

Week 2

1 Groups

Small group meetings start next week and are held in AS5 03-07.

- Each group will do two naturalistic recording and one session of elicitation-leading OR one naturalistic recording and two sessions of elicitation-leading.
- The graded plan and transcription or reflection paper are only required for the first.

2 Recap from last week

- The experience
- Orthography
- The Ladefoged list

Gloss	Ladefoged	Last week
tear!	phar	chyatə
fence	bar	bar
load, responsibility	bhar	bhar
rear	pal	pochari
throw away	phal	phyalnu
burn!, light!	bal	zolau
forehead	bhal	nedhar
bundle	than	bhari?
donation	dan	chanda
paddy	dhan	dhan
far	ṭaḍa	thadha
decide	ḍaka	faisəla
capital of Bangladesh	ḍhakər	dhaka
four	car	char
hot ash	char	thato khorani
weed	jhar	ghās
death	kal	mrityu
type	khal	kisim
blame	gal	doslaunu
stir	ghal	cholaunu

3 Session planning

1. **Themes:** Brainstorm questions you have about the language.
 - things that puzzled you from previous sessions
 - aspects of language you know about from other languages
2. **Hypotheses:** Pick a theme. Brainstorm some possible hypotheses.
 - Hypotheses are useful for pointing you towards data you should be collecting and questions you should ask. Don't worry about being wrong.
 - Think about how similar phenomena work in other lgs and/or consult a guide:
 - Payne (1997, 2006)
 - *World Atlas of Language Structures* <http://wals.info/feature>
 - *Syntactic Structures of the World's Languages* <http://sswl.railsplayground.net/browse/properties>
3. **Questions:** Brainstorm questions to ask in order to choose between hypotheses.
4. **Individual data points:** Prepare example English sentences or patterns that you want to elicit, which will help you answer these questions.
5. **This is just a plan!** Your session will probably not go exactly according to plan, and that's ok. It is important to be flexible and adapt to new data you collect and to the speaker.
 - Some questions will be interesting and raise further questions; others will not.
 - You might run into something else and you pursue that tangent. This is fine but be aware that you are doing so.
 - It is best to have some other themes prepared or at least sketched, in case what you plan does not work out for whatever reason.

4 Today

Theme: Verbs in Nepali seem to exhibit *agreement*. They have some endings which change depending on features of the subject. Some examples from last time:

- (1) euta kukur **chə**.
one dog BE
'There is one dog.'
- (2) duita kukur horu **chon**.
two dog PL? BE
'There are two dogs.'
- (3) mə yahā **chu**.
I here BE
'I am here.'

Possible hypotheses to test:

- Agreement is sensitive to person (first, second, third) and number. Also gender?
- With transitive verbs, agreement is only sensitive to the subject.
- (Verbs like BE/HAVE are special in many languages.) Agreement appears on all verbs.
- Agreement also appears on negative verbs. (It seemed like last time they were all *chainə*?)

Questions and data points:

1. How is agreement sensitive to person and number *combinations*?
 - (a) I/we/you/you[PL]/he/she/they BE here.
2. Is agreement sensitive to gender? (M=male name, F=female name)
 - (a) M/F is here.
 - (b) I am here (spoken by M or F)
 - (c) You are here (spoken to M or F)
3. Does this *ch-* verb have tenses?
 - (a) ... was here yesterday. (but is not here now)
 - (b) ... will be here tomorrow. (but is not here now)
4. What happens with conjunctions?
 - (a) Me and you are here.
 - (b) You and me are here.
 - (c) I and M/F are here.
 - (d) M/F and I am here. ...
5. What happens with nouns that don't have a logical number or gender?
 - (a) Someone (possibly multiple) is here / at the door. (and I don't know who it is)
 - (b) No one is here / at the door.
 - (c) Everyone is here / at the door. (Consider different genders in "everyone.")
 - (d) Who is here / at the door?
 - (e) Only M/F/... is here.
6. What does agreement look like on an intransitive verb (not BE)?
 - (a) ... sleep/sing/fall/arrive.
 - (b) ... is sleeping/singing/falling/arriving.
 - (c) ... slept/sang/fell/arrived.

(We don't know yet what tense/aspect contrasts exist.)

7. What does agreement look like on a transitive verb?
 - (a) ... saw/hit/talk to X.
8. Is agreement sensitive to the object?
 - (a) ... saw/hit/talk to me/you/M/F..
 - (b) ... wrote a letter/this letter/two letters.
9. Is agreement affected by word order in transitive sentences?
 - (a) Take above and try OSV, SVO, OVS, etc.
10. What if there is one subject “shared” across multiple verbs?
 - (a) ... arrived and sang.
 - (b) ... is here and is singing.
11. What happens with negative verbs?
 - (a) BE: ... BE not here / at the door.
 - (b) Intransitive: ... did not sleep/... (and other tenses)
 - (c) Transitive: ... did not see/...

I doubt we will get through half of this, but it's always better to be more prepared and have options.

References

- Payne, Thomas E. 1997. *Describing morphosyntax*. Cambridge University Press.
- Payne, Thomas E. 2006. *Exploring language structure: A student's guide*. Cambridge University Press.