ENGLANNIN VALINTAKOE 2022

Part 1

The first set of questions test comprehension of the following text, as well as the ability to recognize and interpret the main points of the text. 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.

Aineisto on poistettu tekijänoikeussyistä.

Part 1, Section A

The following text is adapted from Kathryn Remlinger's scientific article "Everyone up here: Enregisterment and identity in Michigan's Keweenaw Peninsula," published in American Speech 84/2 (2009): 118–137. Read the text carefully and then answer the questions following it. 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.

1.1. The text gives the word Yooper as an example of 'a regional moniker'. What does 'a moniker' mean in this context?

a name

a swearword

a gender

a stereotype

1.2. Enregisterment means that speakers

use particular language features to index their sociocultural origins

express their socioeconomic standing by their language use

use language to officially register themselves as a part of a community

only use a certain dialect

1.3. The text mentions metadiscursive practices that can be used to show cultural values. What are metadiscursive practices in this context?

a link between beliefs, linguistic stereotypes and groups

a link between culture, status and gender

a link between attitudes, language and role

a link between language, location and identity

1.4. Adding social meanings to language features is scientifically referred to as
an illative process
an identification process
an ideological process
an indexical process

1.5. Originally in Copper Country English, words like dat used to signal
gender
class
ethnicity
age

1.6. The text gives the phrase "Let's go post office" as a typical example of an illative phrase construction in Copper Country English. What is it in the phrase exactly that shows a deviating illative construction?
lacking a postposition
lacking a definite article
lacking an indefinite article
lacking a preposition

1.7. The text mentions that words like dat or yous are stigmatized features. What does this mean?
these words are derogatory
these words are often below the level of consciousness for some speakers
these words are sensored
these words are typically used as a local prestige marker of people who speak the Copper Country dialect

1.8. The text refers to dialect awareness and/or language awareness. What does awareness in this context mean?
that speakers learn many dialects and/or languages
that speakers know all the words in their own dialect and/or language
that speakers are aware of as many dialects and/or languages as possible
that speakers are conscious of how they use their own dialect and/or language in general

1.9. According to the text, ideological processes help language speakers to
define their socio-political stance through language

define societal norms in language use

define their ideological beliefs through discourse

define cultural meanings through language practices

1.10. The text talks about performative discourses that can be used to define identity. What does this mean in the current context?

that speakers use many performatives when they talk about their identity

that speakers perform their identity only publicly by the use of discourse

that there are some identities speakers only express in private conversations

that speakers consciously use features of their own dialect to express their local identity

1.11. According to the text, deictic features, such as the words there and here, can also be used to signal group membership. Which of the following words <u>does not</u> express deixis as a marker of group status?

you

then

those

my

1.12. According to the text, shibboleths are important in the process of enregisterment. What is a shibboleth in this context?

a language feature identified with a particular group or region

a language feature that hides speaker identity

a word or phrase identifying religious beliefs

a made-up word or phrase

Part 1, Section B

The following text is adapted from the section "Why Read Literature" in The Norton Introduction to Literature (Shorter Fourteenth Edition, 2022) by Kelly J. Mays. All emphases (italic font) are faithful to the original text. Read the text carefully and then answer the questions following it. 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.

2.1. What does the word "decried" mean here?

criticized

discounted

praised

2.2. Plato banned poetry from his ideal republic because it

encourages untruths

distracts people from good government

interferes with reason

2.3. A rise in "irreligion" means

people reject all religions

people become more resolute in their religious beliefs

people think religion less relevant to their lives

2.4. Some American students choose <u>not</u> to study literature because

they fear their degree will not qualify them for a job

they don't know companies actively seek English majors

they fear literature will become less enjoyable if they study it

2.5. According to the text between 2012 and 2017, the share of 18–24-year-olds who read poetry

increased by half

doubled

quadrupled

2.6. In previous centuries, literature was mainly valued for its ability to

give access to other worlds

provide models of moral virtue

teach and give pleasure

2.7. Harry Potter and Brandon Sanderson novels are presented as examples of literature that

broadens the mind

is too easy

is very imaginative

2.8. Percy Bysshe Shelley's basic argument for reading literature is that

it develops the empathy necessary for ethical behavior

it helps develop a vivid imagination

it leads to greater wisdom

2.9. What does the word "outlook" mean in the text?

prospect

attitude

demeanor

2.10. According to the article, if you read a sad scene in a novel, you might

be more sad due to the richness and complexity of literary language

be less sad due to the distancing effect of fiction

be equally sad as if you faced the situation in real life

2.11. According to the article, you are more likely to be able to anticipate how other people think if you read

nonfiction

poetry

fantasy

2.12. What does the word "reappraisal" mean here?

enumerate

correct

consider again

2.13. According to the author, writing about literature helps us

discover what the author really meant

deal with people very different from ourselves

understand our own inconsistencies

Part 2

This part of the examination tests your ability to comprehend academic text and explain its meaning in your own words. Both the accuracy of your English and the content of your answer will be considered in the marking.

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 1.1.-1.5. below ask you to explain five concepts introduced in Remlinger's text (Part 1, Section A) in your own words. All the concepts concern those features that typically appear in language-ideological research – local identity, enregisterment, (meta)discourse, shibboleths, and indexicality. You will be judged solely on the quality of your explanation and the accuracy and fluency of your English. For all tasks, you should also give your own examples.

Write your answer as complete sentences. The length of your answer must not exceed 300 characters (with spaces). (0–4 points/task; 0–20 points for the whole section) Kathryn Remlinger, "Everyone up here: Enregisterment and identity in Michigan's Keweenaw Peninsula"

1.1. Remlinger writes that local identity can be expressed by various language features. Explain in your own words what local identity is and what type of linguistic features can be used to express it.

1.2. According to the text, the process of enregisterment is realized in language to express, for example, local membership. How would you explain what these enregistered language features can be and what exactly it is that they can signal in discourse?

1.3. Remlinger repeatedly refers to the concepts of discourse and metadiscourse in the text. How would you describe what these concepts mean and what the difference between them is?

1.4. According to Remlinger, the Copper Country dialect includes shibboleths that function as a marker of enregisterment. Describe in your own words what the word shibboleth means and how shibboleths are used. (Do not use the examples found in the source text.)

1.5. The text refers to Silverstein's (2003) orders of indexicality, which comprises of three levels. In the first order, linguistic form is linked with a socially meaningful category, such as gender, age, ethnicity or class. How would you explain what first-order indexicality here means and how it can be expressed in language use?

Part 2, Section B
Task 2

In Part 1, Section B of the exam you read an excerpt from "Why Read Literature" from The Norton Introduction to Literature by Kelly J. Mays. Using only the ideas found in Mays's essay, summarize in 250 300 words (1500–2000 characters with spaces) what Mays has to say on why people should read literature. 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, structure, as well as language and expression. (0–30 points).

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Part 2, Section A

Grading:

- **Language and expression 0–1 p.**
- **Contents 0–3 p. (incl. <u>own</u> example 0–1 p.)**
- **Text partly or entirely copied from the source text -1 p.**

Tasks 1–5 below ask you to explain five concepts introduced in Remlinger's text (Part 1, Section A) in your own words. All the concepts concern those features that typically appear in language-ideological research – local identity, enregisterment, (meta)discourse, shibboleths, and indexicality. You will be judged solely on the quality of your explanation and the accuracy and fluency of your English. For all tasks, you should also give your own examples. Write your answer as complete sentences. The length of your answer must not exceed 300 characters (with spaces). (0–4 points/task; 0-20 points for the whole section)

Task 1. Remlinger writes that local identity can be expressed by various language features. Explain in your own words what local identity is and what type of linguistic features can be used to express it.

Task 2. According to the text, the process of enregisterment is realized in language to express, for example, local membership. How would you explain what these enregistered language features can be and what exactly it is that they can signal in discourse?

Task 3. Remlinger repeatedly refers to the concepts of discourse and metadiscourse in the text. How would you describe what these concepts mean and what the difference between them is?

Task 4. According to Remlinger, the Copper Country dialect includes shibboleths that function as a marker of enregisterment. Describe in your own words what the word shibboleth means and how shibboleths are used. (Do not use the examples found in the text.)

Task 5. The text refers to Silverstein's (2003) orders of indexicality, which comprises of three levels. In the first order, linguistic form is linked with a socially meaningful category, such as gender, age, ethnicity or class. How would you explain what first-order indexicality here means and how it can be expressed in language use?

1. **local identity**
- The identity that could provide distinctive features to small-scaled places, including both positive and negative preferences of people. The local identity contains four aspects: physical, social, sensory and memory aspects.
- **must mention e.g.:** positive/negative preferences, language features, e.g. spelling, vocabulary, accent

2. **enregisterment, enregistered language features**

- The process by which a linguistic repertoire comes to be associated, culture or internally, with particular social practices and with persons who engage in such practices.
- **must mention e.g.:** enregistered language features, e.g. RP turning into socially registered variety; social/cultural practices

3. discourse and metadiscourse
- Discourse refers to: ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning.
- Metadiscourse markers are words or phrases that help connect and organise text, express attitude, provide evidence, to connect the reader to the writer and to ensure that the text 'flows' from one idea to the next.
- **must mention e.g.:** social interaction/communication, producing meaning, purpose of text/speech, attitude/stance, "talk about talk": "everybody talks just like me"

4. shibboleth
- A shibboleth is a kind of linguistic password: A way of speaking (a pronunciation, or the use of a particular expression) that is used by one set of people to identify another person as a member, or a non-member, of a particular group.
- **must mention e.g.:** group membership, identification

5. first-order indexicality
- First-order indexicality can be defined as the first level of pragmatic meaning that is drawn from an utterance.
- speakers (within and beyond the particular group or region) associate linguistic forms with certain social categories in ascending levels of awareness. The first order links a linguistic form with a socially meaningful category—such as gender, age, ethnicity, or class.
- **must mention e.g.:** social categories, (pragmatic) meaning

Content and Structure (0-16 points)

Applicants seemed to have difficulties distinguishing between major and minor points, and thus seeing how the various points fit together to create an argument. I've therefore written the main content points in outline format, to more clearly show how the excerpt is organized logically.

1) Mays begins by discussing **historical and contemporary attitudes towards literature**.
   a) In the course of history, literature has sometimes been considered a waste of time and indeed dangerous, for speaking to passion rather than reason, possibly leading to evil.
   b) In the US today, evidence suggests that for some literature is not important, as fewer Americans are reading literary texts, and college students are reluctant to study literature because they're afraid they won't be able to find work afterwards.
   c) On the other hand, more young people are reading poetry, enrollments in English departments are robust, and some firms are eager to hire literature majors.
2) Mays then goes on to question what is the **use, the value of literature**, noting that the answer will be different for different readers
   a) Historically literature was seen as something which provided "instruction and delight."
   b) For some, literature is an escape.
   c) Literature can also introduce us to new worlds, new ways of thinking, allow us to experience things we might not otherwise experience in life.
      i) Connected to these new experiences is the idea that literature helps us to understand and empathize better with others.
         (1) As evidence, Mays quotes Percy Bysshe Shelley, who thought literature helps people learn to empathize better with others.
         (2) Cognitive psychologists and neuroscientists provide further evidence for increased empathy, as the brain seems to respond to fictional events the same way it does to real ones. People who read literary texts do better on tests asking them to empathize with others, and the effects are greater for readers of poetry, which seems to activate the brain more.
   d) Reading literature also **sensitizes people to language**, the ways language is used to elicit and express different kinds of emotions. Discussing and writing about literature allows us to learn more about what we think and why.

13-16: The summary is insightfully organized, with the major and minor supporting points accurately identified. Ideas are elaborated on in a sophisticated way without detracting from the main issues. Logical and rich use of transitional phrases indicates relationships between parts.

10-12: The summary is clearly organized, including most of the major and minor supporting points, identified accurately. Ideas are elaborated on well. Logical use of transitional phrases.

7-9: Many of the major points are covered and understood correctly, but for example the summary concentrates mainly on the first or second half of the excerpt. The organization of the text might need to 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.

4-6: Some points overstressed, ignored or not fully understood, and minor supporting examples presented as main points. 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.

0-3: The task is not covered in a satisfactory way (e.g. it is below minimum length). The summary has no logical organization and/or few points are made. The 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.

Language and Expression (0-14 points)

13-14: Excellent command of English. Very appropriate expression. A very high degree of control. Virtually no errors. An excellent ability to summarize and express ideas in their own words.

10-12: A very good command of English. Appropriate expression. A high degree of control. Very few errors.

7-9: A good command of English. Appropriate expression for the most part. A relatively high degree of control. Some errors. A reasonably clear piece of writing. A good ability to summarize and express ideas in their own words.

4-6: A reasonable command of English. Some inappropriate expressions, lower degree of control. More errors. A relatively poor ability to summarize and express ideas in their own words.

0-3: Command of English shows evident weaknesses in fluency and accuracy.