

i Information

University of Oslo

Department of Literature, Area Studies and European Languages

Autumn 2021

ENG2162 – Contrastive and Learner Language Analysis

Disclosure of exam assignment: December 13 at 11:00

Submission deadline: December 16 at 11:00

Practical information about the examination

You will be answering the examination in a word processor (Word), and then upload your answers to Inspira as a PDF before the examination time is up.

NB: you should calculate at least 2-3 minutes to convert your answers from a Word document to a PDF-document, and to upload the PDF-document to Inspira.

The uploaded document will be automatically submitted when the time is up.

Please follow the link for more information regarding converting to pdf: <https://www.uio.no/english/studies/examinations/submissions/submit-answer/submit-file-upload.html>

After starting the exam, you will see your remaining time in the upper left corner.

Requirements

Answer both Part I and Part II. A pass mark is required on both parts.

The paper must be approximately ten standard pages (a standard page consists of 2,300 characters). This does not include references and bibliography. In the evaluation, both content and language are taken into account.

Your paper must contain the following information:

- candidate number, NOT your name, your candidate number is available in Studentweb;
- course code and course name;
- semester and year

Please use Times New Roman, 12 pt., 1.5 line spacing in the body of the text. The pages must be numbered.

Sources and referencing

It is important that you familiarize yourself with the rules for sources and referencing: <https://www.hf.uio.no/english/studies/sources-referencing/index.html>

Using other people's material without declaring it properly may be considered as cheating or attempted cheating. The consequences of cheating or attempted cheating may be severe for you as a student, please follow the link for more information: <https://www.uio.no/english/studies/examinations/sources-citations/>

1 Exam

PART I (30%)

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

- a. Integrated Contrastive Model
- b. Dissonance
- c. Overt and zero correspondences
- d. Overuse and underuse in learner language

PART II (70%)

Write a paper on ONE of the following topics (**a**, **b**, **c**, OR **d**). Your discussion should be written as a coherent text and you are expected to use evidence from relevant corpora in your paper (ENPC, NICLE, LOCNESS) as well as references to relevant literature.

a. Study and analyse the NICLE text provided (ICLE-NO-AC-0001.1) and comment on the language in terms of *interlingual* vs. *intra lingual* errors, paying particular attention to:

- Lexical errors
- Grammatical errors
- Features of spoken discourse
- Particular vocabulary or grammar items that look as if they are overused
 - Choose one of these items and search for it in NICLE and LOCNESS. Consider to what extent the item is generally overused by the Norwegian learners and discuss reasons why this may be so.

b. Search for "big" in NICLE and LOCNESS and discuss its frequency and use. You may want to focus on issues such as the following:

- How many times has it been used in the two corpora (raw numbers) and how many times has it been used per 100,000 words? (Size of NICLE: 212,000 words; size of LOCNESS: 324,000 words.)
- What does *big* typically describe in the two corpora, and to what extent do the non-native speakers use it differently from the native speakers?
- Do you notice any dissonance in the use of *big* in the learner data? And if so, what would be more idiomatic alternatives, and why?

c. Search for "current" in the fiction and non-fiction parts of the ENPC, both originals and translations. Perform a contrastive study of the meaning and use (e.g. word class, collocations) of *current* and its Norwegian correspondences by focusing on issues such as:

- How is *current* used in the ENPC?
- How many times has it been used in fiction vs. non-fiction? (The fiction part (English originals) contains approx. 400,000 words and the non-fiction part approx. 250,000 words).
- How many times has it been used in originals/translations?
- What are its Norwegian translations?
- What are its Norwegian sources?

- Classify its correspondences according to congruence (congruent, divergent or zero) and discuss to what extent there is a direct equivalent of *current* in Norwegian.

d. *Ordnett.no* lists the following English translations of Norwegian *kanskje*: *maybe* and *perhaps* (from *Stor norsk-engelsk ordbok*). How does this match the actual translations that are attested in the non-fiction part of the ENPC? (As part of this discussion you may want to report on what other correspondences are attested in the corpus and how frequent they are.) Calculate, and report on, the Mutual Correspondence between *kanskje* and each of the translations suggested by *Ordnett.no*. Based on your observations from the ENPC, what predictions can you make about overuse/underuse of any of these items in texts written by Norwegian learners of English? Use NICLE and LOCNESS to test your predictions, and then report on your findings.

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

Username: eng2162

Password: fall2021



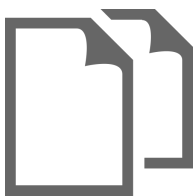
Følgende filtyper er tillatt: **.pdf** Maksimal filstørrelse er **2 GB**.

Velg fil for opplasting

Maks poeng: 0

Question 1

Attached



1 As the evolution developed through centuries, our modern society has now become
2 dominated and drowned by science technology and industrialization. There is always
3 something new going on, and we make "progress" all the time. It seems, as the "good old
4 days", when people had time to communicate, dream, and reflect on the meaning of life,
5 are long gone. Our modern world is becoming a place where stress, health problems caused
6 by over working, and little time are the main essences of our lives. But who can we blain,
7 and is this the reality of our society? Has the world really come to an end?

8 To quickly answer the questions stated; the only persons we can blain is ourselves. We let
9 this happen, we introduced the technology and we developed it. Many people are getting
10 sick because of their job pressure, and there are even more who spend less and less time
11 with their children as they grow up. But the history of the human race does not end here.
12 We will still be here in a thousand years, if we do not erase ourselves that is. And if we do
13 not start changing our lifestyles, norms, and values, we may end up as on of the "robot"-
14 worlds seen in the cartoons.

15 Though animated films are only imagination on screen, they represent one of the millions of
16 products people have managed to create. Speaking of technology as a general term, this is
17 where the main problems lay. It is in this huge spectre of merchandise and inventions we
18 find ourselves stuck with things that are not as important as the people that surround us.
19 And by inventing this new stuff, to ease our own lives, we also create a need for something
20 better. Therefore the circle of life spins once again: it seems, as if we cannot stop, we
21 demand to have all of it and then some.

22 Though there are many discoveries in which we really do not need, the medical evolution
23 has become the largest piece in the puzzle. To day we have the knowledge to play Gods,
24 meaning helping people to survive, live longer, be more beautiful, in other words "mess up"
25 the laws of the nature. The human race has become the biggest problem on Earth. We
26 control our world, but we must also take care of the balance we are interrupting. Though
27 saving a life of a three year old may not seem as a bad thing, we must also remember that
28 we cannot take care of everybody. The human population grows too rapidly, and there are
29 too many people that suffer. We are in a phase where we can determine whether or not to
30 take part in the upcoming knowledge ahead.

31 We can use our facts and data to help others, but we will still end up in a society where
32 work is the most important thing in life. A person, who has not got a job, cannot pay for his
33 or hers necessary needs. The industrialization represents the beginning of human
34 development towards workaholics; more money has to be raised for the proper care of our
35 children. We have built a chaotic and pressured environment by ourselves, and the only way
36 to step out of this pattern is by changing our own views.

37 If you ask yourself what the most important thing in life is, you will probably say: family.
38 Why then, do we spend all this time making enough money to buy things we do not need?
39 Remember as a child when you used to lie down on the lawn, looking up in the sky, and

40 imagine what each cloud represented? Where you happy then? I was, but it has been along
41 while since I took time to drift away into the world of dreaming. My world has become so
42 full of pressure, making money, doing well in school, and all the other stuff a young adult
43 goes through. But sometimes I stop to remember myself of the important things in life; the
44 things beyond money and glamour.

45 I think we can all make time to dream, imagine, and play, if we only can stop for a moment.
46 The more we enjoy our life, the longer we live, and the more fights we can handle. If your
47 life is only filled with work, chaos, and pressure, you will end up sour and sad. Your world
48 will end dark and bitter, if you will not realize what you are missing out on. Has the world
49 come to an end? No it has not, but if we do not change, it will.