

i Information

University of Oslo

Department of Literature, Area Studies and European Languages

Spring 2022

ENG2163 – World Englishes

Disclosure of exam assignment: June 7 at 11:00

Submission deadline: June 10 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](#) .

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

If you have technical problems, you must contact the exam coordinator immediately: studentinfo@ilos.uio.no

Requirements

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.

Your answer should be around 10 standard pages (a standard page consists of 2,300 characters). Pass marks are required on all three questions.

Sources and referencing

It is important that you familiarize yourself with [the rules for sources and referencing](#).

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](#).

1 Exam

Answer ALL THREE questions.

Question 1 counts 20%, Question 2 20%, and Question 3 60% of your final mark.

Proper reference must be given to any source that has been used. Your answer should be around 10 standard pages. Pass marks are required on all three questions.

Question 1 (20%)

Define and discuss briefly **TWO** of the concepts in the list below, with reference to relevant literature on the subject. Illustrate with examples where relevant.

- a. English in South Africa: An inner or outer circle variety?
- b. Invariant BE in World Englishes
- c. Exonormative vs. endonormative stabilisation
- d. The Irish 'after'-perfect (i.e. the 'hot-news' perfect)

Question 2 (20%)

Answer **EITHER** (a) **OR** (b)

- a. The four sentences below contain one or more linguistic features (grammar, spelling and vocabulary) that may identify them as instances of one of the following varieties of English: American English, British English, Irish English, Singaporean English. In each case, identify and describe these features (in linguistic terms) and state which variety is (most) typically associated with these features.

- i. Go where? Hey, wait for me lah! Don't start the celebrations without me!
- ii. Let's ask your neighbour, shall we?
- iii. Have ye ever been to the Blue Bell? There does be a live band every so often.
- iv. Mother suggested that she try to enjoy herself, saying, "you've done real good work".

- b. Describe and exemplify two phonological features that distinguish Canadian and British English from one another and two phonological features that distinguish British English and Jamaican English from one another.

Question 3 (60%)

Choose **ONE** of the following corpus studies. (The International Corpus of English is available through Canvas or at <https://nabu.usit.uio.no/hf/ilos/elc/> (eng2163/spring2022).)

Corpus study 1 – Try and vs. try to in Canadian English vs. New Zealand English

Verb-complementation of TRY. The verb TRY is a transitive verb – i.e. it requires a complement which functions as an object. There are various ways in which this complement can be realised. For example, it can be a noun phrase (e.g. *Try this trick* or *She tried the other door*), but the object can also take the form of a *to*-infinitive clause (e.g. *I'll try to explain that* or *You should try to read as much as you can*). An interesting variant of the clausal complementation type is the "try and + verb"-construction: *She decided to try and visit him*. This construction is often referred to as "pseudo-coordination" in grammars (see for example Quirk et al. 1985: 978-9) and is said to be more informal and conversational than the "try to"-construction.

In a comparison between British and American English, Tottie (2009) finds that the *try and* variant is more commonly used in BrE than in AmE, particularly in spoken BrE. Against this backdrop, investigate the use of the *try to* vs. *try and* + verb alternation in two other varieties of English, using the Canadian and New Zealand components of the International Corpus of English.

- First, use the following search string separately in ICE-CAN (All types) and ICE-NZL (All types): **(try|tries|tried|trying)**, and report on the (raw) frequency of occurrence in the two varieties. Then, sort on Left string (in each variety) and, on the basis of the first 25 concordance lines, establish the proportion of complementation types (e.g. NP, *to*-inf., *and* + verb, other), and give an example of each.
- Now think about the variation between TRY + *to*-infinitive and TRY *and* + verb: is the alternation between these two forms possible with all forms of the lemma TRY?
- Move on to perform four new searches, using the search strings **try to** and **try and** separately in ICE-CAN written, ICE-CAN spoken, ICE-NZL written and ICE-NZL spoken. Calculate the normalised frequencies per 100,000 words of each pattern in each mode (spoken/written), display the results in a table (or chart) and discuss briefly what you can observe in terms of preferred uses in the two varieties. (Size of the spoken part of the corpora: 600,000 words / size of the written parts of the corpus: 400,000 words.)
- Discuss to what extent your results reflect Tottie's findings and to what extent Canadian and New Zealand English is closer to British or American English in their use of *try and* vs. *try to*.

Your corpus study should be written as a coherent piece of text, including an introduction presenting the aims of the study as well as the corpus, and a conclusion, with the body in between (including an overview, analysis and a discussion of the data). Finally, include a list of references at the end.

References

- Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
- Tottie, G. 2009. How different are American and British grammar? And how are they different? In G. Rohdenburg and J. Schlüter (eds), *One Language, Two Grammars? Differences between British and American English*. Cambridge: CUP. 341-363.

Corpus

International Corpus of English (ICE), <https://www.ice-corpora.uzh.ch/en.html>, accessed through <https://nabu.usit.uio.no/hf/ilos/elc/>. [May 2022]

ICE-Canada: The Canadian component of ICE, University of Alberta.

ICE-New Zealand: The New Zealand component of ICE, The Victoria University of Wellington.

Corpus study 2 – Vocabulary and spelling: Are Indian English and New Zealand English closer to British English or American English?

“The origins of South Asian English lies in Britain” (Crystal 2003: 47).

“Towards the end of the eighteenth century the continuing process of British world exploration established the English language in the southern hemisphere” (Crystal 2003: 40).

Historically, and as seen in the quotations above, both Indian and New Zealand English have their roots in the British variant of English. However, in recent years we have arguably witnessed an Americanization of English (e.g. Gonçalves et al. 2017). With this in mind, carry out a corpus study where you focus on Indian and New Zealand English (vocabulary and spelling) and their closeness to either British or American English. Your paper should include observations on frequency of occurrence in the Indian and New Zealand sub-corpora of the International Corpus of English (ICE-IND and ICE-NZL), as well as a discussion of variation across the spoken and written mode with regard to some vocabulary items. Some hints as to what you may want to include in your study:

- **Spelling:** Use the **written** part of ICE-IND and ICE-NZL and focus on the following BrE vs. AmE spelling conventions: <ou> vs. <o> and <l/> vs. </>. Choose, and search for, a set of three words representing each of the two conventions from the spelling word list in Gonçalves et al. (2017: 14-16). (To boost numbers, i.e. get more material to work on, you may want to include all word forms (where relevant) and/or use wildcard searches

(indicated by * in Gonçalves et al.). Discuss your findings and visualise them in a table/chart (you may use raw frequencies).

- **Vocabulary:** Use the following set of three BrE vs. AmE word pairs and search for them separately in the **spoken** and **written** parts of ICE-IND and ICE-NZL: *rubbish vs. garbage*, *holiday vs. vacation*, *boot vs. trunk*. Discuss to what extent all instances of these words are relevant to the comparison and give reasons (and exemplify) why (not)? Then, report on both raw and normalised frequencies (per 100,000 words) of the relevant instances to compare the preferences in spoken vs. written Indian and New Zealand English and visualise these in a table or chart. Discuss the observed frequencies and comment on the use of these items across the modes (spoken/written) and varieties studied. (Size of the spoken part of the corpora: 600,000 words / size of the written parts of the corpus: 400,000 words.)
- Based on your investigation (of both spelling and vocabulary), discuss to what degree the material in ICE-IND and ICE-NZL reflects a closeness to present-day British or American English.

Your corpus study should be written as a coherent piece of text, including an introduction, presenting the aims of the study as well as the corpus, and a conclusion, with the body in between (including an overview, analysis and a discussion of the data). Finally, include a list of references at the end.

References

Crystal, D. 2003 [2nd ed.]. *English as a Global Language*. Cambridge: CUP.

Gonçalves, B., L. Loureiro-Porto, J.J. Ramasco and D Sánchez. 2017. "The fall of the Empire: The Americanization of English". MS.

https://www.researchgate.net/publication/318207547_The_Fall_of_the_Empire_The_Americanization_of_English [May 2022].

Corpora

International Corpus of English (ICE), <https://www.ice-corpora.uzh.ch/en.html>, accessed through <https://nabu.usit.uio.no/hf/ilos/elc/>. [May 2022]

ICE-India: The Indian component of ICE, coordinated jointly by Professor S.V. Shastri, Kolhapur and Professor Dr G. Leitner, Berlin.

ICE-New Zealand: The New Zealand component of ICE, The Victoria University of Wellington.



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