

# Applied Phonetics and Phonology – Weekend 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 same class. 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. What approach is currently dominant in second language teaching, and why?
2. Name the two general approaches to the teaching of pronunciation:
  - A.
  - B.
3. 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. F.
  - B. G.
  - C. H.
  - D. I.
  - E. J.
4. Advocates of the “Cognitive Approach” to pronunciation instruction advocate two essential principles. What are they?
  - A.
  - B.
5. What are two indispensable tools that “silent way” teachers use?
  - A.
  - B.

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. Describe the notion of “minimal pair” and give an example.
9. Two sounds that never occur in the same environment are said to be in \_\_\_\_\_.
10. What is distinctive about the “communicative approach” to second language teaching?
11. Variant pronunciations of a phoneme are called its \_\_\_\_\_.
12. Describe the differences between the disciplines of *phonetics* and *phonology*.

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. What are the three types of language learning errors identified by Richards (1971)?
  - A.
  - B.
  - C.
19. Describe the “interlanguage hypothesis.”
20. List the places of articulation for English consonants, according to the Celce-Murcia *et al* text:
21. List the manners of articulation for English consonants:
22. Describe “instrumental motivation” and “integrative motivation” for 2<sup>nd</sup> language acquisition:
  - A. Instrumental motivation:
  - B. Integrative motivation:
23. Describe Schumann’s “acculturation model” of 2<sup>nd</sup> language acquisition:
24. What is “contrastive analysis”?
25. Give an example of allophones of one phoneme in English:

26. What are the three parameters needed to classify the consonants of English?  
A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_
27. Define the concept of a “syllable.”
28. What is “resyllabification”? Give one example:
29. What are the two most common allophones of the English phoneme /l/?
30. What is the difference between phonemes and allophones?
31. What are the three parameters needed to uniquely identify all English vowels?
32. Transcribe phonemically and draw a syllable structure diagram for the word “crank”: (NOTE: A different one-syllable word may appear on the exam.)
33. What is the idea that has recently replaced the notion of “critical period” for language acquisition?

## Chapter 4: English vowels

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

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

### Chapters 5 and 6: Connected speech and Suprasegmentals

46. 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. Pitch that is phonemic at the lexical level.
- B. A language type in which it is possible to predict on phonological grounds what the stress pattern on a word will be.
- C. A falling intonation pattern used when the last primary stressed syllable of an utterance is also the last syllable of the utterance.
- D. A question that expects no response.
- E. When a sound is inserted in a certain context.
- F. A language type in which utterances with the same number of “feet” have approximately the same duration.
- G. When a given sound disappears in a certain context.
- H. Variations in F0, the speed at which the vocal folds are vibrating.
- I. Emic patterns of pitch variation that apply to entire thought groups.
- J. Words that have “rich” lexical meaning, and belong to “open” classes.

- K. Words composed of two or more base elements.
  - L. When a given sound takes on characteristics of a neighboring sound.
  - M. Words that have “bleached” grammatical meaning, and belong to “closed” classes.
  - N. A question that expects a response of “yes” or “no.”
  - O. A question that expects a response that involves some rich information, beyond just “yes” or “no.”
  - P. A question that is a statement, followed by a reduced question, usually of opposite polarity.
  - Q. A language type in which utterances with the same number of syllables have about the same duration.
  - 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. The rhythm and timing of speech.
  - T. A language type in which it is impossible to predict on phonological grounds what the stress pattern on a word will be.
  - U. 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).
47. 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.*
48. Describe the difference between the intonation of compounds like “blackbird” and modified noun phrases like “black bird” in English.
49. What type of language is English in terms of the placement of stress?
50. What type of language is English in terms of timing?