

LIN 4930/6165 Field Methods

T 7, Th 7-8
Anderson 021

Instructor

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Course Description

This course is an introduction to linguistic fieldwork. We will do hands-on investigation of the phonetic, phonological, morphological, and syntactic structure of a lesser-known language and we will explore the techniques used in the elicitation and analysis of such linguistic data. Much of the course focuses on the following three concerns related to fieldwork: i) how to discover the grammatical structure of a language and test hypotheses about that structure, ii) practical issues surrounding the collection of linguistic data from native speakers, and iii) linguistic typology. The language this semester is Ambonese, or Ambon Malay.

Objectives

- Learn and use techniques for elicitation of linguistic data
- Grapple with linguistic analysis of "real" data
- Practice writing linguistic descriptions

Prerequisites

For undergraduate students, the prerequisites for this course are LIN 3460 Structure of Human Language and LIN 3201 Sounds of Human Language. For graduate students, the prerequisites are LIN 6501 Syntax 1 and LIN 6323 Phonology 1.

Course Materials

The textbook for this course is
Bower, Claire. 2015. *Linguistic fieldwork: A practical guide*. 2nd edition. New York: Palgrave Macmillan.

The book has an associated website at <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>. Additional course materials will be available on Canvas, <https://lss.at.ufl.edu>.

An optional (but expensive) text with a great deal of useful and more in-depth material is the following. Several of the chapters will be available on Canvas.

Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.

Requirements

- | | |
|-------------------|-----|
| • elicitation(s) | 30% |
| • homework papers | 40% |
| • final paper | 30% |

Attendance and participation. This course is largely about collecting and analyzing linguistic data. We will spend a great deal of time collecting data, organizing the data, going over our findings, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test our ideas. Although the data from class will ultimately be recorded, posted, shared, and collectively corrected, you cannot do well if you are not present in class and actively engaged in the elicitation and analysis.

Data. A large portion of the effort involved in doing fieldwork is planning the collection of data, collecting the data, and organizing the data afterwards. To aid in the data organization process, we have a dedicated website where we will collectively enter, edit, and store our data. It is a WordPress site available to course participants at <http://lingsite.org/fm/fla/2017a/>. There will be handouts and a class session later in the semester demonstrating how the site works and how to enter data there. Feel free to explore it once I send you login information. There are some basic tutorials.

Elicitation. More detailed information about this process will follow but here are the basics. Each class member will be responsible for participating in at least two in-class elicitation sessions (~50 minutes) throughout the semester. Graduate students should expect to do additional sessions. Two people will lead each elicitation session. One person will elicit the data and write it on the board while another will serve as the “scribe” and document everything that occurs in the session.

You will be required to come up with goals for the session, the type(s) of elicitation you want to do, and the actual set of things to be elicited (the protocol). You should plan on having the protocol prepared in advance so that i) you can review and refine it with the instructor before the session and ii) you can provide other class members and the consultant with a copy.

After the elicitation session, the two students are responsible for creating an eelog of the session. An eelog is a post on the WordPress website containing a transcription of the data. After creating an eelog, the two students will create one or more topic posts discussing their findings. You should anticipate a ratio of about three hours of work at the WordPress site per one hour of elicitation. Once the eelog and topic posts have been submitted, the site will notify me of the submission. I will review them, potentially make some changes or suggestions, and will then make them available to the rest of the class. At this point, others in the class may read them, add comments, or write new topic posts.

Homework. There will be several homeworks throughout the semester. The topics will depend largely on what we are finding in our elicitations. They will involve a combination of language description, analysis, methodology discussion, and critical review of the readings. You may discuss the content of the homework with other people in the course and you may consult outside sources. Unless explicitly allowed however, you must write up your homeworks entirely on your own, without help, in accordance with the University of Florida Honor Code and the academic honesty guidelines. It is imperative that you properly cite outside sources and data in your assignments.

Final paper. The final paper for the course is due on Thursday, December 14 at noon. The paper should be 10-15 pages for undergraduates and 15-20 pages for graduate students. The topic should therefore be fairly focused but may come from any area of the language's grammar and must be approved by the instructor. It may be descriptive and/or theoretical in nature. More information will follow about various options. The plan is that you will have about two to three hours of elicitation on your own outside of class with the consultant towards the end of the

semester to pursue your final paper topic, in addition to any elicitation you do on the topic in class.

Grading

The course grading scale is as follows:

A	93.3 – 100	B-	80 – 83.2	D+	66.7 – 69.9
A-	90 – 93.2	C+	76.7 – 79.9	D	63.3 – 66.6
B+	86.7 – 89.9	C	73.3 – 76.6	D-	60 – 63.2
B	83.3 – 86.6	C-	70 – 73.2	E	< 60

Further information about UF's grading policies and the calculation of grade point averages is at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Work will be graded using the letter scale below. The corresponding numerical score on a one hundred point scale is given.

A	96	excellent	C-	72	
A-	92		D+	68	
B+	88		D	65	marginal work, significant improvement is required
B	85	good			
B-	82		D-	62	
C+	78		E	30	unsatisfactory
C	75	satisfactory		0	missing work

Miscellaneous

Missed/Late Work. You should assume that late work will not be accepted. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made **before** the exam date or homework due date.

Academic honesty. Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an E for the course. The University has an Honor Code, which reads in part as follows: "On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment." See <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. If you use outside references in your work, they should always be properly cited. Copying or sharing any part of your homework assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. No written work may be a joint effort unless explicitly permitted and acknowledged.

Accommodations for students with disabilities. Students requesting accommodations must first register with the Dean of Students Office, <http://www.dso.ufl.edu/drc>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Campus resources. The following health and wellness resources are available to students:

U Matter, We Care, umatter@ufl.edu, 392-1575

Counseling & Wellness Center, <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

University Police Department, <http://www.police.ufl.edu>, 392-1111

Schedule

The following schedule is a rough estimate of the topics to be covered and our progress. Please be aware that the schedule will be influenced to a large extent by findings during our elicitation sessions, so prepare to be flexible and expect changes – just as in the field.

Readings should be done for the first day of the week indicated. Chapters are from the Bovern book. Please also refer to the materials for each chapter on the textbook's webpage: <http://pamanyungan.sites.yale.edu/linguistic-fieldwork>. Other materials will be available on Canvas under Files > Readings.

The general pattern will be that we will discuss field methods-related and language-related topics during period 7 on Thursday and will do elicitations on Tuesday and period 8 on Thursday. There will be exceptions however. Blank weeks in the schedule are tentatively for elicitation only.

WEEK	DATE	TOPICS	READING
1	8/22-24	syllabus, goals of fieldwork, getting started	ch. 1, 3, Hyman 2001 https://www.ethnologue.com/language/abs https://en.wikipedia.org/wiki/Ambonese_Malay http://www.encyclopedia.com/places/asia/indonesian-political-geography/ambonese http://glottolog.org/resource/languoid/id/ambo1250 handout 1-Components of Fieldwork pamanyungan.sites.yale.edu/checklists.htm (Fieldnotes.doc)
2	8/29-31	audio technology, phonetics/phonology	ch. 2, 5, Ladefoged 2003, Chelliah and de Reuse ch. 10
3	9/5-7	organizing the elicitation session	ch. 4, Chelliah and de Reuse ch. 8
4	9/12-14	phonology	ch. 5, Dixon 2010:ch. 7
5	9/19-21	data gathering methodologies 1	ch. 6
6	9/26-28	working with texts	ch. 9, Chelliah 2001, Chelliah and de Reuse ch. 13 (13.4 only)
7	10/3-5	data gathering methodologies 2	ch. 6, 7, Chelliah and de Reuse ch. 12
8	10/10-12	linguistic description	Weber 2005, Noonan 2005
9	10/17-19		
10	10/24-26	library work	ch. 13
11	10/31-11/2		
12	11/7-9		
13	11/14-16	ethics	ch. 11, Chelliah and de Reuse ch. 6, Rice 2012
14	11/21		
15	11/28-30	minority and endangered languages	ch. 11, Grinevald 2007
16	12/5	real fieldwork projects	ch. 10, Chelliah and de Reuse ch. 5, 7
	12/14	final paper due at noon	

Resources

You are free to consult materials on any topic related to this course: the language itself, related languages, linguistics, terminology, grammar, fieldwork, language description/documentation, etc. Some general references are below. Those with a * are available on Canvas.

General linguistics references

SIL glossary of linguistics terms, <http://www-01.sil.org/linguistics/glossaryoflinguisticterms/>

Language literature

general

<https://www.ethnologue.com/language/abs>

https://en.wikipedia.org/wiki/Ambonese_Malay

<http://www.encyclopedia.com/places/asia/indonesian-political-geography/ambonese>

<http://glottolog.org/resource/languoid/id/ambo1250>

phonetics/phonology

<http://phoible.org/inventories/view/1684>

morphology

van Minde, Don, and Tjia, Johnny. 2002. Between perfect and perfective. The meaning and function of Ambonese Malay *su* and *suda*. *Bijdragen tot de Taal-, Land- en Volkenkunde* 158:283-303.

syntax

<http://apics-online.info/languages/68>

Collins, James T. 1983. Syntactic change in Ambonese Malay: The possessive construction. In James T. Collins (ed.), *Studies in Malay Dialects Part II, Nusa Vol. 17*, Jakarta: Seri Penyelenggara Seri Nusa, Universitas Atma Jaya, 28-41.

sociolinguistics

*Grimes, Barbara. 1991. The development and use of Ambonese Malay. *Pacific Linguistics A-81*. <http://sealang.net/archives/pl/pdf/PL-A81.83.pdf>

Grimes, Barbara. 1991. Exploring the sociolinguistics of Ambonese Malay. In Ray Harlow (ed.), *VICAL 2: Western Austronesian and contact languages, parts I and II: Papers from the fifth International Conference on Austronesian Linguistics*, Auckland, New Zealand: Linguistic Society of New Zealand.

Collins, James T. 1980. *Ambonese Malay and Creolization Theory*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

grammars

Collins, James T. 1974. Catatan Ringkas tentang Bahasa Ambon [A Short Note on the Ambon Language]. *Dewan Bahasa* 18:151-162.

van Minde, Don. 1997. *Malayu Ambong: Phonology, morphology, syntax*. Leiden: CNWS.

*Pauw, Scott. 2008. The contact Malay varieties of Eastern Indonesia: A typological comparison. PhD Dissertation, University at Buffalo, University at Buffalo.

Field Methods

See in particular the following for references:

- Rice, Keren. 2011. Fieldwork. In *Oxford Bibliographies Online*.
<http://www.oxfordbibliographies.com>
- Abbi, Anvit. 2001. *A manual of linguistic field work and structures of Indian languages*. Munich: Lincom Europa.
- Aikhenald, Alexandra Y. (ed.). 2007. Focus on linguistic fieldwork. *Sprachtypologie und Universalienforschung* 60.
- Bouquiaux, Luc and Jacqueline M. C. Thomas. 1992. *Studying and describing unwritten languages*. Dallas: Summer Institute of Linguistics.
- Chelliah, Shobhana L. and Willem J. de Reuse. 2011. *Handbook of descriptive linguistic fieldwork*. Dordrecht: Springer.
- Craig, Colette. 1979. Jacaltec: field work in Guatemala. In Timothy Shopen (ed.). *Languages and their speakers*. Cambridge, Mass.: Winthrop, 3-57.
- Crowley, Terry. 2007. *Field linguistics: A beginner's guide*. Oxford: Oxford University Press.
- Dixon, R. M. W. 2007. Field linguistics: A minor manual. *Sprachtypologie und Universalienforschung* 60, 12-31.
- Everett, Daniel L. 2004. Coherent fieldwork. In: Piet van Sterkenberg (ed.), *Linguistics today*. Amsterdam: John Benjamins Publishing, 141-162.
- Grinevald, Colette. 2007. Linguistic fieldwork among speakers of endangered languages. In Osahito Miyaoka, Osamu Sakiyama, and Michael E. Krauss (eds.). *The vanishing languages of the Pacific Rim*. Oxford: Oxford University Press, 35-76.
- Hale, Kenneth. 1965. On the use of informants in field work. *Canadian Journal of Linguistics* 10, 108-119.
- Harris, Zelig S. and Carl F. Voegelin. 1953. Eliciting in linguistics. *Southwestern Journal of Anthropology* 9. 59-75.
- Kibrik, Alexander. E. 1977. *The methodology of field investigations in linguistics*. The Hague: Mouton.
- Ladefoged, Peter. 2003. *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Oxford: Blackwell.
- Lounsbury, Floyd G. 1953. Field methods and techniques in descriptive linguistics. In A.L. Kroeber (ed.) *Anthropology today: An encyclopedic inventory*. Chicago: University of Chicago Press.
- Matthewson, Lisa. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70, 369-415.
- Newman, Paul. 1992. Fieldwork and field methods in linguistics. California Linguistic Newsletter. XXIII.2.
- Newman, Paul, and Martha Ratliff (eds.). 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.
- Nida, Eugene. 1947. Field techniques in descriptive linguistics. *IJAL* 13, 138-146.
- Sakel, Jeanette, and Daniel L. Everett. 2012. *Linguistic fieldwork*. Cambridge: Cambridge University Press.
- Samarin, William J. 1967. *Field linguistics*. Holt, Rinehart, & Winston.
- Thieberger, Nicholas. (ed.). 2012. *The Oxford handbook of linguistic fieldwork*. Oxford: Oxford University Press.
- Vaux, Bert, and Justin Cooper. 1998. *Introduction to linguistic field methods*. Munich: Lincom Europa.
- Vaux, Bert, Justin Cooper, and Emily Tucker. 2007. *Linguistic field methods*. Eugene: Wipf & Stock Publishers.

Language typology

- Dixon, R. M. W. 2010a. *Basic linguistic theory: Volume 1, Methodology*. Oxford: Oxford University Press.
- Dixon, R. M. W. 2010b. *Basic linguistic theory: Volume 2, Grammatical topics*. Oxford: Oxford University Press.
- Dixon, R. M. W. 2012. *Basic linguistic theory: Volume 3, Further grammatical topics*. Oxford: Oxford University Press.
- Haspelmath, Martin, Matthew Dryer, David Gil, and Bernard Comrie. 2005. *World atlas of linguistic structures*. Oxford: Oxford University Press.
- Payne, Thomas E. 1997. *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.
- Shopen, Timothy. *Language typology and syntactic description*. Cambridge: Cambridge University Press.
- Song, Jae Jung. 2010. *The Oxford handbook of linguistic typology*. Oxford: Oxford University Press.
- Swadesh, Morris. 1965. Language universals and research efficiency in descriptive linguistics. *Canadian Journal of Linguistics* 10. 147-155.

Language documentation

- links on language documentation and description: <http://www.eva.mpg.de/lingua/tools-at-lingboard/links.php>
- Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel (eds.). 2006. *Essentials of language documentation*. Berlin: Mouton de Gruyter.
- Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36, 161-195.
- Himmelmann, Nikolaus P. 2006. Language documentation: What is it and what is it good for? In Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel (eds.), *Essentials of language documentation*. Berlin: Mouton de Gruyter, 1-30.
- Woodbury, Anthony C. 2003. Defining documentary linguistics. In Peter K. Austin (ed.), *Language documentation and description, Vol. 1*. London: School of Oriental and African Studies, 35-51.
- Woodbury, Anthony C. 2007. On thick translation in linguistic documentation. In Peter K. Austin (ed.), *Language documentation and description, Vol. 4*. London: School of Oriental and African Studies, 120-135.

Grammar writing

- Ameka, Felix K. Alan Dench, and Nicholas Evans (eds.). 2006. *Catching language: The standing challenge of grammar writing*. Berlin: Mouton de Gruyter.
- Payne, Thomas E., and David J. Weber. (eds.). 2007. *Perspectives on grammar writing*. Amsterdam: John Benjamins. [originally published as 2005, Special issue of *Studies in Language* 30]. See especially the papers by Noonan, Rice, and Weber.

Tools

- IPA fonts: <https://www.internationalphoneticassociation.org/content/ipa-fonts>
- audio recording: <http://www.linguistics.ucsb.edu/faculty/infield/courses/audio.html>
- linguistic analysis software: <http://www.anu.edu.au/linguistics/nash/LSA.301/sw.html>
- ELAN multimedia annotator: <https://tla.mpi.nl/tools/tla-tools/elan/>

Fieldworks Language Explorer (FLEx): <http://fieldworks.sil.org/flex/>

Toolbox: http://www.sil.org/computing/catalog/show_software.asp?id=79 (for Windows)

glossing rules: <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>

questionnaires: <http://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaires.php>

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