

Registration Number:

Date & Session

**ST JOSEPH’S UNIVERSITY, BENGALURU -27**

**IV SEMESTER - BA/BCOM/BSc/BBA/BVOC**

**END-SEMESTER EXAMINATION: April 2024**

**(Examination conducted in May / June 2024)**

**CEOE4 – THE MISTAKES WE MAKE: SOME EXPERIMENTS**

**IN PSYCHOLINGUISTICS**

**(For current batch students only)**

**Time: 2 Hours Max Marks: 60**

**The paper has FOUR PARTS and THREE printed pages.**

**INSTRUCTIONS:**

1. This paper is for students of II semester of BA/BCOM/BSc/BBA/BVOC (all shifts).
2. You will lose marks for exceeding the word limit.
3. NO DICTIONARY ALLOWED.

**PART A**

1. **Read the following passage titled ‘Typos, tricks and misprints’ by Arika Okrent from aeon.com published 26 July 2021.**

English spelling is ridiculous. *Sew* and *new* don’t rhyme. *Kernel* and *colonel* do. When you see an *ough*, you might need to read it out as ‘aw’ (thought), ‘ow’ (drought), ‘uff’ (tough), ‘off’ (cough), ‘oo’ (through), or ‘oh’ (though). The *ea* vowel is usually pronounced ‘ee’ (*weak, please, seal, beam*) but can also be ‘eh’ (*bread, head, wealth, feather*). Those two options cover most of it – except for a handful of cases, where it’s ‘*ay*’ (break, steak, great). Oh wait, one more… there’s *earth*. No wait, there’s also *heart*. The English spelling system, if you can even call it a system, is full of this kind of thing. Yet not only do most people raised with English learn to read and write it; millions of people who weren’t raised with English learn to use it too, to a very high level of accuracy. The most comprehensive description of its spelling – the *Dictionary of the British English Spelling System by Greg Brooks* (2015) – runs to more than 450 pages as it enumerates all the ways particular sounds can be represented by letters or combinations of letters, and all the ways particular letters or letter combinations can be read out as sounds.

1. **Answer ANY THREE of the following questions in FIVE to EIGHT sentences. (3x5=15)**
2. Do you agree with the opinion that the English spelling system is ridiculous? Explain using your own examples, similar to those given in the passage.
3. Despite so many inconsistencies, in most cases we are still able to read and speak English with some level of clarity. What makes this possible?
4. Based on classroom discussions and your own experience, what are some common spelling errors that you make, or that you have observed others make? List three such spelling errors and explain each of them.

**PART B**

1. **Answer ALL of the following questions in 200 words each. (3x10=30)**
2. *Bombay* and *Hollywood* become *Bollywood*; *jeans* and *leggings* become *jeggings*. Think of four more examples of this type. What common linguistic phenomena is this an example of? Do you think such words are common in everyday language? Explain.
3. What is the cocktail party effect and why is it named as such? Is this phenomenon relevant to our everyday functioning beyond language use?
4. Read the sentences given below:
   1. The qcuik bworn fox jmups oevr the lzay dog.
   2. Staisfctnoi leis in the eforft.
   3. Ctvrteiaiy is iletnliegnca hvnagi fnu.

Identify and write the original sentences for a, b and c. What phenomenon are these sentences an example of? How are you able to make sense of the words and sentences given above? Explain.

**PART C**

1. **Read the following sentences and answer the question below in 250 words. (10+5=15 marks)**

1. a. "He's a real genius when it comes to solving marital disputes."

b. "He's a real genius when it comes to solving marital desserts."

1. a. It is an old wive’s tale.

b. It is an old wise tale.

Identify which pair is an example for eggcorn and malapropism. Differentiate between the two linguistic phenomena and give your own (one) example for each.

What are your thoughts on these types of everyday speech/language errors? Do you think it reflects on the speaker’s language fluency or intelligence? What can we learn from such instances?

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