

LEARNING OBJECTIVES: LING1111

In this form, you will assess your own current state of knowledge regarding the learning goals of this class. This form will only be used to assess your own perceived progress at the end of the semester, but can also be used to track your progress throughout the semester.

(All **BOLD** questions and tasks have to be filled in to pass the assignment.)

YOUR NAME:

Mazunkki Hoksaas

QUESTION: How valuable/useful do you think is it to receive a grade (A-F) at the end of the semester?

On a scale from 0-10 with 0 meaning not valuable at all/useless and 10 meaning the extremely valuable and useful.

SCORE:

2

QUESTION: Why do you think should we give students grades at the end of the semester? (*minimum 10 words*)

A grade may help some people get an external reflection of their understanding. At the end of the day, I believe this is a personal responsibility.

For each of the following ten objectives, please rate your success in achieving the objectives and justify your rating in a sentence or two (*minimum 10 words*).

OBJECTIVE 1: Knowledge of speech-relevant anatomy

I am able to:

- draw an abstract representation of the vocal tract
- name relevant passive and active articulators involved in different sounds.

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE:

8

COMMENT:

My memory for names is not perfect, but the functionality of each articulator is clear!

OBJECTIVE 2: Transcribing speech

I am able to:

- read and interpret transcriptions written in the International Phonetics Alphabet (IPA)
- transcribe words that I have never heard before using the appropriate IPA symbols.

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 7

COMMENT: If I can look up the symbols on the chart, it's easy/trivial. otherwise there's some doubts.

OBJECTIVE 3: Articulating sounds

I am able to:

- produce the most common sounds found in human languages on demand
- describe the articulatory configuration of the sounds that I am producing.

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 8

COMMENT: This is something I've done for a long time, since I often help people learn languages. Naming the locations is not as effortless as describing them, though.

OBJECTIVE 4: Interpreting spectrograms and waveforms

I am able to:

- Interpreting spectrograms and waveforms I am able to name properties of the visual presentation of common sounds and identify them in a waveform/spectrogram.

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 6

COMMENT: It takes me some time to transcribe a spectrogram into the respective phonemes, but I think I can eventually read "any" waveform.

OBJECTIVE 5: Recordings

I am able to:

- use the basic functions of the speech analysis software Praat
- make a recording of myself using Praat
- extract relevant acoustic parameters from a speech signal (e.g. f0, intensity, duration)

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 10

COMMENT: There's a lot to the software, but I usually find software easy enough to use.

OBJECTIVE 6: Phonological inventory

I am able to:

- identify phonemes and allophones of a language by analysing a corpus
- explain the concepts of phonological contrast, allophone and phoneme

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 8

COMMENT: This was easier than I
would have expected it to be.

OBJECTIVE 7: Phonological alternation and rules

I am able to:

- explain different types of phonological alternations that commonly occur in the world's languages
- critically evaluate alternative formulations of alternation with respect to their empirical support, phonetic plausibility, and distributional characteristics

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 5

COMMENT: It's hard to analyze the
components and alternations of
a language from simply studying/analysing
it from the outside. Learning the
rules from people who speak the
language is easier.

OBJECTIVE 8: Syllable Structure

I am able to:

- explain the concept of sonority
- analyse sound sequences in terms of their sonority wellformedness
- draw a tree structure to illustrate the syllabic structure of English and Norwegian words

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 7

COMMENT: While I failed this task during the delivery, I understood the core idea, and probably would get it right next time.

OBJECTIVE 9: Prosody

I am able to:

- inspect pitch of a recording in Praat
- explain the concept of lexical tone and intonation

On a scale from 0-10 with 0 meaning the objective is not met at all and 10 meaning the objective is fully met, how do you estimate your current score?

SCORE: 9

COMMENT: I was already familiar with the idea of tones and intonation from learning other languages. Using Praat is trivial.

Question: When you read through your ratings and reflections again, what grade (between A and F) would you give yourself? (You can adjust your grade with + and -, e.g. C+ or D-)

Here are some guidelines for your estimate:

A – Excellent

An excellent performance, clearly outstanding. The candidate mastered all learning goals.

B – Very good

A very good performance. The candidate demonstrates a very high degree of achieving the learning objectives.

C – Good

A good performance in most areas. The candidate demonstrates a reasonable degree of achieving the learning objectives in the most areas.

D – Satisfactory

A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of achieving the learning objectives.

E – Sufficient

A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of achieving the learning objectives.

F – Fail

A performance that does not meet the minimum academic criteria. The candidate did not achieve the learning goals at all.

YOUR GRADE: C+

QUESTION: How could the grade that you have given yourself been improved if you could go back in time and participate in this class again? (minimum 100 words)

My grade would improve a lot if I had spent more time practicing different exercises, and memorising more symbols and names used in the field. My biggest shortcoming is a lack of persistence, time and time management, and being awful at memorising stuff I know I can just go look up online.

I would probably also benefit from attending the lectures, attending to the seminars, and discussing the curriculum with my peers... but after missing a few because of work and real life standing in the way, the ball just keeps rolling in the same direction until Domsday appears. This is entirely my responsibility, although I don't particularly mind watching lecture recordings a posteriori, reading the book material, or researching on my own.