



UNIVERSITETET I OSLO

Institutt for litteratur, områdestudier og europeiske språk

TAKE-HOME EXAM 2014/AUTUMN 4 pages

ENG2162 – Contrastive and Learner Language Analysis

3 days

8 – 11 December

Your paper must be submitted in the folder “Eksamensinnlevering” (to be found in the Fronter “fellesrom”) **at 14.00 (2 p.m.)** on the submission day. The folder will automatically close at this hour. If you have technical problems, you must contact the exam coordinator immediately.

The first page of your paper must contain:

- candidate number (4 digits, which you find at StudentWeb), NOT your name
- course code and course name
- semester and year
- the title of your paper

Please use Times New Roman, 12 pt., 1.5 line spacing in the body of the text. In the header you write your candidate number, course code and semester. All pages must be numbered.

When submitting your paper, you must confirm that you are familiar with the University’s rules regarding proper citing of sources. Make sure that you have enough time to read through the declaration.

Answer both Part I and Part II. A pass mark is required on both parts. Your answer should not exceed 10 standard pages, though the front page and your list of works consulted may come in addition. (One standard page: 2300 characters.)

PART I (30%)

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

- a. Divergent correspondence
- b. Stylistic dissonance
- c. Translation effect
- d. Writer visibility

PART II overleaf

PART II (70%)

Write an essay on ONE of the following topics. You are expected to use evidence from relevant corpora in your paper (ENPC, NICLE, LOCNESS).

- a. Study and analyse the NICLE text below (ICLE-NO-AG-0014.1) and comment on the language, paying particular attention to:
- Lexical errors
 - Formal confusion
 - Conceptual confusion
 - Equivalence errors
 - Prepositions
 - Collocation / colligation errors
 - Grammatical errors
 - Syntax
 - Mechanics
- b. Use the fiction part of the ENPC to compare the English noun *idea* and the Norwegian noun *idé*. Include inflected forms. What do the translation patterns reveal about the uses and meanings of these words? What predictions can you make about how Norwegian learners use the noun *idea*? Investigate the frequencies and uses of this word in NICLE and LOCNESS to test your predictions.
- c. In Norwegian, *at*-clauses and *å*-infinitive clauses can function as the complement of a preposition. According to grammars of English, however, *that*-clauses and *to*-infinitive clauses cannot have this function (see for example Hasselgård et al. 2012, *English Grammar: Theory and Use*, 2nd ed., pp. 329 and 343). Use the fiction part of the ENPC to test the correctness of these claims, by searching for *med at* and *med å* in the Norwegian original texts. What are the correspondences of *med + at*-clause and *med + å*-clause? Also search for *with that* in English originals. If there are any hits, what do they reveal?
- d. Study the lexemes *love* and *hate* (including their inflected forms) in NICLE and LOCNESS. Comment on the patterns in which they occur, and on similarities and differences of usage between the two corpora. Relate your findings to those presented in Johansson's (1998) study of *love* and *hate* and their Norwegian counterparts (see compendium).

Relevant links:

English-Norwegian Parallel Corpus: <http://www.tekstlab.uio.no/cgi-bin/omc/PerlTCE.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://www.musit.uio.no/ilos/contrastive_analysis/CALL/CALL.php

Username: eng2162

Password: fall2014

NICLE text <ICLE-NO-AG-0014.1>

Essay prompt: *A man/woman's financial reward should be commensurate with their contribution to the society they live in.*

1 Most people have a job and receive a salary for their work. Everyday we can see men and
2 women travelling to work preparing for a new day of work. Everybody does not have
3 employment and the reasons for that may be many. Two of these reasons can be that the
4 unemployed person do not want to work, the more common is he or he or she can not get a job.
5 There are not enough jobs to everyone. I am going to discuss different kind of work and will
6 also take a look at the unequal financial rewards in society.

7 In our society everything is connected to labour. Most children do not work, but even
8 children mean work to someone, for example the teacher, or the the nurse which make a living
9 taking care of or educating children.

10 Some people choose to stay home from work taking care of their children when they are
11 small. This is quality-time spent connecting bonds to your children, which can not happen while
12 you are at work and the children are in nursery school. Even if it is valuable time and is a lot of
13 hard work, staying home from work with your children is not considered a job. When you do not
14 have an employer you simply do not receive money for your work. This is sad in the way that
15 less people stay home with their children, because they can not do without their wage.

16 Students, preparing for a profession, receive knowledge and exams they need as payment
17 for all the hard work at school. One other aspect of seeing it is when the student ends his or her
18 education, he or she will get a job and then start to earn money on their work.
19 When we grow old most of us go living in an institution for old people. In such an institutions
20 there are employees trying to make the client's everydaylife function as normal as possible. In
21 some cases the institution alternative does not work. The story about Mr and Mrs Smith is meant
22 to illustrate one of these cases:

23 "Mr and Mrs Smith are both in their forties and have full time jobs. One day Mr Smith
24 has a sudden stroke and loses his ability to function as normal. He needs caretaking , but it
25 doesn't seem right to Mrs Smith to send him to an institution, after all he is her husband."
26 Instead she stay at home caring for her husband plus she works part-time. Helping your partner
27 or a member of family in a difficult situation is not considered work in the official setting and
28 again lacking an employer means no income.

29 It is more often that women have jobs paying less than men. Typical "female-
30 professions" are health and education, for example the professions working as a teacher or a
31 nurse. Historically women did not start working until ca1950s. Earlier they had been full time
32 housewives and economically dependent on their husband. When women first started working
33 outside the home their profession would be secretaries, nurses, typists etc. Equality between
34 the sexes has come a great deal further since the 50s, but in some settings it has not come very
35 far. There are more men working in leading positions than women. The majority of computer
36 science students are male and the majority of students becoming nurses still are female.

37 Normally when there are few people with one special profession, the wages in this
38 profession are high. When the competition in your field is low, you can demand higher salary
39 because different firms dependent on the type of services you can do. For example if a town or
40 county have very few plumbers, the plumbers will be offered a lot of jobs and can choose. The
41 plumbers will then be in a situation where they can demand higher payment.

42 Some people will say it is your own responsibility whether you earn much or less, and
43 that is right to a certain point. If you want to earn a lot of money you educate for becoming for
44 example a lawyer instead of a teacher or a nurse because the lawyer receive higher salary than
45 the teacher. one shall not choose a profession according to how large amount of money you can
46 earn a year, but a kind of work that give you something back in addition to money. In another
47 way is it worth it- this money-chase? Is money really everything that matters to us. I hope not,
48 because that sounds like a miserable life chasing money. Think about all the good days and

49 interesting tasks working with people everyday, no matter which profession or how high your
50 salary is.

51 One may ask -Why all the fuss about earning money? Why shall some people have more
52 money than others? Money is a reward for the job you do to society. In some cases is it unfair -
53 the person working hardest do not receive the reward he or she deserves. When a person is not
54 rewarded he or she may take the the wrong signal- this type of work is not as important as other
55 types of work. That conclusion twists the truth a great deal because whether you are a man or a
56 woman, working as a teacher or a lawyer, all contributions to a working society are important.

The marks will be published approximately 3 weeks after the exam date in Studentweb. You will receive an e-mail message when the results are ready.

For an explanation of the mark obtained, please contact the teacher responsible for the course within one week after the exam results have been published. Remember to include your candidate number. The examiner will decide whether to give a written or an oral explanation.