

Name: \_\_\_\_\_

## Linguistics 511G, 2007: Applied Phonetics and Phonology

### Written assignment #1: History of Pronunciation Instruction, and Phonemic and Phonetic Transcription

Weekend section: Due Saturday, 13 October, in class.

#### Part I: Midterm Questions

Please write two short-answer or “fill-in-the-blank” questions for the midterm exam relating to the reading for this week. Please do not submit multiple choice or true/false questions. The answers to your questions should come from the textbook, rather than the class discussions. Don't forget to provide the correct answer to your questions. Questions should cover the *main points* in the reading, rather than picky details. For example, here is a reasonable question: "Describe the approach to the teaching of pronunciation that is dominant in second language teaching today." Here is a picky question: "In which year was the "Silent Way" introduced?"

Two sample questions follow – please do not submit a question that resembles either of these. They are provided just to give you an idea of the *kind* of question that is needed. Full credit will be given for any question that meets all of these criteria, whether or not it actually appears on the exam.

Sample question #1: *What are two of the notions and practices advocated by the "reform movement" in the teaching of second language instruction? How do the notions and practices you list contrast with the earlier "direct method"?:*

Answer: *The reform movement advocated the notions that:*

- 1. The spoken form of a language is primary and should be taught first.*
- 2. The principles of phonetics should be applied to language teaching.*

*The first notion contrasts with the direct method in that in the direct method, listening is primary, and speaking only comes later in the learning process. The second notion contrasts with the direct method in that the direct method used intuition and imitation, rather than close attention to the phonetic details of speech production.*

Sample question #2: *Describe the "Audiolingual" approach to teaching pronunciation:*

Answer: *In the audiolingual approach, pronunciation is considered very important from the earliest stages of language learning. The principles of phonetics are explicitly discussed in class, and exercises such as "minimal pair" drills are used regularly to reinforce important distinctions that may not exist in the student's native language.*

## Part II: Exercises

1. Transcribe the following English words *phonemically* according to the chart given on page xii of the text. Any plausible transcription will be counted as correct. Only implausible transcriptions will be marked as incorrect. You may consult with a native speaker (e.g., one of your professors) if necessary:

| Spelling:   | Your transcription: | Spelling:   | Your transcription: |
|-------------|---------------------|-------------|---------------------|
| 'avoid'     |                     | 'convert'   |                     |
| 'believe'   |                     | 'marry'     |                     |
| 'color'     |                     | 'pull'      |                     |
| 'dig'       |                     | 'push'      |                     |
| 'enroll'    |                     | 'ruin'      |                     |
| 'help'      |                     | 'sew'       |                     |
| 'humiliate' |                     | 'teach'     |                     |
| 'hurt'      |                     | 'wonderful' |                     |
| 'collapse'  |                     | 'yesterday' |                     |

2. Make a list of 10 minimal pairs in English, five that illustrate five different consonant distinctions and five that illustrate five different vowel or diphthong distinctions. Indicate what distinction each of your pairs illustrates. Here is one example of each type (do not use either of these two contrasts in your answer):

a. Example minimal pair for a consonant contrast:

/pæt/ 'pat' and /bæt/ 'bat' illustrate that /p/ and /b/ contrast in English.

b. Example minimal pair for a vowel contrast:

/pɪt/ 'pit' and /piyt/ 'Pete' illustrate that /ɪ/ and /iy/ contrast in English.

3. The English words below are written in the *phonetic* symbols used in your text. Write the correct normal English spelling for each:

|                  |                   |                 |
|------------------|-------------------|-----------------|
| a. [nɔɪz] _____  | f. [hu] _____     | k. [rɪtʃ] _____ |
| b. [tʰeyn] _____ | g. [tʰawn] _____  | l. [rɪtʃ] _____ |
| c. [muws] _____  | h. [saykɪk] _____ | m. [rɪdʒ] _____ |
| d. [θɪŋ] _____   | i. [dæʃ] _____    | n. [rowt] _____ |
| e. [baks] _____  | j. [yunayt] _____ | o. [sɪrɪ] _____ |