STUDY GUIDE SUGGESTIONS

The best method to prepare for the final will include study group work.

1. Form a group of 3 to 5 students to work together in preparing for the exam. Your group should meet outside of class two to three times the week before the exam.

2. Go over ALL the past exams and work out the correct answers to any items you may have not answered correctly the first time. Contact your instructor to clarify any items your group can not agree upon to your satisfaction. Study the concepts in these questions and answers. The same concepts will be tested in the final but through another mechanism.

3. MEMORIZE VOCABULARY: This is critical!

4. In Phonology, we often discuss the STRING of phones/sounds that represent the sound form of a word. We seldom refer to the sounds in a WORD. The accepted form is to discuss the SEGMENTS in the STRING, or the phones which shape a morpheme.

5. Review English word categories, noun, verb, adj., adv., conj., article, modal verb, aux. verb, etc... We will draw trees to display the syntactic structure of phrases and sentences (chapter 4).

6. We usually study syllables for sound structure and phonologic rules. We only look at whole words if the word is coincidentally a single syllable/monosyllabic structure.

7. We use morphophonemics to study the SOUND SHAPE/SEQUENCE CHANGES made when TWO OR MORE MORPHEMES CONNECT to form a completed word, such as prefix and a word stem/root, a suffix and a word stem/root, etc. The rules that need to be used to make the sound patterns fit the language sound pattern rules are morphophonemic rules.

8. When examining a string of sounds/segments to discover the rule or rules being applied, always consider the vowel first and suppose that a feature of the vowel might be governing or deciding the shape of its neighboring consonants. This is not always correct, but more often than not, it will help you in your analysis.

9. Memorize the bolded text in chapter 8 on Language Acquisition. We will discuss Imitation, Analogy, Reinforcement, etc. We will discuss the Innateness Hypothesis, the Critical-Age Hypothesis, the concept that children learn/discover/form rules and construct grammars from those rules, and parallels in oral and signed language acquisition.

10. I will propose an instructor guided review session for two different days next week, after class, at a location easily accessed by the majority of the class.