**Sensorveiledning**
**ENG2162 Contrastive and Learner Language Analysis**

*Generic guidelines*
This take-home exam consists of two parts. Pass marks are required on both parts. The first part of the exam paper counts 30%; the second counts 70%. 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 outcome of the course by focusing on
- problems faced by Norwegians learning English
- similarities and differences between English and Norwegian
- the use of electronic text corpora in contrastive and learner language analysis

➢ 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 Part I; it is a big plus if examples from relevant corpora are used to demonstrate the phenomenon under discussion. See below for some more specific guidelines for Part I.
➢ The tasks in Part II are wide in nature and it is to some extent up to the candidate to interpret, delimit and determine how he/she chooses to solve it. This is particularly true of the three tasks (b, c, and d) that require engagement with more or less unspecified primary corpus data in order to carry out an original corpus study on either learner language analysis (b) or contrastive analysis (c), or a combination of the two (d). If the candidate draws on secondary sources outside the syllabus for these tasks, this should 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.
➢ Recommendations for Part II, task (a): Analysis of a NICLE text:
  ➢ Take up the most conspicuous points.
  ➢ Categorise observations rather than just giving a list.
    ➢ In taking up different features it is recommended to say something about how pervasive they are.
    ➢ It is recommended to use/refer to a typology of lexical / grammatical errors, e.g. Johansson (2008) and/or Hasselgren (1994).
  ➢ Johansson (2008) further suggests that an analysis should include
    ➢ a description of errors,
    ➢ followed by an explanation,
    ➢ and finally an evaluation of the text.
➢ Use syllabus texts to substantiate claims regarding e.g. writer/reader visibility, lexical teddy bears, progressive verb forms, register awareness, etc.
➢ The paper (particularly Part II) should be written as a coherent text and the candidates are expected to use evidence from relevant corpora in their papers (ENPC, NICLE, LOCNESS).

*Specific guidelines (Autumn 2018) (for Part I only)*
**Part I:**
**Define and elaborate on THREE of the following terms/concepts with reference to relevant literature on the subject. Illustrate with (your own) corpus examples where relevant (i.e. from the ENPC, NICLE and/or LOCNESS).**

**a. Formal errors**
**b. Integrated Contrastive Model**
**c. Translation paradigm**
**d. Divergent correspondence**

The questions that have been set should be answered with relevant definitions and illustrations.

a) Formal errors: reference to Johansson (2008) and/or Hasselgren (1994) are particularly relevant here; + examples from NICLE.

b) Integrated Contrastive Model: reference to Johansson (2008: chapter 9) is particularly relevant here (and/or the COLLA platform, incl. Granger, 1996 and Gilquin, 2000/2001); (+ examples from ENPC/NICLE/LOCNESS or text book/seminar example).

c) Translation paradigm: reference to Johansson (2008: chapter 2) is particularly relevant here + examples from the ENPC.

d) Divergent correspondence: reference to Johansson (2008: chapter 3) is particularly relevant here + examples from the ENPC.