General assessment guidelines for ENG2153 Analysing Real English
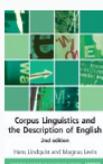
Syllabus texts

BOK **Corpora in applied linguistics**

Hunston, Susan, Cambridge, Cambridge University Press, 2002, Totalt antall sider XI, 241 s.

Tilgjengelig hos UiO,Universitetsbiblioteket

BOK **Corpus linguistics and the description of English**

Lindquist, Hans; Levin, Magnus, Second edition, Edinburgh, Edinburgh University Press, [2018], Totalt antall sider XIX, 235 sider

Tilgjengelig hos UiO,Universitetsbiblioteket

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 høgskolerådet".

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

- ➢ know how to use machine-readable corpora
- ➢ know how to interpret corpus data
- ➢ know how corpora are compiled
- ➢ be familiar with a particular method for doing linguistic research
- ➢ know how to implement corpus methods in language teaching/learning
- ➢ know how to use corpora in English language research
- ➢ have increased insight into the English language and how it is used

- ➢ 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 BNC or the OIE 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 relatively 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 English grammar and language use. 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 <u>should</u>) refer to.

Question 1 (20%)
Discuss briefly TWO of the following points with reference to relevant literature on the subject. Illustrate with examples from the BNC and/or the OIE Corpus.

1. Semantic prosody (ref. to Lindquist & Levin and/or Hunston)
2. Data-driven learning (ref. to Hunston and using corpus material to illustrate)
3. Qualitative vs. quantitative corpus method(s) (ref. to Lindquist & Levin in particular)
4. Part-of-Speech tagging (ref. to Lindquist & Levin and/or Hunston, with examples from the BNC)
5. Real English and corpora (ref. to Hunston in particular)

Question 2 (20%)
Discuss what is meant by "collocations in a window" and "adjacent collocations". Then discuss – and illustrate with examples from the BNC – how corpora can be used to investigate the two types of collocation.

Particularly relevant to refer to Lindquist & Levin's discussion of these two types of collocation, with the candidate's own corpus examples to illustrate.

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.