

UNIVERSITY COLLEGE LONDON

University of London

EXAMINATION FOR INTERNAL STUDENTS

For The Following Qualification:-

M.A.

M.A. English Language (Modern): Topics in Modern English Linguistics

COURSE CODE : ENGLMA03

DATE : 06-MAY-03

TIME : 10.00

TIME ALLOWED : 3 Hours

Topics in Modern English Linguistics

Answer three questions, two from one section and one from another section.

Begin each section in a new answer book.

Do not use substantially the same material in more than one answer, whether on this paper or in other parts of the examination.

SECTION A: English Transformational Syntax

1. Write an essay on the syntactic behaviour of the modal auxiliaries and the aspectual auxiliaries in the transformational syntax framework.
2. Do you feel thematic roles are useful in the description of English syntax? Explain your answer with examples.
3. Describe the essential features of the Binding Theory.
4. Write short notes on any *two* of the following, illustrating your answers with examples.
 - a. Head Movement
 - b. Subject-to-Object Raising
 - c. The C-node
 - d. The VP-internal subject hypothesis

SECTION B: Linguistics and Language Teaching

1. Rod Ellis defines *transfer* as “perhaps the most important single concept in the theory and practice of education”. Evaluate, in respect of language transfer in language learning, and its possible pedagogic implications.
2. Write an essay on the role of *motivation* in second language acquisition.
3. How much attention should the language teacher give to the teaching of a native-like pronunciation of a foreign language?
4. Evaluate the role of brain lateralization in second or foreign language acquisition.

SECTION C: Semantics

1. Using examples of your own, illustrate the distinction between 'sentences' and 'utterances'. Include in your answer a discussion of some of the ways in which the linguistically encoded content of an utterance might be said to underdetermine its propositional content.
2. What was Paul Grice's main insight into conversational exchanges? Using examples of your own, show *two* of the ways in which the framework Grice proposed can be used to account for the derivation of implicatures.
3. Using your own examples, illustrate how *overt* intentional communication can be distinguished from (a) accidental information transfer and (b) *covert* intentional communication. What did Grice (1957) regard as the feature that distinguished cases of *non-natural* meaning as special cases of overt intentional communication?
4. Outline the framework within which speech-act theorists attempted to account for non-truth conditional meaning. Your answer should include a brief summary of what is meant by a truth-conditional approach to meaning, and discussion of (at least) *two* different types of non-truth conditional expression.
5. Illustrate, with reference to the following sentence, the relevance-theoretic distinction between 'conceptual' and 'procedural' encoding.

I saw the eclipse, but Bill didn't.

SECTION D: English accents and dialects

1. **Either:**
 - a. What are the main ways in which the accents of the north of England differ from those of the south? Does RP belong phonetically and phonologically more with the north or with the south?**Or:**
 - b. What is meant by the term Estuary English? Compare its phonetics with that of Cockney and Received Pronunciation.
2. How can a knowledge of historical developments help us to account for differences among contemporary accents of English?
2. Is RP still a suitable model for English as a Foreign Language? How is our choice of pronunciation model affected by the rise of English as an International Language?