

General assessment guidelines for ENG2163 World Englishes

Books

- Melchers, Gunnel & Philip Shaw (2019) [3rd edition] *World Englishes*. London & New York: Routledge.

Articles (available in Canvas)

- Aijmer, Karin (2018) 'Intensification with very, really and so in selected varieties of English', in S. Hoffmann, A. Sand, S. Arndt-Lappe & L.M. Dillmann (eds) *Corpora and Lexis*. Leiden/Boston: Brill/Rodopi. Pp. 106-139.
- BurrIDGE, Kate (2008) 'Synopsis: morphological and syntactic variation in the Pacific and Australasia', in K. BurrIDGE & B. Kortmann (eds), *Varieties of English 3: The Pacific and Australasia*. Berlin/ New York: Mouton de Gruyter. Pp. 583-600.
- Gonçalves, Bruno, Lucía Loureiro-Porto, José J. Ramasco & David Sánchez (2017) 'The fall of the empire: The Americanization of English'. MS.
- Kortmann, Bernd (2008) 'Synopsis: morphological and syntactic variation in the British Isles', in B. Kortmann & C. Upton (eds), *Varieties of English 1: The British Isles*. Berlin/ New York: Mouton de Gruyter. Pp. 478-495.
- Lange, Claudia & Sven Leuckert (2020) *Corpus Linguistics for World Englishes*. London / New York: Routledge. Chapter 5 and 6.
- Meshtrie, Rajend. (2008) 'Synopsis: morphological and syntactic variation in Africa and South and Southeast Asia', in R. Mesthrie (ed.), *Varieties of English 4: Africa, South and Southeast Asia*. Berlin/ New York: Mouton de Gruyter. Pp. 624-635.
- Nelson, Gerald (2006) 'World Englishes and corpora studies', in Braj B. Kachru, Yamuna Kachru & Cecil L. Nelson (eds.) *The handbook of World Englishes*. Malden, MA; Oxford: Wiley-Blackwell. Pp. 733-750.
- Schneider, Edgar W. (2008) 'Synopsis: morphological and syntactic variation in the Americas and the Caribbean', in E.W. Schneider (ed.), *Varieties of English 2: The Americas and the Caribbean*. Berlin/ New York: Mouton de Gruyter. Pp. 763-776.
- Tottie, Gunnel. (2009). 'How different are American and British English grammar? And how are they different?', in G. Rohdenburg & J. Schlüter (eds), *One Language, Two Grammars?* Cambridge: CUP. Pp. 341-363.

The exam (3-day take-home exam) tests the following learning outcomes as specified in the course descriptions:

Assessment guidelines:

This take-home exam consists of three questions. Pass marks are required on all parts. The first two count 20% each; the third – the corpus study – counts 60% towards the final mark. This should be reflected in the time and the number of pages dedicated to each question. The evaluation (and marking) of the candidate's performance on the exam follow the underlying principles regarding analytical skills, judgement and independent thinking, according to the general [evaluation criteria](#) specified by "Universitets- og højskolerådet".

The exam questions reflect the aims and learning outcomes as specified on the course page:

- know the differences and similarities between varieties of English around the world;
- be able to extract the relevant linguistic data from the International Corpus of English;
- be able to describe and analyse those data from a contrastive perspective;

- The language of the examination is English; the candidate should apply the conventions of academic writing and referencing.
- Both the language and the content of the paper count towards the final mark.
- Use of available secondary sources is recommended/required (course reading, course website, grammar books, dictionaries, etc.).
 - This also applies to the short answers in Questions 1 and 2; it is a big plus if examples from relevant secondary and/or primary sources (i.e. the ICE-corpus, if relevant) are used to demonstrate the phenomena under discussion. See below for some more specific guidelines for Q 1 and 2.
- The task in Question 3 – the corpus study – is wide in nature and it is to some extent up to the candidates to interpret, delimit and determine how they choose to solve it, although the steps in the investigation are outlined in the bullet points. The study requires engagement with more or less unspecified primary corpus data in order to carry out an original corpus study of different aspects of World Englishes. If the candidate draws on secondary sources outside the syllabus for these tasks, this could be rewarded, although it is not a strict requirement. The examiners will have to accept different interpretations, albeit within a scope relevant to the task.
- The paper (particularly the corpus study) should be written as a coherent text.

Specific guidelines (Spring 2021) (for Questions 1 and 2 only), pointing to relevant reading on the syllabus that the candidates may (if not should) refer to.

Question 1 (20%)

Define and/or discuss briefly the concepts in TWO of the following points with reference to relevant literature on the subject. Illustrate with examples where relevant.

- a) Schneider's Dynamic Model: *Reference to Melchers et al. (2019: 28-29) and also throughout the book in the discussion of different varieties of English, with examples from the syllabus texts, notably Melchers et al. (2019), and to some extent also the chapters by Burridge (2008), Kortmann (2008), Meshtrie (2008) and Schneider (2008).*
- b) Invariant tags in World Englishes: *Reference to Melchers et al. (2019) in the discussion of different varieties of English, with examples from the syllabus texts and/or the ICE-corpus. The chapters by Burridge (2008), Kortmann (2008), Meshtrie (2008) and Schneider (2008) are also relevant to some extent.*
- c) Th-stopping in World Englishes: *Reference to Melchers et al. (2019) on varieties such as African American Vernacular English (p. 77) and the Caribbean (p.117).*
- d) Acrolect, mesolect and basilect: *Reference to Melchers et al. (2019: 33) and in their discussion of different varieties of English where this continuum is present, with examples from the syllabus texts and/or the ICE-corpus. The chapters by Burridge (2008), Kortmann (2008), Meshtrie (2008) and Schneider (2008) are also relevant to some extent.*

Question 2 (20%)

Answer EITHER (a) OR (b)

- a) The sentences below contain one or more linguistic features (grammar (syntax, morphology), spelling and vocabulary) that may identify them as instances of one of the following varieties of English: American English, Indian English, Irish English, New Zealand English, South African English. In each case, identify and describe these features (in linguistic terms) and state which variety is (most) typically associated with these features. [The candidates are expected to elaborate on the different features once they have identified the variety used.]
- i. Hi guys, I'm **after doing** some googling for a few hours but can't seem to find the answer I'm looking for. (**IrE – the hot news perfect**)
 - ii. If you'd **gotten** the tickets, you'd have realized you're a **traveler**, not a **vacationer**. (**AmE – past participle *gotten* (= obtain), spelling of *traveler* with one <l> and the word *vacationer* (AmE *vacation* -> *vacationer* = BrE *holiday* = *holidaymaker*)**)
 - iii. Dom finds his children and has a **lekker braai** of meat with radish. (**SAfE – vocabulary *lekker* and *braai* = “pleasant/nice” and “barbecue” (from Afrikaans)**)
 - iv. If **I'm understanding** correctly, these **rooves** will start to leak soon. (**NZE – extended use of the progressive (to include stative/mental verbs), inflection of *roof* in the plural – *rooves* rather than *roofs*.)**)
- b) Describe and exemplify two phonological features that distinguish American and English English from one another and two phonological features that distinguish English English and South Asian English from one another.

Reference to Melchers et al (2019) on the phonology of American English (p. 81ff) and English English (p. 45 ff), as well as South Asian English (p. 137-138).

Grades are awarded according to the national qualitative descriptions of letter grades (<https://www.uio.no/english/studies/examinations/grading-system/index.html>):

Symbol	Description	General, qualitative description of evaluation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking .
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.