Classify the correspondences into congruent, divergent and zero. Are there any differences in the choice of correspondences between fiction and non-fiction? Are there frequency differences for the use of this word between original and translated Norwegian – and if so, what may be the explanation? To what extent do the correspondences indicate different meanings of *opplysning*? Your essay should include corpus examples and discussion of problematic cases.
- c. Use the fiction part of the ENPC to compare the English verb *fail* (and its inflected forms) in originals and translations. What are its Norwegian sources and translations? Can you identify any typical collocations with *fail*? What predictions can you make about how Norwegian learners use verb *fail*? Investigate the frequencies of this verb in NICLE and LOCNESS to test your predictions.
- d. Compare the frequencies of the words *possible*, *possibly* and *possibility* in NICLE and LOCNESS and describe differences and similarities between the corpora in terms of overuse, underuse, or equal use. Then study the adverb *possibly* and the noun *possibility* more closely. Comment on the patterns in which they occur, and discuss similarities and

differences of usage between the two corpora. You may also comment on learner uses that you consider to be wrong.



Alle filtyper er tillatt. Maksimal filstørrelse er **2 GB**.

 Velg fil for opplasting

---

Maks poeng: 10

**Question 1**  
Attached



**Text from NICLE: 02/04/07 F 43 738 Prison.** Essay prompt: *The prison system is outdated. No civilised society should punish its criminals: it should rehabilitate them. Discuss.*

1 In the period 1996 till 2000 24.255 pupils were charged with crimes. (Statistisk sentralbyrå)  
 2 13.357 of them did crime again, said with other words: in that period 55 % of the criminals had  
 3 relapse. When we look at the age of the criminals we can see that it is much easier for  
 4 youngsters to get relapse. Among men between 15 and 17 years old 62 % had relapse, and  
 5 among men between 40 and 59 years old 29 % had relapse. The most important thing is to  
 6 rehabilitate youngsters. The circumstances in prisons are tough and there are a lot of drugs  
 7 among the criminals. Some says that if you are not a criminal when you get into prison you  
 8 nevertheless will end up as a criminal during your stay.

9 It is important for youngsters to have good role models, and when you only have  
 10 company with other criminals there are lack of good models. Most of the young criminals have  
 11 lack of self-esteem. The reason why they end up like criminals can be several and difficult to  
 12 recognise, but I am sure that many of them have had a bad childhood. Some of them have lived  
 13 in families with alcohol problems, problems with drugs, criminals, abusing, incest or other  
 14 psychological problems. Some have been bullied at school and in leisure or they have problems  
 15 with their identity. Some are in need of exciting experience, they love to try out new things, like  
 16 alcohol, drugs, stealing and extreme sports. Some are just unlucky and have company with  
 17 wrong friends. There is one thing most of the young criminals have in common, and that is their  
 18 problems with drugs. They start to smoke, they try out alcohol at the weekends and then they  
 19 start to use different sort of drugs. Most of them start with hashish and end up with ecstasy or  
 20 heroin. In the beginning they just need little hashish, and it is quite cheap, but after a while they  
 21 need more and more drugs and now they will be in need of a lot of money. Then many of them  
 22 have to do crimes to get enough money for drugs.

23 These youngsters are among other criminals in leisure and some of them have bad role  
 24 models at home, they get into prison and there they also have company with other criminals. The  
 25 result is that they do not know how to behave like "normal" human being. Very often young  
 26 people look up to older people and try to act like them, and when they act like the older  
 27 in prison they will continue as a criminal. Some says that a prison is like a school where they  
 28 teach pupils to become criminals.

29 Some of the criminals are born and bred with punishment and there has been a lack of  
 30 attention from their parents. For these children it is better with bad attention, like punishment,  
 31 than no attention. Then they do bad things to get attention. In many prisons they use punishment  
 32 as an effect, and isolation and control are often used as punishment. If you are delayed after a  
 33 leave, you use drugs or you use violence among the others, they punish you for example with  
 34 isolation at your room. I heard about a girl with psychological problems, who was imprisoned  
 35 because of drug-crimes, and she had a fortnight left. She had a leave, came 2 hours delayed and  
 36 the punishment was 14 days in isolation. After a fortnight in isolation she was supposed to be  
 37 prepared for freedom outside...

38 This was one example, but I am sure there are lot of others. Prisons do not prepare  
 39 people for a life in freedom. When the imprisoning is finished a lot of criminals are just standing  
 40 outside the prison without a job and without good friends. It is very difficult to start a new law  
 41 abiding life. Most of their "friends" are other criminals and they have a lack of self esteem, then  
 42 it is easy to continue with crimes.

43 Every human being is in need of love, positive attention, respect and acknowledgement.  
 44 Many criminals have lack of self esteem because they feel people just look at them as criminals,  
 45 not as human beings with feelings and some positive points. Punishment in prison will not  
 46 rehabilitate them for a life in freedom. They need love, positive attention and respect to be  
 47 rehabilitated for a good life in freedom.