Applied Linguistics, Phonology & Morphosyntax

Written Licensing Examination — Paper II

Session: 2025 | Duration: 2 Hours | Scale: 20 Points | Language Systems & Pedagogical Grammar

CANDIDATE INSTRUCTIONS

- Use standard International Phonetic Alphabet (IPA) notation where requested.
- Provide concise linguistic explanations suitable for upper-secondary English instruction.
- Dictionaries and electronic devices are strictly prohibited.

PART I — Phonetics, Phonology & Connected Speech (6 Points)

Analyze the following phonological features from a teacher's diagnostic perspective.

1. Mark primary syllable stress and provide broad phonemic transcription for: photography, curriculum, pedagogy, thorough, comfortable. [2.5 pts]

2. Explain the phonological rule governing the three allomorphs of the regular past tense morpheme {-ed} (/t/, /d/, /id/) and sort these verbs accordingly: watched, studied, graded, laughed, planned, needed. [2 pts]

3. Identify the connected-speech phenomenon in 'next day' (/neks dei/) and 'good boy' (/gub boi/), and explain how teaching connected speech supports listening comprehension. [1.5 pts]

PART II — Morphology & Syntax Analysis (6 Points)

Inspect the underlined constructions and explain both structure and pedagogical implication.

TARGET SENTENCES FOR SYNTACTIC & SEMANTIC ANALYSIS

(a) 'Had the committee reviewed the draft earlier, the schedule would not have slipped.'
(b) 'The textbook that students found most helpful was revised twice.'
(c) 'Rarely have novice teachers had access to annotated authentic scripts.'
(d) 'She stopped to check her notes.' vs. 'She stopped checking her notes.'

4. Identify the grammatical structure in (a) and (c), explaining the pragmatic effect of subject-auxiliary inversion in academic prose. [2 pts]

5. Classify the relative clause in (b) (defining vs. non-defining), state whether 'that' can be omitted, and justify your answer syntactically. [2 pts]

6. Contrast the semantic difference in (d) using concept-checking questions (CCQs) a B1 learner could answer unambiguously. [2 pts]

PART III — Discourse Analysis & Pragmatics (4 Points)

Evaluate cohesion and coherence in student writing.

7. Distinguish between grammatical cohesion (reference, substitution, ellipsis, conjunction) and lexical cohesion (reiteration, collocation) with one original classroom example of each. [2 pts]

8. Explain why a learner's request 'Give me the handout' may be grammatically accurate yet pragmatically inappropriate, and show how to teach politeness modals and mitigation in class. [2 pts]

PART IV — Contrastive Error Diagnosis (4 Points)

Diagnose the likely source (interlingual transfer vs. intralingual overgeneralization) of these recurring learner errors.

9. Diagnose and write a 2-minute micro-remediation for: (i) 'She explained me the lesson', (ii) 'He didn't went to school', (iii) 'I am living here since 2021', (iv) 'There is many informations'. [4 pts]

EXAMINER MARKING SCHEME & MODEL GUIDANCE

Part I Answer Key

Primary stress: pho-TOG-ra-phy (2nd syllable), cur-RIC-u-lum (2nd), PED-a-go-gy (1st), THOR-ough (1st, 2 syllables), COMF-ta-ble (1st, 3 syllables). Allomorphs: /t/ after voiceless non-alveolar stops (watched, laughed); /d/ after voiced sounds (studied, planned); /id/ after /t/ or /d/ (graded, needed). Connected speech: 'next day' = alveolar stop elision (/t/ dropped between consonants); 'good boy' = regressive bilabial assimilation (/d/ becomes /b/).

Part II Answer Key

(a) Inverted third conditional (omitting 'if') for formal register; (c) Negative adverbial inversion for emphatic focus. (b) Defining/restrictive relative clause; 'that' is the object of 'found' and can be omitted ('The textbook students found most helpful...'). (d) 'stopped to check' = paused an activity in order to check (infinitive of purpose); 'stopped checking' = ceased the habit/action of checking.

Part III Answer Key

Cohesion links surface text (anaphoric 'they', conjunction 'however', collocation 'conduct research'); coherence reflects logical progression. Pragmatic failure stems from missing illocutionary mitigation — teach register scales ('Could you possibly...', 'Would you mind...').

Part IV Answer Key

(i) L1 verb-frame transfer -> teach 'explain [something] to [someone]'; (ii) Intralingual double-past marking -> highlight auxiliary 'did' carries tense; (iii) L1 present-for-continuing-state transfer -> contrast Present Perfect Continuous + 'since' on a timeline; (iv) Uncountable noun overgeneralization -> 'much information / pieces of information'.