Applied linguistics

SUMMATIVE ASSESSMENT 2

A. Multiple-choice questions (Items 1-14)

1. ***A researcher examines vowel formant frequencies (F1 and F2) in recordings of learners' speech. Which branch of phonetics is primarily involved? C. Acoustic phonetics***
2. ***In English, the words 'fan' and 'van' differ in one sound and in meaning. What does this pair demonstrate? B. A phonemic contrast***
3. ***In many varieties of English, /p/ is aspirated in 'pin' but generally unaspirated after /s/ in 'spin'. These realizations are best described as:A. Context-conditioned allophones***
4. ***A learner's speech has an identifiable non-native accent, yet listeners readily understand the message. Which conclusion is most defensible? D. Intelligibility can coexist with accentedness***
5. ***A speaker says 'You're leaving?' with rising intonation. In this context, the rising contour most plausibly signals:A. A request for confirmation***
6. ***The English noun 'PREsent' and verb 'preSENT' illustrate which feature? D. Lexical stress placement***
7. ***Learners confuse the English vowels in 'ship' and 'sheep'. Which task most directly targets perception of the contrast? C. Identifying recorded minimal pairs with feedback***
8. ***Learners whose first language does not distinguish two English consonants systematically confuse them. What is the most appropriate first instructional response? B. Diagnose individual perception and production, then provide targeted practice***
9. ***In rapid connected speech, the /n/ in 'ten bikes' may be realized with a bilabial place of articulation before /b/. This is an example of:A. Regressive place assimilation***
10. ***Why is an International Phonetic Alphabet (IPA) transcription useful to a language teacher?D. It represents speech sounds more systematically than conventional spelling***
11. ***A teacher wants to evaluate learners' comprehensibility in spontaneous speech. Which procedure is most appropriate? B. Have listeners rate how easy recorded speech is to understand***
12. ***A speech-recognition app repeatedly mistranscribes an intelligible accented word. What should the teacher do? C. Cross-check with listening and context before interpreting the feedback***
13. ***Which plan best integrates pronunciation into a communicative language curriculum?A. Teach selected sound contrasts and prosody through meaningful speaking tasks and feedback***

14. ***Which feature is suprasegmental rather than a single segment? B. Prominence on a key word in an utterance.***

B. True/false (Items 15-20)

15. ***Phonetics examines how speech sounds are articulated, transmitted, and perceived.(X) True ( ) False***
16. ***Allophones of the same phoneme necessarily create a change in word meaning. ( ) True (X) False***
17. ***Successful L2 pronunciation teaching always requires eliminating every trace of a learner's accent. ( ) True (X) False***
18. ***Changes in word stress or intonation can affect interpretation without altering individual consonants or vowels.(X) True ( ) False***
19. ***Automatic speech recognition is an infallible measure of pronunciation accuracy for all accents. ( ) True (X) False***
20. ***Pronunciation instruction can combine perception tasks with meaningful oral production.(X) True ( ) False***

C. Multiple-choice questions (Items 21-27)

21. ***Which analysis correctly identifies the meaningful parts of the word 'unhappiness'?A. un- + happy + -ness***
22. ***In 'She speaks English', the suffix -s on 'speaks' primarily marks: D. Third-person singular present agreement***
23. ***The prefix re- in 'rebuild' is best characterized as: B. A derivational affix adding a repetition meaning***
24. ***Learners understand 'Yesterday she walk home' but overlook the missing past-tense ending. Which explanation is most relevant to morphology teaching? C. Attention may favor salient content and time words over a less salient grammatical suffix***
25. ***A learner says 'goed' instead of 'went'. This error most clearly illustrates:D. Overgeneralization of a productive past-tense rule***
26. ***Which task most directly assesses morphological awareness?A. Asking learners to identify stems and affixes and explain how they change meaning***
27. ***For learners who frequently omit plural -s during speaking, which form-focused activity is most appropriate? B. Using an information-gap task where singular/plural differences affect meaning, followed by feedback***

D. True/false (Items 28-30)

28. ***A derivational affix may change a word's grammatical category, as in happy → happiness.(X) True ( ) False***

29. *Every morpheme can occur independently as a free-standing word. ( ) True (X) False*
30. *Repeated omission of a grammatical suffix in a few tasks proves that the learner's interlanguage has permanently fossilized. ( ) True (X) False*

E. Multiple-choice questions (Items 31-37)

31. *In 'The manager emailed the report to the team', what is the grammatical function of 'the report'? C. A direct object*
32. *Which sentence shows standard English present-tense subject-verb agreement? B. Each student writes a summary.*
33. *Which sentence contains a subordinate adverbial clause?.D. Although it was late, the students continued working.*
34. *A teacher asks students to combine 'The course was demanding' and 'Students found it engaging' to express contrast. Which answer best meets this goal?.C. Although the course was demanding, students found it engaging.*
35. *Learners regularly use an L1-influenced word order in English declarative clauses. Which teaching response is most appropriate?A. Use contrastive examples and contextualized sentence-production practice.*
36. *A teacher gives the words 'yesterday / visited / the museum / we' and asks students to arrange them into a grammatical sentence. The activity is a: C. Sentence-scramble task*
37. *In 'The book that I borrowed yesterday is excellent', what is the role of 'that I borrowed yesterday'? D. A relative clause modifying 'book'*

F. True/false (Items 38-40)

38. *Subject-verb-object is a common order in simple affirmative English declarative clauses, although other sentence patterns exist.(X) True ( ) False*
39. *Coordination and subordination express identical syntactic relationships in every context. ( ) True (X) False*
40. *Explicit attention to syntactic form can be integrated into communicative classroom tasks.(X) True ( ) False*