

Huvudansökan, kandidatprogrammet i språk: engelska

Urvalsprovet 28.5.2021 kl. 14.00–17.00

Bedömningen av urvalsprovet

Urvalsprovet består av 2 delar. Du kan få 0–50 poäng för båda delarna. Del 1 bedöms för alla som deltagit i provet och de sökande rangordnas utgående från resultatet. Del 2 bedöms endast för de 96 sökande som klarat sig bäst i del 1. Om flera sökande har samma poäng som den 96 bästa sökande, bedöms del 2 för alla dessa sökande.

Du kan bli antagen endast om du får minst 20 poäng i del 1, minst 20 poäng i del 2 och minst 50 poäng för hela provet. Poängen för alla delar räknas ihop. De sökande som får flest poäng antas.

Ändrade bedömningsgrunder för Helsingfors universitets urvalsprov i engelska

Det har gjorts ändringar i bedömningsgrunderna för Helsingfors universitets urvalsprov i engelska. Språkriktighetsrelaterade delar har avlägsnats ur bedömningen eftersom det under provet visade sig att en del sökande hade ett program för stavningskontroll i sin dator och/eller webbläsare. I många datorer är stavningskontrollen automatiskt installerad i operativsystemet eller webbläsaren. Därför tolkades den inte som ett fuskförsök.

Ansökningsmålets antagningsgrunder eller de bedömningskriterier som anges i Studieinfo har inte ändrats.

De nya bedömningsgrunderna för urvalsprovet

Med beslut av dekanus för humanistiska fakulteten justerar Helsingfors universitet bedömningskriterierna som de sökande delgavs i urvalsprovet på följande vis:

Part 2:

This part of the examination tests your ability to comprehend academic text and explain its meaning in your own words. You will be assessed on the contents of your answer.

Complete the tasks as directed. Write your answer in English. An answer in any other language will get 0 points. In order to pass the exam, you need to receive at least 20 points on Part 2 and at least 50 points from Parts 1 and 2 together.

Part 2, section A

Tasks 1–5 below ask you to explain five concepts introduced in Bucholtz and Hall's text (Part 1, Section A) in your own words. All the concepts concern those features that typically appear in linguistic identity

construction -- labels, implicatures and presupposition, stance, and style. You will be judged solely on the quality of your explanation. For all tasks, you should also give your own examples. Write your answer as complete sentences. The length of each answer must not exceed 300 characters (with spaces). (0–4 points/task; 0-20 points for the whole section)

Part 2, Section B

In Part 1 Section B of the exam you read an excerpt from Vera Tobin's article. Using only the ideas found in Tobin's article, summarize in 250–300 words (1500–2000 characters with spaces) what Tobin has to say on "Cognitive Bias and the Poetics of Surprise." Write this summary in your own words (do not copy chunks of text from the source text). Your summary will need to introduce the main ideas, elaborate on them, and end with a conclusion. Marks will be given for content as well as the structuring of your summary. (0–30 points)

Part 1 (0–50 points)

The first part tests comprehension of the following two texts (Sections A and B), as well as your ability to recognize and interpret the main arguments of the texts. Some of the questions test knowledge of vocabulary and cultural aspects of English.

In order to pass the exam, you need to receive at least 20 points on Part 1 and at least 50 points from Parts 1 and 2 together.

Part 1, Section A

The following text is adapted from Mary Bucholtz and Kira Hall's article "Identity and interaction: A sociocultural linguistic approach," published in *Discourse Studies* 7/4-5 (2005): 585–614. Underlining has been added to help with answering the questions.

Read the text carefully and then answer the questions following it.

[Text omitted from the published version of the exam]

Questions

Read the following questions carefully and supply your answers to them *on the basis of the text*. There is only one correct answer for each question. Incorrect answers get 0 points. Correct answers get 2 points. Questions supplied with no answer get 0 points.

[The order in which answer options appeared varied]

1. Social positioning, as understood in the text, does not include
 - social role
 - social relationships
 - social action
 - **social work**
2. What does it mean when it says in the text that identity is "an emergent product" of linguistic practices?
 - Identity is a source of linguistic practices.
 - Identity is a fixed construct.
 - **Identity is created in discourse.**
 - Identity is created after discourse.

3. The text states that subjectivity in identity construction is gained by, for example, “the temporary roles and orientations assumed by participants”. Which of the following can be considered a temporary role?
- mother
 - engineer
 - **chairperson**
4. What is not included in the concept of intersubjectivity according to the text?
- local participant roles
 - interpersonal relations
 - interactional positions
 - **enduring stances**
5. What does indexicality mean in identity construction?
- **the social meaning of linguistic forms**
 - the link between different social roles
 - the mechanism to create ideological hierarchies
 - the covert use of identity categories
6. Think about the sentence “All of Lucy’s three kids have finally moved out.” Which of the following could be considered a presupposition of Lucy’s identity?
- Lucy is married.
 - Lucy is middle-aged.
 - Lucy is a house-owner.
 - **Lucy is a mother.**
7. The concept of relationality in identity construction does not mean that
- identities are relative to other identity positions
 - **identities are autonomous**

- identities are connected with social actors
- identities are dependent

8. In the text, one of the ways in which identity can be negotiated is through looking for similarities or differences. What does this not mean?

- That we tend to build our identity on the basis of how similar or different we are from other people.
- That we tend to use the same or different kind of language to other people just to show which group we belong to.
- **That we tend to build an identity that is exactly similar or completely different from other people's.**
- That we tend to look for similar or different characteristics to our own in other people.

9. What does it mean when the text says identity is “in part deliberate and intentional”?

- **That we partly build our identity consciously in changing interaction and discourse.**
- That we sometimes use offensive language to hurt other people's feelings.
- That we tend to give a false picture of ourselves.
- That we do not always mean what we say

10. The word ‘disempowerment’ means

- the capacity or ability to direct or influence the behaviour of others or the course of events
- a political process that offers people power that they have previously lost
- the possession of control, authority, or influence over others
- **the denial by a person or a group in power over the rights and choices of another person or group**

11. The text states that “language and identity are rooted in cultural beliefs and values ... about the sorts of speakers who (can or should) produce particular sorts of language”. Which of the following is a proven cultural belief about language use?

- Upper class people speak bad English.
- All Finns speak 'rallienglanti' ('rally English'; English with a heavy Finnish accent).
- Queen Elizabeth II uses lots of swear words.
- **Japanese speakers find it difficult to use rude language to others.**

12. According to the five principles proposed in the text, which of the following is not a quality of the linguistic construction of identity?

- indexicality
- **inflexibility**
- relationality
- fluidity

Part 1, Section B

The following text is adapted from Vera Tobin's article "Cognitive Bias and the Poetics of Surprise," published in *Language and Literature* 18.2 (2009): 155–172. All emphases (*italic font*) are faithful to the original text. Underlining has been added to help with answering the questions.

Read the text carefully and then answer the questions following it.

[Text omitted from the published version of the exam]

Questions

Read the following questions carefully and supply your answers to them *on the basis of the text*. There is only one correct answer for each question. Incorrect answers get 0 points. Correct answers get 2 points. Questions supplied with no answer get 0 points.

[The order in which answer options appeared varied]

13. What is the "false-belief test"?

- a test about whether a person recognises true information from false
- **a test about whether a person understands that others can have different beliefs than they do**
- a test about whether people believe that the other person knows what is true
- a test about whether a person is able to fool others

14. What does the word “salient” mean here?

- invisible
- deep within
- insignificant
- **relevant**

15. What is the “curse of knowledge”?

- People do not realise how little they know.
- People do not realise how much they know.
- **People are not able to see past their own knowledge.**
- People are not able to see that others know more than they do.

16. What does the phrase “to appreciate” mean in the second sentence of the second paragraph?

- **to understand**
- to give a monetary value to
- to multiply
- to venerate

17. What does the phrase “attempts at disambiguation” mean in the second paragraph?

- trying to make something more peaceful
- trying to make something more honest
- trying to understand both sides of an issue
- **trying to make something clear**

18. What does “truism” mean?

- something that sounds true but is not

- fake news
- **something too obvious to mention**
- something nobody believes

19. What does “in retrospect” mean?

- **in hindsight**
- with foresight
- when we do not have the right information
- when we imagine a different past

20. According to the text, how is the best kind of narrative surprise constructed?

- So that readers could never see it coming.
- So that readers know to expect it.
- So that smart readers see it coming, but not everyone does.
- **So that readers understand it afterwards.**

21. What does “intuiting” mean here?

- learning something important
- **having a gut feeling**
- determining
- being curious about something

22. What is the “privileged information” talked about in connection to Greene’s novel?

- something that readers know only at the end of the novel
- knowledge that Hale was killed by accident
- something that both the readers and the characters know
- **knowledge about places Hale visited before his death**

23. According to the text, why are readers of Greene's novel surprised by Ida Arnold's theory that Charles Hale died by suicide?

- **Because they forget Ida does not know what they know.**
- Because they think that Hale has just run off.
- Because Arnold is such a quick-thinking character that she is sure to be right.
- Because they forget what happened earlier in the novel.

24. According to the text, why is Greene's trick considered fair play?

- Because the author did not try to fool his readers.
- **Because readers rethink what they were told and recognise how the trick was made.**
- Because readers reinterpret Ida's words and realise she was right.
- Because the author represents all possible viewpoints.

25. What is the relationship between the curse of knowledge and language use?

- They are both cognitive shortcuts.
- Curse of knowledge is one of the cognitive shortcuts we use to communicate.
- **Curse of knowledge results from the cognitive shortcuts we use to communicate.**
- We need the curse of knowledge in order to have language.

Part 2

This part of the examination tests your ability to comprehend academic text and explain its meaning in your own words. You will be assessed on the contents of your answer.

Complete the tasks as directed. Write your answer in English. An answer in any other language will get 0 points. In order to pass the exam, you need to receive at least 20 points on Part 2 and at least 50 points from Parts 1 and 2 together.

Part 2, Section A

Tasks 1–5 below ask you to explain five concepts introduced in Bucholtz and Hall's text (same as in Part 1, Section A) in your own words. All the concepts concern those features that typically appear in linguistic identity construction -- labels, implicatures and presupposition, stance, and style. You will be judged solely on the quality of your explanation. For all tasks, you should also give your own examples. Write your answer as complete sentences. The length of each answer must not exceed 300 characters. (0–4 points/task; 0-20 points for the whole section)

[Text omitted from the published version of the exam]

Max. 3 points awarded for content, max. 1 point awarded for naming an example.

Task 2.1

Bucholtz and Hall mention **labels** as something that are used as markers of both negative and positive identity categorization. For example, a social category label like *hijra* 'impotent' is a term that carries an extreme derogatory force in normative Indian society. **Explain in your own words what negative labelling is and how it functions in identity construction.**

- Negative labelling: "The term acquires this force through its ideological association with impotence (in fact, hijra is often used to mean 'impotent' in everyday discourse)... the ultimate insult within normative Indian family structures, for the widespread belief that hijras are impotent positions them outside of reproductive kinship."
 - the function of negative labelling is to set some individual in the out-group or a group outside normative society by diminishing their social position (general description 1 p.)
 - must mention to set outside (group or society) and diminishing social position (= 2 p.)
 - example 1 p.

Task 2.2

In addition to negative **labels**, there are more positive ones. For example, a racial label like *whitey* is generally understood as derogatory, but in certain contexts can also be negotiated as a positive identity marker (meaning, being 'whitey' can also be considered 'cool'). **Explain in your own words what is included in the type of labelling where a negative label can be understood as a positive label.**

- Positive labelling: "generally understood to be derogatory, takes on different valences within the interaction through the use of contrastive modifiers.... takes on different valences within the interaction through the use of contrastive modifiers. While Eric negatively characterizes Jin's roommate as a 'prototypical whitey', Jin describes the 'ghetto whiteys' in his working-class neighborhood as 'cool'. In this interaction, adjectives and predication reorient the social

meaning of whiteness from a fixed racial reference term to an intersubjectively negotiated identity category.”

- a negative label is often turned into a positive one to show in-group membership, positive attitude and evaluation of another person or group (general description 1 p.)
- must mention show group membership, positive attitude/evaluation (= 2 p.)
- example 1 p.

Task 2.3

Another way of linguistically marking identity is the use of **implicatures and presupposition**. For example, gay people who fear reprisal for openly displaying their sexual identity may use implicatures, such as gender-neutral references to lovers, when they are talking to members of their own social group. **Explain in your own words what an implicature is and how it functions in identity construction.**

- Implicatures: “For example, as Anita Liang (1999) has argued, lesbians and gay men to convey this information to savvy listeners while excluding possibly hostile outgroup members. Indeed, the ability to interpret such implicatures is recognized in gay and lesbian communities with a special term: gaydar.”
 - An implicature is something the speaker suggests or implies, even though it is not literally expressed; it is often used to mark in-group membership (or, like in this case, to hide in-group membership from out-groups (general description 1 p.)
 - must mention implied meaning and group membership (= 2 p.)
 - example 1 p.

Task 2.4

According to Bucholtz and Hall **stance** means a type of social action, which relates to the way we position ourselves in discourse. For example, utterances like ‘I’m just amazed’ can be used to show the speaker’s position towards the topic at hand. **Explain in your own words what other functions stance might have apart from positioning.**

- Stance: “– that is, the display of evaluative, affective, and epistemic orientations in discourse – interactional identities emerge in discourse. ...gendered identities are built not only locally within couples, but more broadly across (some kinds of) couples” “speakers position themselves and others as particular kinds of people.”

- a way of thinking about something; the way in which speakers position themselves in relation to the ongoing interaction, in terms of evaluation, intentionality, epistemology or social relations (general description 1 p.)
- must mention evaluation ja social relations (= 2 p.)
- example 1 p.

Task 2.5

Also **style** is mentioned in the text as one of the linguistic ways related to identity construction. For example, speakers have different ways of using language to mark their group membership. The racial label *whitey* introduced in Task 2 serves as one example of how a certain term may also be used as a stylistic feature. **Explain in your own words what style is and how it can change according to different contexts.**

- 5. Style: “the concept of style a repertoire of linguistic forms associated with personas or identities (597) conversational acts such as evaluative expressions...teenagers in California display their identity as nerdy or popular.”
 - the way we use language in different contexts in terms of topic, audience, occasion, shared experience, and purpose of communication (general description 1 p.)
 - must mention different contexts and types of purposes (above) (= 2 p.)
 - example 1 p.

Part 2, Section B

Summary

In Part 1 Section B of the exam you read an excerpt from Vera Tobin’s article. Using only the ideas found in Tobin’s article, summarize in 250–300 words (1500–2000 characters with spaces) what Tobin has to say on “Cognitive Bias and the Poetics of Surprise.” Write this summary in your own words (do not copy chunks of text from the source text). Your summary will need to introduce the main ideas, elaborate on them, and end with a conclusion. Marks will be given for content as well as the structuring of your summary. (0–30 points)

[Text omitted from the published version of the exam]

Pisteytysperusteet / Bedömningsgrunder**Content coverage: (each content point below = 2 points → 0–14 points):**

- Literary studies is interested in “theory of mind”, which is a way of describing people’s understanding that others have minds similar to themselves, but not exactly the same.
- Mostly this research is based on the “false belief test”, where people are expected to be able to know that others can hold beliefs that they themselves know are false.
- “The curse of knowledge”, on the other hand, is a side-effect of human cognitive efficiency, where whatever is active in our minds and relevant to us is difficult to ignore, even when we know that it is something the other person does not know.
- Authors of fiction use this quality of human minds in order to create pleasurable narrative surprises. The best sorts of surprise, also called “narrative rug-pull”, involve giving so little information that the readers cannot guess what is coming, but still enough that they can look back and understand that they *could* have guessed it.
- Such surprises are particularly important in the literary genre of mysteries and whodunnits, where the solution cannot be too obvious but must also seem right and clear in retrospect.
- Graham Greene’s novel *Brighton Rock* is offered as an example of such a surprise. In that story a man dies on a beach, and readers follow another character’s search for the truth about what happened to him. Because the story reveals to readers that the man was murdered, they assume that the other character knows that too, and are therefore surprised when she declares to the police that the man committed suicide.
- Thus our necessary cognitive shortcuts can be seen to also create blind spots, which for their part allow authors ways of constructing satisfactory surprises in their readers. (284 words)

Organization of summary content (0–16 points):

13-16: The summary is clearly and insightfully organized and covers all or virtually all major points of the text. Ideas are elaborated on in a sophisticated way without detracting from the main issues. Logical and rich use of transitional phrases. An impressive piece of writing. An excellent ability to summarize and express ideas in their own words.

10-12: The summary is organized clearly and covers nearly all major points of the text. Ideas are elaborated on well. Logical use of transitional phrases. Good clear writing. A very good ability to summarize and express ideas in their own words.

7-9: The majority of major points are covered and understood correctly, but the organization of the text might be clearer or more logical. The expression of ideas and elaboration is for the most part good. Some transitional phrases used, but logic is not clear or use of phrases is repetitive. A reasonably clear piece of writing. A good ability to summarize and express ideas in their own words.

4-6: Some points overstressed, ignored or not fully understood. The organization of the summary is not very clear, and elaboration on ideas is lacking or not relevant to the main points of the text. Few transitional phrases; transitions are illogical or do not reflect the original text. A relatively poor ability to summarize and express ideas in their own words.

0-3: The task is not covered in a satisfactory way (e.g. it is below minimum length). The summary has no logical organisation and/or few points are made. Main ideas of the text are not understood correctly. Use of transitional phrases is poor or nonexistent. Finds difficulty in summarizing. Much of the text may be taken directly from the source without showing the ability to express points in their own words.