

URVALSPROVET I ENGELSKA 2023

Part 1, section A

The first set of questions tests comprehension of two English-language academic texts.

The following text is adapted from Li Wei's article "Bilingualism and bilinguality", published in *The Encyclopedia of Applied Linguistics* (edited by Carol A. Chappelle, Wiley, 2012).

Materialet har avlägsnats på grund av upphovsrättsliga skäl.

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. The term "bilinguality" is defined in the text as

- groups of people speaking different languages coming into contact with one another
- **the ability to use two languages in interaction**
- being born into a multilingual community
- exposure to multiple languages as an adult
- I will leave this question unanswered

2. Language shift is described in the text as

- the sudden decline of a language
- the redistribution of demographic factors
- changes in national language laws
- **a change in a community's attitudes towards a language**
- I will leave this question unanswered

3. Which of the following processes of language shift is mentioned in the text?

- the maintenance of German-Hungarian bilingualism in the town of Oberwart in Austria
- the decline of Tok Pisin in Papua New Guinea
- **the revitalisation of Hebrew in Israel**
- simultaneous bilingualism
- I will leave this question unanswered

4. The term "language contact" is defined in the text as

- the cognitive processes of a bilingual speaker
- the process of second language acquisition
- social bilinguality

- **voluntary or enforced interaction between speakers of different languages**
- I will leave this question unanswered

5. Which of the following is not mentioned in the text as a factor contributing to language contact?

- **language maintenance**
- language endangerment
- immigration
- the global spread of English
- I will leave this question unanswered

6. According to the text, language revival requires that

- the language is learned at least by some children from birth
- national language laws support the language
- language education is available to adults and children
- **the language is transmitted from one generation to another**
- I will leave this question unanswered

7. Dorian's study, reviewed in the text, describes

- the revival of Gaelic in the Scottish Highlands
- the use of Gaelic in the fishing industry in Scotland
- **the generational transmission of Gaelic**
- the death of Gaelic in the Scottish Highlands
- I will leave this question unanswered

8. Diglossia is defined in the text as

- complimentary language functions
- historically stable relationships between languages
- simultaneous bilingualism
- **the contemporaneous use of multiple languages in a community**
- I will leave this question unanswered

9. The term "sequential bilingualism" means

- the use of two languages in a temporal sequence
- the interference of one language on the use of another
- **the learning of a language in addition to but separate from first language acquisition**
- the effect of language contact on an language community
- I will leave this question unanswered

10. Which of these phenomena are associated with language attrition?

- language policy
- cognitive bilingualism

- **sustained decline in language contact**
- exposure to multiple languages simultaneously
- I will leave this question unanswered

11. The term “code switching” means

- sequential bilingualism
- **using words and phrases from different languages in one’s speech**
- inability to express oneself in a language
- ability to switch narratives
- I will leave this question unanswered

12. Which of the following are not described in the text as having linguistic effects?

- industrialisation
- invasion
- **individualisation**
- identity building
- I will leave this question unanswered

Part 1, Section B

The following text is adapted from the section “Figures and Tropes” in *An Introduction to Literature, Criticism and Theory* (Fifth Edition, 2016) by Andrew Bennett and Nicholas Royle. All emphases (italic font) are faithful to the original text.

Materialet har avlägsnats på grund av upphovsrättsliga skäl.

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.

13. What does the word “hyperbole” mean here?

- colourful expression
- euphemism
- **exaggeration**
- understatement
- I will leave this question unanswered

14. According to the authors, saying that “God is a DJ” works because

- some people are religiously excited about music and dancing.

- **we understand it shouldn't be taken at face value.**
- it's a credible statement about the power of music.
- in doing so, we give another name to God.
- I will leave this question unanswered

15. Why is thinking of literary language as a deviation from ordinary language misleading?

- It assumes that literary texts are interesting but not to be taken as seriously as more ordinary texts.
- It highlights how literature uses language but fails to acknowledge its positive impact on everyday language.
- It makes literature sound perverted and directs attention away from how politicians manipulate language.
- **It emphasizes how literary language differs from ordinary, but makes it seem like all other uses of language are completely literal.**
- I will leave this question unanswered

16. What do the authors exemplify by the names of newspapers?

- That the newspapers think they are the torch-bearers of the society.
- **That figurative language is present everywhere, even if we don't always notice it.**
- That the papers have failed at their attempts to use ordinary language.
- That they recycle the same metaphors over and over.
- I will leave this question unanswered

17. What does the word "effacement" mean here?

- to hurl racist insults at someone
- to make someone lose face
- **to erase**
- to not recognize someone
- I will leave this question unanswered

18. Why is Ellison's novel called *The Invisible Man*?

- The protagonist has the ability to make himself invisible because he mirrors people's attitudes.
- The protagonist feels that people are not interested in knowing him as a person.
- **The society sees the protagonist only as a representative of his race, not as an individual.**
- People are generally interested only in themselves, not in others.
- I will leave this question unanswered

19. What do the authors mean by "synecdochic substitution" with regard to Ellison's novel?

- That in this type of figural expression two opposing ideas are linked together.

- **That racism results from taking a person's skin colour to imply something about their character.**
- That this type of metaphor tricks you into ignoring an important part of something.
- That figurative language has a way to make us focus on the details of description.
- I will leave this question unanswered

20. What do the authors mean by saying that Emily Dickinson's poem "defamiliarizes its own rhetorical figures"?

- She makes families of animals look strange and uses surprising metaphors.
- She uses language that makes it sound like even she is uncertain what she wants to say.
- **She uses figurative language in a way that questions the very metaphors she uses to present her topics.**
- She is deliberately elusive in the way she writes because she wants to challenge her readers.
- I will leave this question unanswered

21. In the text, the "anthropomorphic insistence" of Dickinson's poem

- means that the poem is literally trying to turn the bird in the poem into a human being.
- **turns out to be more complex and ambiguous when you read further.**
- is an unnecessarily confusing way of describing a bird and a worm.
- means that Dickinson insists on presenting things in a vague way.
- I will leave this question unanswered

22. According to the authors, Dickinson describing the bird's eyes as "frightened beads"

- creates a disturbing image by making the bird seem like a shapeshifting being.
- creates a mixed metaphor that makes the poem less successful.
- is an example of personification or anthropomorphism.
- **makes us think about the ambivalence of the language it uses.**
- I will leave this question unanswered

23. Based on the text, why is the homophone "seam"/"seem" important in Dickinson's poem?

- They are words that sound the same but have different meanings.
- It makes for a clever wordplay because you don't know which word it is if you read it aloud.
- **By equating the two words, the poem draws attention to the ambiguity of metaphors.**
- It demonstrates how difficult it would be to translate the language that Dickinson uses in her poetry.
- I will leave this question unanswered

24. Why is the expression in the penultimate line of Dickinson's poem significant, in the authors' view?

- It's just as incomprehensible as some of the earlier metaphors in the poem.
- It adds yet another layer of deception and false assumptions to Dickinson's poem.

- **It challenges our conception of how language refers to things and how metaphors work.**
- It demonstrates how easily metaphors can dramatize the way we assume references between things.
- I will leave this question unanswered

25. Based on the examples of Ellison's and Dickinson's works, it could be said that

- literature can hide habits and prejudices in the background of texts.
- by making you think how the figures and tropes in a piece of literature work, literature makes the reading experience tense.
- **a key factor of literary criticism is to examine how literature makes use of things that are not to be taken literally.**
- the self-referentiality of literature can work to hide all kinds of prejudices.
- I will leave this question unanswered

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 answers in English. An answer in any other language will get 0 points.

Part 2, Section A

Tasks 1–5 below ask you to explain and/or exemplify five concepts introduced in Li Wei's text (Part 1, Section A) in your own words. You will be judged solely on the quality of your explanation and the accuracy and fluency of your English.

Materialet har avlägsnats på grund av upphovsrättsliga skäl.

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)

Grading of individual tasks

Language and expression 0–1 p.

Contents 0–3 p. (incl. own examples)

Text partly or entirely copied from the source text -1 p.

Model answers

1. Explain in your own words what language endangerment means. Please also provide examples of languages which you think are endangered according to the criteria given in the text.

Languages are believed to be endangered when they are no longer used by speakers or they are only used for limited purposes and they are no longer transmitted by parents to their children. Examples include Sami languages and Karelian.

2. Describe in your own words what territorial bilingualism means. Please also provide examples of countries where territorial bilingualism can be found. Do not use the examples given in the text.

The term refers to speakers of a language being concentrated in particular geographical areas within a nation state. Examples include Canada with French speakers residing particularly in the Quebec area and Spain with Catalan speakers residing in Catalonia.

3. Describe in your own words the difference between language attrition and language shift.

Language shift means changes in language use on a societal level, while language attrition refers to changes on an individual level. Language attrition typically refers to the loss of language ability, while language shift can also refer to the replacement of a language in specific domains of use.

4. Li Wei's article lists a range of external factors which contribute to language contact (e.g. colonisation, immigration, technology). Please provide examples of two real-world processes of language contact where such factors can be assumed to have an impact. Do not use the examples given in the text.

Education: a non-native English speaker seeks to be admitted to an English-medium university programme in order to get access to specialist training. Immigration: a person migrates to a country in order to seek better employment or quality of life.

5. Explain in your own words the difference between the terms bilinguality and bilingualism.

When we use the term bilinguality, we focus on the use of two languages from the perspective of the individual (e.g. how an individual becomes bilingual). When we use the term bilingualism, we focus on the societal effects of language contact (e.g. how two languages coexist in a nation state).

Part 2, Section B

In Part 1 Section B of the exam you read an excerpt from "Figures and Tropes" in *An Introduction to Literature, Criticism and Theory* (Fifth Edition, 2016) by Andrew Bennett and Nicholas Royle. Using only the ideas found in the excerpt, summarize in 250-300 words (1500-2000 characters with spaces) what Bennett and Royle have to say about figurative language. Write this summary in your own words (do not copy chunks of text from the source text). The summary will need to accurately identify the major and minor supporting points. It should be well-organized, with clear transitions between parts.

Materialet har avlägsnats på grund av upphovsrättsliga skäl.

Marks will be given for content, structure, as well as language and expression. (0-30 points).

Grading

Applicants seemed to have difficulties distinguishing between major and minor points, and thus seeing how the various points fit together to create an argument. The main content points below are provided in outline format, to more clearly show how the excerpt is logically organized.

1. Bennett and Royle begin with examples of hyperbolic expressions about famous musicians and the prevalence of figurative language, highlighting the importance of examining figurative language in literary studies.
 - Expressions such as calling Elvis “The King” are generally understood as figurative language, not to be taken literally.
 - Figurative language is sometimes considered as distorting regular everyday language.
 - However, this is a misleading idea. Metaphorical language is commonplace in everyday usage, as evidenced by the names of various newspapers. We are just so used to it that we may not notice it.
 - Considering the effects and function of such figurative language is at the heart of literary studies. Figurative language is more than decoration; it is central to understanding the meaning of texts.
2. Figuration can shape how we understand the world.
 - Ellison’s *Invisible Man* is an example of using invisibility as a metaphor to underline the socially, politically and economically powerless positions of black people in the U.S.
 - The novel presents racism as something where black people are seen merely as an extension of their skin color, so that the individual is only seen as a representative of a group, not as a person in their own right.
 - The authors argue that Ellison’s novel also presents language as the way to challenge this situation: the metaphor of invisibility can make people see racism in new light.
3. The authors link this to a discussion on the way figurative language can affect meaning.
 - Emily Dickinson’s poem shows how language that is simple on the surface can expand into a complex discussion of metaphorical references, of what is figurative and what is literal.
 - Dickinson’s metaphors create ambiguity, turning the poem into a work that talks about its own act of creating meaning.
4. The authors’ discussion highlights how figurative language gives both meaning and life to literary texts, making it one central element of literary studies

Content and Structure (0-16 points)

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.