

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:

- know about 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.

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.
- The students have also been made aware of the university's policy regarding plagiarism and cheating (including the use of AI) both in the seminars and through Canvas in the exam prep presentation.

Specific guidelines (Spring 2023) (for 2a only), pointing to relevant reading on the syllabus that the candidates may (if not should) refer to.

Question 2 (20%)

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

- a) The four sentences below contain one or more linguistic features (grammar, spelling, vocabulary) that may identify them as instances of one of the following varieties of English: American English, Indian English, Irish English, Scottish English. In each case, identify and describe these features (in linguistic terms) and state which variety is (most) typically associated with these features.
- i. What you have learned from your mistakes? (IndE: No inversion in interrogative)
 - ii. Will youse be coming over at 5pm or 6pm? (IrE; *will* vs. *shall*; *youse* = pl. of you)
 - iii. That might could have brought me closer to get a job at the kirk. (ScotE: double modal + vocabulary item)
 - iv. He already did a lot of damage, particularly to the neighbor's lawn. (AmE: simple past with adv. *already*; spelling)

To get full score, the candidate has to identify the linguistic features in question, describe/explain the features in grammatical terms, with reference to relevant syllabus texts. Suggested answers:

i. What **you have** learned from your mistakes?

This sentence is most likely an instance of Indian English, due to the lack of subject-auxiliary inversion. In the main varieties of Standard English (AmE and BrE), subject-auxiliary inversion in interrogative sentences is expected (i.e. “What have you learned from your mistakes?”). This is in line with Melchers et al. (2019: 139), who point out that “one salient feature associated with this variety [Indian English], and South Asian English in general, is neglecting subject-auxiliary inversion in direct questions”.

ii. Will **youse** be coming over at 5pm or 6pm?

This sentence is most likely an instance of Irish English, due to the plural form *youse* of the personal pronoun *you*. Although this form is also used in other varieties, it is most often associated with Irish English, a variety that “makes explicit the distinction between singular *you/ye* and plural *youse*” (Melchers et al. (2019: 70).

iii. That **might could** have brought me closer to get a job at the **kirk**.

This sentence is most likely an instance of Scottish English, due to the use of a double modal construction and the lexical item *kirk* (which according to *Collins Dictionary* is Scottish meaning “church”). Regarding the use of two modal verbs in the same verb phrase, this is not considered standard English, but is a “striking characteristic” in Scots (Melchers et al. 2019: 63), and by extension Scottish English (Kortmann 2008: 480).

iv. He **already did** a lot of damage, particularly to the **neighbor’s** lawn.

This sentence is most likely an instance of American English, due to the use of simple past (*did*) rather than the present perfect (*has done*), as “[i]n AmE, a clear-cut functional distinction between the perfect and the past tense is typically not upheld as consistently as it is in the grammar of British English” (Schneider 2008: 764). (See also e.g. Melchers et al., 2019: 22.). The spelling of *neighbor* also follows the convention of AmE spelling (rather than BrE *neighbour*); this is a rule-governed spelling variation (cf. Melchers et al 2019: 14).

- b) With reference to Melchers et al. (2019), describe and exemplify two phonological features that distinguish Canadian and American English (GA) from one another and two phonological features that distinguish Australian English and British English (RP) from one another.

Reference should be made to relevant pages in Melchers et al. (2019), mainly pp. 88-90 for canE vs. GA: “Standard Canadian English stands out from American English the most at the level of phonetic realization” (p. 89). For AusE vs. RP, relevant pages include pp. 45-47 and 96-97.

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.