

Applied Phonetics and Phonology – Weekday section

Mid-Term Exam Study Guide

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The following are questions that may appear on the mid-term exam for Linguistics 511G. Approximately 25 of these questions will actually appear on the exam. The study guides and exams for the two sections of 511 will be different – each will be based on questions submitted by members of the class that will take the exam. The questions on the exam will be verbatim from this handout *except as noted below in italics, like this*.

Chapter 1: The history of pronunciation instruction, and intro to Phonetics and Phonology

1. Name the two general approaches to the teaching of pronunciation:
 - A.
 - B.
2. The text lists 10 *methods* that can be used to teach pronunciation as part of a communicative approach to second language teaching. Name six (6) of them:
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
 - H.
 - I.
 - J.
3. Advocates of the “Cognitive Approach” to pronunciation instruction advocate two essential principles. What are they?
 - A.
 - B.
4. What are two indispensable tools that “silent way” teachers use?
 - A.
 - B.
5. What approach is currently dominant in second language teaching, and why?

6. Among the approaches to pronunciation teaching, compare and contrast “Audiolingualism” and “the Silent Way.”
 - A. Similarities:

 - B. Differences:

7. What problems are there for the “grammar translation” method of language teaching?
 - A.

 - B.

8. What is distinctive about the “communicative approach” to second language teaching?

9. Describe the notion of “minimal pair” and give an example.

10. Two sounds that never occur in the same environment are said to be in _____.

11. Describe the differences between the disciplines of *phonetics* and *phonology*.

12. Variant pronunciations of a phoneme are called its _____.

13. Describe two methods of dealing with pronunciation in Community Language Learning.
- A.
- B.
14. Moreley suggests that there are currently at least four groups of English language learners whose oral communication needs mandate a high level of intelligibility and therefore require special assistance with pronunciation. What are these groups?
- A.
- B.
- C.
- D.
15. What are the four notions that were advocated by the founders of the “Reform Movement” in language teaching?
- A.
- B.
- C.
- D.
16. Fill in the blanks: _____ analysis treats observable behavior (the “outsider’s” perspective), while _____ analysis deals with the culturally coherent system that “underlies” behavior (the “insider’s” perspective).
17. Fill in the blanks with the appropriate pronunciation teaching technique:
- A. _____ . “She sells seashells by the seashore.”
- B. _____ . Drills in which sounds that are learned first by children are taught first to adults, e.g., /w/ before /l/ and /r/.
- C. _____ . Use of articulatory descriptions, diagrams and a phonetic alphabet.

Chapters 2 and 3: Research on the acquisition of pronunciation and English Consonants

18. Describe the “interlanguage hypothesis.”

19. List the places of articulation for English consonants, according to the Celce-Murcia *et al* text:

20. What are the three types of language learning errors identified by Richards (1971)?
 - A.
 - B.
 - C.

21. List the manners of articulation for English consonants:

22. Describe “instrumental motivation” and “integrative motivation” for 2nd language acquisition:
 - A. Instrumental motivation:

 - B. Integrative motivation:

23. What is “contrastive analysis”?

24. Give an example of allophones of one phoneme in English:

25. Describe Schumann’s “acculturation model” of 2nd language acquisition:

Chapter 4: English vowels

35. Give complete articulatory descriptions of the following English vowels: *NOTE: Different vowels may appear on the exam.*
- /æ/ _____.
- /ɛ/ _____.
- /u/ _____.
- /iy/ _____.
36. List all of the tense vowels and lax vowels of English, as they appear in stressed syllables:
- A. Tense vowels:
- B. Lax vowels:
37. Explain what a sonorant sound is:
38. A _____ sound is a voiced sound that can function as the peak of a syllable.
39. A(n) _____ syllable is a syllable that has no coda. A(n) _____ syllable is a syllable that has a coda.
40. Give two minimal pairs in English that illustrate the contrast between /iy/ and /ɪ/:
- a. _____ b. _____
41. Briefly describe what is meant by vowel “coloring:”
42. When do vowels in English tend to be a little longer than normal?
43. When do vowels in English reduce to schwa?
44. List the three phonemic diphthongs of English (as presented in the C-M text):
- A. _____ B. _____ C. _____

45. Define the term “formant” as used in acoustic phonetics:
46. Why isn’t the articulatory classification of vowels as clear-cut as that of consonants?

Chapters 5 and 6: Connected speech and Suprasegmentals

47. Match the following key terms with their characterizations (given below in random order): (*Note: The order of the terms and the answers may be different on the actual exam.*)

Assimilation: ____ Deletion: ____ Stress-timed: ____.

Syllable-timed: ____ Free-stress: ____ Fixed-stress: ____.

Tone: ____ Pitch: ____ Intonation: ____.

Function word: ____ Content word: ____ Epenthesis: ____.

Glide intonation: ____ Step intonation: ____ Wh-question: ____.

Tag-question: ____ Yes/no question: ____ Appositive: ____.

Prosody: ____ Rhetorical question: ____ Compounds: ____.

- A. When a sound is inserted in a certain context.
- B. A language type in which utterances with the same number of “feet” have approximately the same duration.
- C. When a given sound disappears in a certain context.
- D. Pitch that is phonemic at the lexical level.
- E. A language type in which it is possible to predict on phonological grounds what the stress pattern on a word will be.
- F. A falling intonation pattern used when the last primary stressed syllable of an utterance is also the last syllable of the utterance.
- G. A question that expects no response.
- H. Variations in F0, the speed at which the vocal folds are vibrating.
- I. When a given sound takes on characteristics of a neighboring sound.

- J. Words that have “bleached” grammatical meaning, and belong to “closed” classes.
 - K. Emic patterns of pitch variation that apply to entire thought groups.
 - L. Words that have “rich” lexical meaning, and belong to “open” classes.
 - M. Words composed of two or more base elements.
 - N. A question that expects a response of “yes” or “no.”
 - O. A language type in which utterances with the same number of syllables have about the same duration.
 - P. A question that expects a response that involves some rich information, beyond just “yes” or “no.”
 - Q. A question that is a statement, followed by a reduced question, usually of opposite polarity.
 - R. A phrase or clause that follows a noun, giving more information about the noun, but is not part of the same syntactic unit as the noun.
 - S. A language type in which it is impossible to predict on phonological grounds what the stress pattern on a word will be.
 - T. A falling intonation pattern used when the last primary stressed syllable of an utterance is NOT the last syllable of the utterance (i.e., it is followed by one or more unstressed syllables).
 - U. The rhythm and timing of speech.
48. Describe the difference between the intonation of compounds like “Whitehouse” and modified noun phrases like “white house” in English.
49. Fill in the blanks: In a(n) _____ foot, the more highly stressed syllable comes first. In a(n) _____ foot, the more highly stressed syllable comes last. *Note: The order of the blanks may be reversed in the actual exam.*
50. What type of language is English in terms of timing?
51. What type of language is English in terms of the placement of stress?