

Pre-Lab: Reading and Experimentation

Read Catford's *A practical introduction to phonetics*, Chapter 1 and sections 1 and 2 of Chapter 2 (up through page 18). Carefully do experiments 1–8 from Chapter 2. There is nothing to hand in for these experiments; just do them to practice getting a feel for various aspects of how your mouth function when you make speech sounds.

Part I: Background Research

Select a language that you wish to study the phonetics of for your final project. You can work in groups of up to three total students. The language you select cannot be English, and you must have access to a native speaker outside your group that you can regularly meet with (see Part II).

For this part of the lab, find scholarly works (i.e., published books, journal articles, etc.) that describe your selected language so that you can answer the following questions:

- How robust and diverse is the language and its community of speakers? Where it is spoken? How many people speak it (natively and otherwise)? Is it endangered? What are its significant identifiable regional dialects?
- Does it have a written form? If so, how significant is the literary tradition of the language? Is there a standard spoken form of the language based on the written language, distinct from the colloquial form used in ordinary conversation?
- What is the history of the language? What other languages is it linguistically related to? Are there other neighboring languages that influence it? Are speakers generally mono- or multilingual?

Write up your findings in a polished form, about one page of clear, concise, and coherent prose, using full sentences, proper spelling, etc.

Part II: Consultant Information

Your consultant must be a native speaker of your language, someone who learned the language in their home as a child and has, more or less, been speaking it regularly ever since. Your consultant could be a student (try posting requests on WSO), a professor, a foreign language TA, or a member of the local community. You are responsible for finding a reliable consultant that you can meet with for 1–2 hours per week, so choose carefully! For this part of the lab, write up basic information about your consultant's background, answering the following questions:

- What is their gender and birth year?
- Where did they grow up? What other languages were they exposed to? How many dialects of their language are they familiar with?
- Who do they regularly use the language with? Do they speak differently with different members of their community (family/stangers, youth/elderly, etc.)?
- Can they read and/or write the written form of their language?

If your consultant agrees to work with you purely out of the interests of science and pride in their language, that's great, but you should be prepared to offer some reciprocation of services to compensate them for their time and to express your gratitude for their help. Buying lunch or gift certificates is an easy, simple solution (the typical "going rate" for consulting of this form is about \$5/hour), but you could also provide non-monetary compensation as well: tutoring or proof-reading services, baby/pet/house-sitting, etc. Whatever you choose to do, it should be appropriate, considerate, and respectful, not only of their time and effort, but also their wishes and their culture. The Linguistics Program can provide funding for any group that requests it.

Part III: Word List Elicitation

Much of your phonetic work for this semester will require suitable recording equipment (such as a laptop with a built-in microphone and a CD-burner). If your group does not have access to this equipment, talk to Prof. Sanders as soon as possible! Blank CDs will be supplied by request.

For this part of the lab, your primary concern is learning how to use your equipment to get clear recordings of your consultant. This may take a little trial and error, but it's important to understand your equipment as quickly as possible. Record your consultant saying the following words and phrases in their language. You should say the English word aloud, and have them respond with the word from their language (this way, your recording will contain both the meaning and the pronunciation). This can be a tiring process for the consultant, so be sure to take breaks.

Hello.	I	night	person	think
How are you?	we	day	man	know
Please.	you (sing.)	year	woman	see
Thank you.	you (plur.)	sky	child	smell
How do you say _____?	he	cloud	husband	hear
Can you repeat that?	she	dirt/earth	wife	say
animal	it	sun	father	give
bird	they	moon	mother	take
worm	what	star	brother	live
fish	when	grass	sister	die
snake	where	tree	black	eat
dog	who	stick	white	drink
head	how	bark	red	breathe
hair	this	leaf	yellow	laugh
eye	that	flower	green	blow
nose	there	fruit	good	sing
mouth	here	stone	bad	work
tooth	and	mountain	old	play
tongue	if	wind	new	dance
ear	because	smoke	cold	cook
neck	with	fire	warm	sew
heart	not	ashes	wet	swim
arm	one	water	dry	walk
hand	two	ice	thick	fall
belly	three	snow	thin	sit
leg	four	rain	big	stand
foot	five	sea	small	sleep
skin	ten	lake	short	push
blood	twenty	river	long	pull
bone	hundred	seed	sharp	dig
feather	all	egg	dull	cut
horn	few	salt	light	throw
claw	some	rope	heavy	scratch
wing	many	road	rotten	bite
tail	none	sand	fresh	kill

Along with your prose from Parts I and II, submit a burned CD of clear recordings of your elicitation session(s) of these words. Recordings should be made in a lossless audio format (like WAV, AIFF, or FLAC; not MP3, Vorbis, or AAC) at a sampling rate of 44.1 kHz, broken up into separate files about 1–2 minutes long. At the start of each session, give the date, a brief description of the session's purpose, and the language and consultant's name: e.g., "February 9th, 2009, preliminary word list elicitation for Farsi, with consultant Darya Rozati."