Field Methods Linguistics Society of America Summer Institute, LSA 301
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Public website for course
http://www.anu.edu.au/linguistics/nash/LSA.301/

Table of contents

Syllabus outline

	Week 1	Week 2	Week 3	Week 4	Week 5	We
TUESDAY session 1 1 hour 40-minutes	Introduction how course will run, recording, cataloguing, file naming, workflow, ethics, Kamal *elicitation* vocabulary from Arka's list, some IVs, greetings, farewells, get typical Bima names, adult, children	*elicitation* IVs, NPs, possessives, pronoun paradigms, speech acts, tense	*elicitation* TVs, DTVs, (applicatives and causatives), negatives, interrogatives **textlets** (2 min max.), ?Frog Story? ?Map elicitation? Indonesian picture	*elicitation* checking text complex sentences, control structure, verbs with sentential complements, speech verbs, serial verbs, because, after, applicatives	*elicitation* complex sentences *discussion* text transcription, complex sentences	*elic discu dic
in-between	---work on elicitation tasks and ways of eliciting things -- culture and history	-- fill out charts, -- look for minimal pairs	transcribe in Shoebox	transcribe in Shoebox	transcribe	
THURSDAY session 2 1 hour 40-minutes	session 1 Transcriber *discussion*	session 2 textWrangler for shifting from phonetic to	session 3 check Shoebox – Shoebox	session 4 Shoebox, dictionary - looking	session 5 Video Kamal, SIGNSTREAM, CLAN and	ses Sho out dic

COMPUTERT LAB	what we have found, how to keep notes, charts, sounds that people are hearing etc.	prac.orthog. : move from Transcriber-ELAN -Shoebox - introduce Shoebox _____ *discussion* phonology, brainstorming what we've got, what we'll get, introducing practical orthography. ----------	structure and interlinearising and creation of lexicons _____ *discussion* IV, NPs, pronoun paradigms, making class decisions on glossing :	forward to MDF – discuss structure of dictionary _____ *discussion* TV and DTV structure, pronoun paradigms, and complex sentences – discuss what needs to be elicited next time	ELAN – getting video transcribed and linked	MI XM A.s Kir Au an out dic
FRIDAY				upload text transcript and conventions used	upload electronic dictionary and conventions used	
WEEKEND	--work on phonology - start notes on phonology etc.	– move material from transcription into practical orthography - start notes on grammar of IVs and NPs	import into Shoebox --work on text in Shoebox - start notes on grammar of TVs etc, charts cases, pronouns	- add to fields of dictionary, --continue notes on grammar	work on grammar section	

Workflow

For the workflow in managing recordings and digital copies of recordings.
see: http://www.anu.edu.au/linguistics/nash/LSA.301/flow.html

Structure of class

ª Tuesday classes: general elicitation
ª Thursday classes: computer lab plus discussion of findings
ª 1 Group session with Kamal per week

The class is to be divided into four groups, each of which will work on a given semantic domain (Flora+Fauna, Space and Topography, Kinship and social structures, Material culture), and on a given textlet relating to that domain. Each group will also be responsible for :
1. uploading the soundfiles of their session onto the class website each week
2. uploading the transcription of their session [in Transcriber or Shoebox/Toolbox format] onto the class website each week
3. uploading the soundfiles and transcript of the general session onto the class website for one of weeks 2-5.
4. providing a Shoebox/Toolbox transcription of the given textlet and their conventions for transcribing, and uploading it to the site
5. providing a dictionary for about 40 items in the group's semantic domain, [in Shoebox/Toolbox MDF] and their conventions for making the dictionary, and uploading it to the site

Responsibility

Responsibility to data

creation of archival quality recordings

use good quality recorders and microphone

collecting breadth and depth of data (thinking in advance of the kinds of data that may be useful to collect for documenting the language (structure and use))

making the material accessible

Finding material

• Meta-data
basic: read on to recorder:
place, date, name of speaker, name of recorder, language(s) being recorded, recording number

• File-naming conventions
check with the relevant archive
– key points: maintainability, uniqueness, sequence,

Finding particular parts of material

• Time-coding
• Meta-data

archiving the material

• Find the relevant archive
• Find in advance what they require in the way of documentation from the speakers and what forms they prefer to accept
• Make a will appointing a literary executor

Responsibility to speakers

be clear from the start about what you are collecting, what it will be used for, and what will happen to it.

make materials in a form accessible to the speakers and return copies
a video of grandfather telling a story about his life is more interesting than elicitation of WH movement.

in situations of language endangerment, think and talk through scenarios of language loss and language maintenance with speakers

avoid raising unreal expectations (e.g. that documentation = maintenance)

avoid makiing difficulties for the people you work with

Responsibility to colleagues

everything under "responsibility to data"

everything under "responsibility to speakers"

Preparation

"Especially in work with an endangered language, experience in phonetic transcription and basic linguistic analysis is a must. The time and patience of speakers are too precious to waste."
Mithun, Marianne. 2001. Who shapes the record: the speaker and the linguist. In *Linguistic fieldwork*, eds. Paul Newman and Martha Ratliff, 34-54. Cambridge ; New York: Cambridge University Press. p.51

Dimmendaal, Gerrit J. 2001. Places and people: field sites and informants. In *Linguistic fieldwork*, eds. Paul Newman and Martha Ratliff, 55-75. Cambridge ; New York: Cambridge University Press.

Scientific

1. familiarise yourself with material on the language
2. familiarise yourself with material on genetically related languages
3. familiarise yourself with material on neigbouring related languages
4. familiarise yourself with the history and ethnographies of the people

Practical

1. get in touch with other researchers who have been in the area
2. find out about the health situation, health insurance
3. find out about the visa and research permit – in some case this can take 18 months, in others you'll need to make an exploratory visit to get agreement from a sponsoring local organisation
4. find out about local organisations that may help you – if possible get affiliated to a local teriary institution
5. if possible, make an exploratory trip
6. work out a budget for your trip, including informant fees, material costs, archiving costs and travel
7. get your recording gear and practise using it before leaving
8. – LSA ethics guidelines, download university's ethics form – this can take months and months
9. seek advice [take a rope, K Hale,
take a comfortable pillow, Bill Foley,
do each day's work each day, and each night's work each night, F. Merlan]

Individual sessions
Field methods session 2

0.   Sociolinguistic information – Vaux and Cooper
• Gender.
• Date and place of birth (also indicate how old the informants are at the time of your
session).
• All of the places they have lived in, and when and how long they lived in each.
• What languages they speak or have been exposed to, and which languages they are able
to
read and write.
• Their profession(s), both past and present.
• The social class to which they belong, both in their own assessment (if they are willing
to
answer such a question) and in your assessment.

-- [perhaps we could talk about this with Kamal as a sociolinguist, get him to and
everyone to introduce themselves using this kind of info – or whatever K thinks
appropriate.

1. Vocabulary elicitation

a.   General basic word-lists
Morris Swadesh list: 100 items, 207 items, 700 items
http://www.uni-
erfurt.de/sprachwissenschaft/personal/lehmann/Fundus/Swadesh_list.html
http://linguistlist.org/issues/14/14-1367.html

Austronesianised version
I Wayan Arka's survey list of meanings (429kB Word file)

b.   Eliciting in semantic domains/terminology sets
advantages – more likely to seem like a natural class to the consultant
- more likely to produce lexical relations
- easier to compare meanings of words in the same domain in order to ensure that you
have understood them properly
- if you are to be involved in language education work, the chances are that the school
will want domain-based materials, for lessons based on animals, plants, weather, time etc.
transcription: bert Vaux and justin Cooper 2005 section 4.2

2. text elicitation
task: to go through the text and try to analyse as much of it as you can, using the
individual periods for working out meanings with Kamal.

Other references:
Grimes, Charles, 1992, *Field guide for recording language*. Pattimura University:
Summer Institute of Linguistics.

3.   getting a general background on languages of the area
Some useful grammars:

Klamer, Marian, 1998, *A grammar of Kambera*. Mouton grammar library ; 18. Berlin
; New York: Mouton de Gruyter.
Hayden Library - Reserve Stacks | PL5443.95.K36.K5 1998

Donohue, Mark, 1999, *A grammar of Tukang Besi*. Mouton grammar library ; 20. Berlin
; New York: Mouton de Gruyter.
Hayden Library - Reserve Stacks | PL5488.31.D66 1999

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Phonology

The Vaux and Cooper book chapters 5-8 has a good deal of information on doing phonetic and phonemic analyses. We are however pretending that we now understand the sound system of Nggahi Mbojo and are moving to a practical orthography.

Practical Orthography Suggestions

1. If there is an orthography that people are using it, then you need a very good reason not to use it, regardless of whether it is phonologically imperfect. Proliferating orthographies is a sure way to hinder literacy in a language, and creates unnecessary divides in communities. Probably the only good reason for not using it is if it **seriously** hinders people from learning to read and write their language.

2. If there is no orthography, then why are you developing it, and who will use it, and what will they use it for once it is established?

3. If you are helping speakers develop a new orthography, then discuss and workshop design of orthography with them, e.g. as in the Alor (Indonesia) workshop. http://www.let.leidenuniv.nl/aapp/orthoReport.html

4. Alphabetic characters are good. Anything else (symbols, punctuation marks, special fonts) creates problems for computers, and that means problems for people down the track. Apostrophes for glottal stops causes problems – smart quotes in MS Word, and in filenames

5. Using uppercase vs lower case to mark distinctions is bad, because then when you write things in uppercase for emphasis the distinction is lost.

6. Using an orthography which is very close to the orthography of the dominant language is good because it means that much less transfer is needed (assuming, as is often the case, that speakers of minority languages learn to read first in the dominant language). However, sometimes people want to make the point that their language is distinct from the majority language. In such cases, it is helpful if one or two marker sounds can be written differently, but everything else is kept the same.

Sketch grammar

It is good to have a plan in your mind of what's needed in a sketch grammar of the language. This is where familiarising yourself with grammars of other languages of the regions is very helpful.

- Marian Klamer. 2002. Typical features of Austronesian languages in central/eastern Indonesia. *Oceanic Linguistics* 41. 2 (December 2002), 363-383. [PDF 363kB - linked]; and her *A grammar of Kambera* (Berlin: Mouton de Gruyter, 1998) (MIT Hayden Library - Reserve PL5443.95.K36.K5 1998)

Structuring a sketch grammar is tricky. First, what's the overall structure? Most sketch grammars are organised into modules such as phonology, morphology, syntax, lexicon etc. It is often hard to decide which section some process belongs under. So it's worth thinking about the audience for the sketch grammar. Although it's rarely done, there's a lot of merit in organising sketch grammars at least partly according to semantics – for example, having a chapter which brings together all the ways of expressing time and event structure (verb morphology, adverbs, particles..), and a chapter which brings together all the ways of space (case morphology, adpositions, adverbs, particles..).

OUTLINE FOR SKETCH GRAMMAR OF NGGAHI MBOJO

This is a suggested outline for a sketch grammar of Nggahi Mbojo which we would start to construct as we collect and analyse data. As we procede we will modify the actual organisation and the contents of our language description.

Sketch grammar table of contents
TITLE and AUTHOR

TABLE OF CONTENTS

Preface/Acknowledgements

Maps

Introduction

About the speakers and the language
What is language called - and by whom
Who (and how many) speaks the language
Where language is spoken
What language family does it belong to?
What are the neighbouring languages?
Status of Nggahi Mbojo relative to neighbouring languages
Is the language used in a written form?
Social circumstances of speakers
Reflections of society in language (kinship, registers)
Ways of using language (speech tabus, genres)

Previous documentation of language

How did you record the language ?
Information about your language consultant(s)

2. Sound system of language

2.1 Segmental
Chart of segments
Practical orthography

Consonants
Prenasalised consonants
Implosive consonants

Vowels

Distribution of Consonants and Vowels in syllables, words
Root structure
Affix structure

Phonological processes affecting consonants and vowels

Loan word phonology

2.2 Suprasegmental

Word Stress

Phrasal and utterance level phenomena

stress

pitch

intonation

Connected speech processes
Fast speech features

3. Morphology

3.1 Word classes
nouns
proper nouns, names
pronouns
adjectives
verbs
adpositions
other ? adverbs? particles? clitics? quantifiers?

Are there precategorial roots?

3.2 Types of morphological process
Affixation
Compounding
Reduplication

3.3 Nominal morphology

Types of nouns
common nouns
proper nouns

Types of pronouns

Morphology
Derivational morphemes
Inflectional morphemes
Reduplication
Compounding

3.4 Adjectives
Is there a separate class of adjectives distinct from verbs or nouns? If so

Types of adjectives

Morphology
Derivational morphemes
Inflectional morphemes
Reduplication
Compounding

3.5 Verbal morphology

Types of verbs

meaning (Aktsionsart)
action
endpoint-oriented (telic)
attribution of properties (stative predicates)
emotions and thoughts

valence
intransitive
transitive
ditransitive

verbal categories
tense, aspect, voice...

agreement
Which thematic roles/grammatical functions are indexed, and are they enclitic or proclitic?

Morphology

Derivational morphemes

Inflectional morphemes
Reduplication
Compounding

valence changing processes

3.6 Adpositions

3.7 Adverbs, particles, classifiers, clitics....

4. Syntax

4.1 Structure of the noun phrase

possession
alienable vs inalienable

attribution of properties

quantification

4.2 Sentence types

Mono-clausal
Verbal predicates

Non-verbal predicates

Multi-clausal

serial verbs

dependent clauses

dependent clauses modifying nouns

dependent clauses modifying clauses

4.3 Illocutionary force

Declarative
Declarative affirmative
Declarative negative

Interrogative
Content interrogative

Polar interrogative

Imperative

Hypothetical and counterfactual

Exclamative

......

4.4 Information structure

Topic

Focus

5. Texts

6. Lexicon

7. Word lists

Mbojo - English (alphabetical order)
English - Mbojo (alphabetical order)

Semantic domain dictionaries: Mbojo-English/ English-Mbojo