

LNG 480: FIELD METHODS IN LINGUISTICS

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Time: Sunday/Tuesday 12:30pm – 13:45pm
Venue: C1 2031
Office hours: Monday/Wednesday 09:30am – 11:00am in C1 0043
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Prerequisites: LNG220, LNG250 , LNG331, LNG341, LNG342

1. COURSE DESCRIPTION

The course involves a detailed investigation of the grammatical properties of a lesser-studied language through consultation with a native speaker. This includes descriptions of the sounds and sound system (phonology), morphology, syntax, and possibly discourse/pragmatics of the target language. Students are initially introduced to the basic tools for conducting linguistic fieldwork, including ethical issues, use of suitable equipment and software, data elicitation techniques and database construction. Subsequently, students hold weekly class, group, and individual sessions with a language consultant, and work towards developing a paper that provides a description of a particular phenomenon within any of the grammatical aspects of the language under investigation. The course is an opportunity for the students to apply the basic tools of linguistic analysis they learnt in Introduction to Linguistics, Phonetics, Morphology, Syntax I and II, Phonology I and II, and Semantics.

2. TEACHING METHODS

This course is driven by the students. There is very little lecture material so at the beginning of the semester there will be a number of lectures introducing the basics of conducting linguistics fieldwork. However, very quickly the students will start interacting with the native speaker informant who will provide the main data within the course. These consultations will start as whole-class-interactions, moving on to group work during the end of the first part of the course, leading to individual projects during the second part. Students are required to read the assigned material and write and/or answer specific questions relevant to the reading before they come to class. They are expected to participate energetically in class discussions and elicitations of data. Discussions/elicitations are essential to the success of the course. Your participation is the only indicator that you worked carefully and critically. Every effort will be made to ensure that the atmosphere in the class is welcoming and encouraging so that everybody can share their ideas and be respected. It is important that you pay attention and are engaged in class by asking questions and expressing your point of view. The students will use readings and exercises to be provided by the instructor but are encouraged to consult additional sources.

3. COURSE OBJECTIVES AND COURSE OUTCOMES

Course objectives	Outcomes <i>How the student will benefit</i>
Students should be aware of ethical and methodological issues related to the collection of raw linguistic data;	Obtain necessary methodological techniques to conduct linguistic analysis/research
They should know how to use different techniques to elicit data;	Gain a solid foundation in linguistic theory
They should be able to identify the type of data that is required to complete analyses of different phenomena	Be able to apply acquired knowledge and skills to tackle new questions or issues and reflect on the

in the target language;	implications of their solution/decision.
They should have acquired skills related to the use of suitable hardware and software in data collection.	Be able to collect raw data from a variety of naturalistic and experimental sources.
They should know how to evaluate different elicitation methods for different grammatical components;	Integrate and apply knowledge to other fields and to everyday real situations. Identify the dimensions of complex linguistic problems and analyze and evaluate various sources of information/ data.
They should have completed basic morphological and syntactic analyses of the target language;	Construct models of real-world linguistic situations through simple assignments or more complex field work situations.

4. STUDENTS RESPONSIBILITIES

1. Students must attend class regularly.
2. Students must do the readings before they come to class (ways to test this may be used)
3. Students are expected to actively participate to class discussions (this would count in the evaluation).
4. Students who have missed class for any reason are responsible for finding out what information has been missed and are encouraged to talk to the instructor and/or classmates.
5. Missed quizzes may be made up only in cases of emergency (family or medical; a note from a doctor is to be provided). Tests will not be made up otherwise.

5. GRADING SCHEME

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| 1. Home assignments | 30% | One assignment every 3 weeks (overall 5 assignments) |
| 2. Projects | 20% | One group project (5%) and one individual project (15%) |
| 3. Class Project | 30% | A substantial original paper written in a grammatical aspect of the research language |
| 4. Project Presentation | 10% | 15 Minute Presentation of Student's Individual Project |
| 5. Class participation | 10% | Participation in Elicitation Processes in Class. |

6. TENTATIVE COURSE OUTLINE

Week 1	Theory: Overview, practicalities. What is Linguistic Field Work? Where is it done? Why is it done?
Weeks 2	Ethical Field Research Data Analysis: Grammatical and Statistical Analysis Methods for Collecting and Archiving : Technology in the field, Corpora, Databases and Annotation Software <u>Field session: Toolbox Workshop</u>
Week 3	Introduction to the Research Language: – Geography, History, Speakers and other information <u>Field session:</u> Introduction to consultant and his/her language. Names, greetings, basic questions and answers, names of some body parts.

Week 4	Collecting Basic Vocabulary <u>Field session:</u> Basic vocabulary of approx. 200 items.
Week 5	Determining the Sound Inventory <u>Field session:</u> Finish collecting basic vocabulary and basic sentences;
Week 6	Determining the Sound Inventory <u>Field session:</u> Transcription, orthography, Phonetics/Phonology checklist
Week 7	Phonology: Segmentals and Suprasegmentals <u>Field session:</u> Collecting Phonological Data.
Week 8	Morphology <u>Field Session:</u> Collecting morphological data
Week 9	Morphology (contin.) <u>Field Session:</u> Collecting morphological data
Week 10	Syntax <u>Field Session:</u> Collecting syntactic data
Week 11	Syntax (contin.) <u>Field Session:</u> Collecting syntactic data
Week 12	Students work independently on grammar sketch
Week 13	Students work independently on grammar sketch
Week 14	Student Presentations
Week 14	Student Presentations

7. QUIZ AND ASSIGNMENT SCHEDULE

Week

2	Assignment 1
4	Assignment 2
6	Group Project: Phonetics/Phonology Sketch
8	Assignment 3
10	Assignment 4
12	Individual Project: Morphology/Syntax Sketch
14	Assignment 5
15	Final Project

8. TEACHING MATERIALS

Bowern, Claire. 2008. *Linguistic Fieldwork: A Practical Guide*. Palgrave MacMillan. (Primary Textbook)

Other Useful Sources

Austin, Peter ed. 2004. *Language documentation and description Volume 2*. London: Hans Rausing Endangered Languages Project.

Comrie, Bernard, and Smith, Norval. 1977. *Lingua Descriptive Studies: questionnaire*. *Lingua* 42:1-72.

Coward, David F., and Grimes, Charles E. 1995. *Making dictionaries: a guide to lexicography and the Multi-Dictionary Formatter, version 1.0*. Waxhaw, North Carolina: Summer Institute of Linguistics.

- Grimes, Charles. 1992. *Field guide for recording language*. Pattimura University: Summer Institute of Linguistics.
- Hale, Ken. 1965. On the use of informants in fieldwork. *Canadian Journal of Linguistics* 10:108-119.
- Himmelman, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36:161-195.
- Newman, Paul, and Ratliff, Martha eds. 2001. *Linguistic fieldwork*. Cambridge ; New York: Cambridge University Press.
- Payne, Thomas E. 1997. *Describing morpho-syntax: a guide for field linguists*. Cambridge: Cambridge University Press.
- Vaux, Bert, and Cooper, Justin. 1999. *Introduction to linguistic field methods*: LINCOM coursebooks in linguistics ; 01. Muenchen: Lincom Europa.

Web Resources:

Information on linguistic fieldwork (Stanford University)
<http://www.stanford.edu/dept/linguistics/cgi-bin/fieldwork/info.php>

Linguistic fieldwork preparation (University of Toronto)
<http://projects.chass.utoronto.ca/lingfieldwork/>

Typological tools for field linguists (Max Planck Institute, Leipzig)
<http://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php>

Field Linguist's Toolbox
Data management, parsing and text analysis
<http://www.sil.org/computing/toolbox/>

Praat: doing phonetics by computer
<http://www.fon.hum.uva.nl/praat/>

Treeform (Tree Drawing Software)
<http://www.ece.ubc.ca/~donaldd/treeform.htm>

Syntax Tree Editor (Tree Drawing Software)
<http://www.ductape.net/~eppie/tree/download.shtml>