



THE HANS RAUSING  
**Endangered Languages Project**  
*Because every last word means  
another lost world...*

**MA Language  
Documentation  
and Description**

**PhD Field  
Linguistics**



**COURSE  
HANDBOOK  
2005 - 2006**



# Contents

	Page no.
Background	1
About ELAP	1-2
About SOAS:	2
Linguistics at SOAS	2-3
MA course	
Eligibility	3
Careers	3-4
Objectives/course structure	4-7
Assessment	8
Admission requirements	9
PhD Field Linguistics	9-12
MA module descriptions/reading lists	13-23
FAQs	24-27
Staff	28-38
Facilities at SOAS	39-41
Contact us	41

Photograph on front page: documenting Betta Kurumba, a Dravidian language of the Nilgiris, Southern India. Provided by Dr Gail Coelho

## **BACKGROUND**

It is widely agreed that about half of the 6,500 languages spoken in the world today are endangered to some degree. Due to the impact of urbanisation, the spread of global communications, migration, government policies, and people's negative evaluations of their languages and traditions, an increasing number of languages are no longer being learnt by children. Today 96% of the world's population speaks just 4% of the languages, meaning that the vast bulk of languages have small and diminishing speech communities. If nothing is done, most of these languages will become extinct within this century.

The Hans Rausing Endangered Languages Project (HRELP) has been established to study, document and archive aspects of the world's linguistic heritage. Sponsored by the Lisbet Rausing Charitable Fund, HRELP comprises three elements:

- A documentation programme, which awards grants annually through an international panel for research and documentation worldwide (ELDP)
- An archive programme, which provides a digital record of languages for the future (ELAR)

An academic programme that provides training in language documentation and description, and in field linguistics (ELAP)

## **ABOUT ELAP**

The Endangered Languages Academic Programme (ELAP) is housed in the Faculty of Languages and Cultures and is run by the Department of Linguistics. It consists of a professor (the Märit Rausing Chair in Field Linguistics), a lecturer in language documentation, and two post-doctoral fellows, plus an administrator. ELAP offers post-graduate training through an MA in Language Documentation and Description and a PhD in Field Linguistics, as well as organising seminars, workshops and intensive courses on the documentation of endangered languages. The programme is a small one (a maximum of 20 students are given places on the MA), so students have the opportunity to work closely with members of academic staff. Staff and students in ELAP also work together with the archivist and software developer in ELAR and have access to the state of the art speech analysis and digitisation equipment operated by ELAR.

Both ELAP and ELAR are regularly visited by fieldworkers, who carry out research at SOAS, present seminars and talks, and interact with ELAP students and staff. The seminar series in 2004-5 was very successful; examples of some of the talks given are:

- "Changing attitudes and maintaining endangered languages" Dr David Bradley (La Trobe University)
- The Wadeye Project: Murrinh-patha song and song language at Wadeye (Port Keats), NT" (Joint seminar with SOAS Music Dept) Dr Linda Barwick (Music, University of Sydney), Professor Allan Marett (Music, University of Sydney)
- "Cases and clauses in Australian Aboriginal languages" Peter Austin, ELAP SOAS

- "We have too many languages here": A sociolinguistic look at West Alor (Eastern Indonesia) Louise Baird, Leiden University
- "Argument structure in Goemai (a West Chadic language of Nigeria)" Birgit Hellwig, ELDP

ELAP also runs workshops, publishes papers in a series called Language Documentation and Description, and publishes CD-ROMs.

## **ABOUT SOAS**

The School of Oriental and African Studies (SOAS) received its Royal Charter and became a College of the University of London in 1916. SOAS is one of the leading centres of Asian and African Studies in the western world, and its' academic staff of about 200 constitutes the largest concentration of scholars concerned with the whole of Asia, the Middle East and Africa at any university in the world. The SOAS Library is one of the major collections of Asian and African materials in the world. The School sees its role as providing for the integrated study of Asian and African societies in all their aspects. At the same time it ensures that, with the great importance of Asia and Africa in the modern world, Asian and African Studies have their proper place as a normal part of the education of Western society. Over the last few years SOAS has expanded its original focus to become a centre of research on disciplines and issues relevant to its original remit, with the establishment of major centres in Development Studies, Comparative Literatures, International Finance and the Hans Rausing Endangered Languages Project.

In any one year about 3,000 students are taught at SOAS. Approximately 30% of full-time students are from countries other than the UK. Not only is there the opportunity to make contacts with and learn from people of different backgrounds, languages and cultures, there is also the stimulation of working in a genuinely international atmosphere.

## **LINGUISTICS AT SOAS**

The Linguistics Department at SOAS was the first linguistics department to be created in Britain. Its' staff includes a number of international leaders in their field. Research interests of the faculty span the world's languages, from Chinese to Arabic, from Swahili to Korean, and from Mongolian to Lakhota.

The Department has a range of research facilities, including a linguistics resources room. ELAP has recently moved to a new building that contains further research facilities (including study areas for PhD students). The endangered languages archive is currently being established; this is intended to be a major new centre for the repository of digital data for the linguistic and social sciences.

## **MA COURSE DESCRIPTION**

This MA programme in Language Documentation and Description is intended for students who wish to specialise in the documentation and description of languages, with a focus on minority and endangered languages. Entering students normally take five core courses and one option, plus dissertation. Students who have a strong undergraduate background in Linguistics may be allowed an exemption from *Principles of Linguistic Analysis* (so they may choose two optional courses). This must be agreed with the programme convenor at the start of term.

This specialist MA is characterised by an integrated core of subject offerings that are oriented around the theory and practice of language documentation and description, plus a series of options in linguistics, applied linguistics, and language studies. Core subjects will involve project-based research and the fieldmethods course focuses on a selected language (that will vary from year to year) giving students an opportunity to develop their knowledge and skills in an integrated fashion.

## **ELIGIBILITY**

This MA degree programme is designed for students who wish to learn about documenting and describing languages, with an emphasis on endangered languages. It is available to students with first degree studies in general descriptive and theoretical linguistics. The course may be of interest to applicants with no background in linguistics but with an interest in minority and endangered languages, who wish to acquire specialised skills in language documentation and description. These students are welcome but should anticipate a higher workload than students with a previous knowledge in linguistics. Past students who have taken the course had backgrounds in: linguistics, language teaching, ESL, translation, anthropology, and development studies. To be eligible for this course, you must have been awarded your first degree at 2:1 level (or overseas equivalent).

## **CAREERS**

Students taking this degree will mainly be aiming at further research and at becoming experts in the documentation and description of minority and endangered languages. A range of potential employment is available to students who complete the degree: in academia, international bodies (UNESCO, NGOs), broadcasting, language teaching, and work with language community organisations.

Seven students finished the MA in Language Documentation and Description last year and here is what they are doing now:

- Two received scholarships and are doing the PhD in Field Linguistics at SOAS
- One is doing a PhD in Linguistics in Paris

- One is working for an Aboriginal Language Centre in Australia
- One returned to Germany to continue her studies
- One is about to undertake fieldwork in Bangladesh with her husband, an anthropologist
- One is taking a career break and travelling

The two PhD students who started in 2003-4 continue their studies – both have done fieldwork and collected sizeable amounts of data, which they will be working on this year (see PhD section for more information).

## **OBJECTIVES AND COURSE STRUCTURE**

On completion of this degree, students will have gained knowledge and skills in a select number of topics and issues related to the documentation and the description of minority and endangered languages. The programme requires successful completion of:

Five one-term core courses, one one-term option and a dissertation (10,000 words). For students with prior studies in linguistics, the four core courses are taken with two options, plus dissertation. Students also attend a non-assessed fortnightly Research Training Seminar and are invited to attend weekly departmental seminars.

The dissertation is equivalent to the value of two one-term courses. The dissertation must relate to the core courses and must be supervised by a member of SOAS staff. The choice of a dissertation subject and the appointment of a dissertation supervisor are subject to the approval of the MA programme convenor.

The choice of taught courses is subject to:

1. The approval of the individual course convenor
2. The approval of the MA programme convenor
3. The proviso that not every optional course will be available in each year
4. Compatibility with timetabling

The dissertation is normally due on 15<sup>th</sup> September. Students will receive guidance from tutors at the beginning of the second term when deciding on their dissertation topics. In 2003-4 examples of the dissertation titles included: *“Orthography issues of Khorchin Mongolian”*, *“Acoustic phonetics of Khorchin Mongolian vowels”*, *“A study of sound symbolism”*, *“Issues in Khorchin Mongolian morphology”*.

The degree can be taken either full-time (one year) or part-time (two/three years). Part-time students submit their dissertation in the last year of enrolment.

Part-time students should note that courses are taught during the daytime (between 9am and 5pm).

Taught courses run for 10 weeks in Terms 1 and 2, with 3 contact hours per week, per course. The term dates for 2005-2006 are:

**Term 1** Monday 26<sup>th</sup> September 2005 to Friday 16<sup>th</sup> December 2005

*Reading week: 7<sup>th</sup>-11<sup>th</sup> November 2005*

**Term 2** Monday 9<sup>th</sup> January 2006 to Friday 24<sup>th</sup> March 2006

*Reading week: 13<sup>th</sup>-17<sup>th</sup> February 2006*

**Term 3** Monday 24<sup>th</sup> April 2006 to Friday 16<sup>th</sup> June 2006

The Autumn and Spring Terms include a reading week (where no classes are scheduled, and student usually use this time to work on coursework). Term 3 is generally used for course revision and advising students on dissertations, although short courses for ELAP students may also run during the first few weeks. In April-May 2005 a course on "Developing Multimedia" was organised.

## **CORE COURSES**

The five core courses will introduce students to fundamental issues in documenting and describing languages.

- *Principles of linguistic analysis* covers theoretical and analytical techniques for language description (phonetics, phonology, morphology, syntax, semantics and pragmatics).
- *Issues in language documentation and description* covers topics such as project design, research ethics and intellectual property, researcher and community rights and responsibilities, world language ecology, endangered and minority languages, language contact and fundamentals of ethnographic methodology.
- *Field-methods* covers the application of basic linguistic analysis techniques (phonetic transcription, phonological, morphemic, syntactic and semantic analysis, discourse analysis and sociolinguistics) through working with a native speaker. In 2003-4 the language focused upon was Khorchin Mongolian, in 2004-5 the language is Dida (Ivory Coast)
- *Technology and language documentation* covers information and communication technology issues in language documentation and description such as: basics of data analysis and design, selection of software, introduction to databases, data formats and standards, fundamentals of sound and video recording and editing techniques, archiving issues and annotation issues.

- *Applied language documentation and description* introduces the students to applied linguistics issues in documentation and description: orthography design, lexicography and dictionary making, translation, language teaching methods, curriculum design and programme evaluation, language policy, and multimedia and electronic publication.

## OPTION COURSES\*

Historical Linguistics (Masters)	Prof Peter Austin
Linguistic Structure of Chinese	Dr Wynn Chao
Grammatical Typology of American-Indian Languages	Prof Bruce Ingham
Phonology and Morphology	Dr Monik Charette
Language, Society and Communication	Dr Andrew Simpson
Linguistic Typology	Prof Peter Austin (not running 2005-6)
Topics in Lexical Semantics	Dr Friederike Lüpke
<b>Directed Readings in Linguistics*</b>	<b>Members of the Faculty</b>
ELAP Directed Readings courses 2005-6	
Writing systems and orthography development	Dr Friederike Lüpke
Argument Structure	Dr Friederike Lüpke
Grammar Writing	Dr Birgit Hellwig
Verbal Art	Dr Gail Coelho
Tense and Aspect Systems: a cross-linguistic perspective	Leora Bar-el

\*Please note that not all option courses will run every year.

Students with a strong background in Linguistics may be permitted to take a language course as one of their options. This must be arranged on an individual basis with the programme convenor.

*\*Directed Readings in Linguistics:* ELAP plans to run a number of Directed readings courses in 2005-6, as listed above. Directed Readings can also involve a student undertaking an individual project with the regular consultation of a member of staff with expertise in the area. This might include study of the linguistic structure of: Altaic, Amharic, Arabic, Australian Aboriginal, Austronesian, Bantu, Burmese, Dravidian, Mande and South-East Asian Languages. Students who are interested in pursuing a Directed Readings course should contact the member of staff concerned in advance of the beginning of term.

## **ASSESSMENT**

\*This information is subject to change

### **Technology and language documentation (term 1)**

The two best assignments out of maximally four submitted, counting 40%. A software project OR essay, counting 60%

### **Issues in language documentation and description (term 1)**

The two best assignments out of maximally four submitted, counting 40%. An essay (3500 words), counting 60%

### **Principles of linguistic analysis (term 1)**

The two best assignments out of maximally four submitted, counting 40%. A practical examination, consisting of a transcription and morphological and syntactic analysis, counting 60%

### **Topics in lexical semantics (term 2)**

The two best assignments out of maximally four submitted, counting 40%. An essay (3500 words) counting 60%

### **Field methods (term 2)**

The two best out of four assignments, counting 60%. A multimedia project (topic/partial storyboard to be prepared during field methods, project to be realised during the intensive training week in term 3) counting 40%.

### **Applied language documentation and description (term 2)**

The two best assignments out of maximally three, counting 40%. An essay (3500 words) counting 60%

### **Typology and historical linguistics (running alternately) (term 2)**

The two best assignments out of maximally three, counting 40%. An essay (3500 words), counting 60%

For the option courses, assessment will vary.

## **ADMISSION REQUIREMENTS**

A first or good second class honours bachelors' degree from a UK university or overseas equivalent. Students are expected to have a strong interest in linguistics, although a formal background in linguistics is not required for enrolment in the programme. For students with no previous study of linguistics, *Principles of Linguistic Analysis* must be taken in the first term.

## **PHD IN FIELD LINGUISTICS**

The PhD consists of coursework, a Research Training Seminar (RTS), fieldwork, and a dissertation. Students are initially enrolled for an MPhil degree and are expected to complete their coursework, the RTS and prepare two chapters of work towards the dissertation in the first year. They then apply for upgrade to the PhD (which involves presentation of an upgrade seminar). Fieldwork takes place in the second year, and normally occupies 9-12 months (funding for fieldwork can be applied for from various sources, including ELDP). The dissertation is normally completed in the final year.

PhD students are expected to be active members of the Department, to attend seminars regularly, and to participate in conferences and workshops. Some funding for these purposes is available.

There are no restrictions on the areas that PhD students may choose to focus their research; this is subject only to available supervision. For the research interests of staff in the programme see the Staff description section below. For the academic year 2004-05 a fortnightly PhD/research seminar has been introduced. This seminar will enable members of the Linguistics Department and PhD students to introduce their research topics to each other and get feedback.

ELAP's current PhD students are:

### **Second year PhD students**

#### **Serge Sagna**

Serge started his university studies as an English language student in Gaston Berger University of Saint Louis in Sénégal. He finished his BA in English linguistics in 2001 and moved to Paris 7 University where he did his MA in English linguistics. In 2002 he shifted to African Linguistic studies at INALCO (The Institut des Langues et Civilisations Orientales). Serge had his first field-work experience in a district of Ziguinchor, the capital city of the southern region of Sénégal, working on a phonological and morphological description of the Joola spoken in intra-ethnic communication in Ziguinchor.

Serge's major interest in linguistics covers the areas of description (morphology, syntax and semantics) and documentation. Coming from a multilingual region, he plans to use his training in SOAS to work on Atlantic languages, mainly

those from the Bak group which are now under the domination of Wolof and French, and have not been sufficiently described or documented so far.

### **Henrik Bergqvist**

Henrik Bergqvist got his BA (2001) in computational linguistics and his MA (2003) in general linguistics at Stockholm University. During 2001 he also studied Nahuatl with Una Canger at the University of Copenhagen which resulted in a deepened interest in Meso-American languages.

He was offered a place on the Project for the Documentation of the Languages of Meso-America (PDLMA) in the spring of 2003 and did his first summer of field work for the project in San Cristóbal de las Casas in Chiapas, Mexico. The project directors are Terrence Kaufman, John Justeson, and Roberto Zavala, and it was for the PDLMA that Henrik began dictionary work on the Mayan language of Lacandón (Lakandon) which is the focus of his current PhD work. Henrik was awarded a research student scholarship in Field Linguistics as part of the ELAP programme at SOAS, in August 2003 and he plans to begin his own field work on Lakandon in August 2004.

### **First year PhD students:**

#### **Peter Budd**

Pete completed a BA in French and Russian at the University of Nottingham in 1996. He spent time working in finance in London and teaching English in Mexico and Chile before enrolling in the ELAP MA course in language documentation and description in 2003-4. The MA Field Methods class provided the opportunity to work with a native speaker of the Khorchin dialect of Mongolian. Data collected during class elicitation sessions led to his dissertation on the case-marking morphology of the language, which focused on the form and function of its case suffixes.

For his PhD, Pete aims to carry out a language documentation project of Bierebo, an undescribed Austronesian language spoken by an estimated 800 people on the island of Epi in Vanuatu. His research interests include typology, morpho-syntax and anthropological linguistics. As part of his fieldwork he plans to develop various practical products such as dictionaries and literacy materials as well as exploring how multimedia can be incorporated in language documentation.

#### **Chris Button**

After completing a four year BA in Oriental Studies (Japan and China) at Trinity College, University of Cambridge, Chris undertook a two year MA at the University of British Columbia, Vancouver, where he worked on the reconstruction of Old Chinese Phonology/Morphology with a focus on palaeographical evidence. The reconstruction of Old Chinese involved extensive typological comparisons with proto-Tibeto-Burman. As an ELAP PhD Student, Chris intends to document an endangered Tibeto-Burman language and to then conduct a diachronic study of it in relation to other Tibeto-

Burman languages. He is hopeful that the products of this research will enable him to propose solutions to some of the more perennial problems in Old Chinese reconstruction.

### **Seraphin Kamdem**

Seraphin completed his BA in Bilingual Studies (French, English, General Linguistics and Translation) in 1992 through a joint programme of the University of Yaounde, Cameroon and the University of East Anglia, Norwich, England. He then completed an MA in Linguistics with research focusing on bilingual (French/English - Mother tongue) post-primers of the PROPELCA programme, which was applied to Ghomala', a Grassfields Bantu language of Cameroon. In 1999 he attended a doctoral-level specialisation course in Bilingual/Multilingual Education at the University of North Dakota, Grand Forks, USA. Before joining the ELAP PhD program at SOAS in 2004, Seraphin worked for ten years in Cameroon as field researcher and applied linguist. He is currently an International Independent Member of AILA.

Seraphin is interested in language documentation as a way to contribute to reversing the disappearance of Cameroonian languages. His doctoral research project aims at documenting an endangered Grassfields Bantu language of Cameroon.

### **Chaithra Puttaswamay**

Chaithra started her academic linguistic pursuits with her MA in Linguistics from Jawaharlal Nehru University, New Delhi in 2002. She had her first experience of fieldwork there as part of her field-methods training, and worked on Santali, an Austro-Asiatic language of the Munda branch. Her MPhil work at the University of Hyderabad resulted in developing a morphological generator for Kannada in 2003. She has also worked as assistant editor for the Telugu-Kannada Dictionary published by the Telugu Academy in 2004.

Chaithra's interests include computational applications for modern Indian languages and the use of technology for description and documentation of lesser-known languages in India. She will be using her training at SOAS to document and describe Malto, a language belonging to the Dravidian family, spoken in eastern India, where it is dominated by the two most populous languages of India, Hindi and Bangla of the Indo-Aryan language family and also by Santali, a language of the Munda branch.

### **Kate N. Singleton**

Kate began her studies at SOAS four years ago with a BA in Linguistics, having briefly studied Modern European languages and Speech and Language Therapy. On completion of her BA, she was awarded AHRB funding for the ELAP MA in Language Documentation and Description. During the MA, Kate continued to explore her interests in phonetics and phonology. She wrote a Government Phonology account of the vowel system of Khorchin Mongolian, which in turn led to her dissertation, An Acoustic Analysis of the Vowels of Khorchin Mongolian.

The focus of Kate's PhD, also funded by the AHRB, is a comparative acoustic analysis of the four major dialects of Breton, a seriously endangered Brythonic Celtic language spoken in Brittany, France. Breton is of great interest phonetically and phonologically as it displays several consonant mutations which are subject to variation between dialects.

On completion of the PhD, Kate hopes to use her SOAS training to document and describe the sounds of other endangered languages, and to train future field linguists.

## MA COURSE DETAILS

### CORE COURSES:

#### ***ISSUES IN LANGUAGE DOCUMENTATION AND DESCRIPTION (Term 1)***

As many as half of the world's languages are endangered and not being learned by a new generation of children. Many of these languages are in danger of disappearing without being recorded. As well as introducing the concepts of documentation and description of languages, the relationship between the two, and their relevance for linguistics and other disciplines, the course will discuss fundamental issues that anybody engaged in documenting and describing languages, notably endangered languages, is likely to face. These include project design, research ethics and intellectual property, researcher and community rights and responsibilities, world language ecology, endangered and minority languages, dialectal and sociolectal variation, multilingualism and language contact, and fundamentals of ethnographic methodology. The course will draw examples from a wide range of endangered language situations around the world, and discuss actual instances of research in progress. Students will be able to draw on their own language experiences as appropriate.

A reader is available for this course.

#### ***SELECTED READINGS:***

Crystal, David 2000 *Language Death* Cambridge University Press

Dalby, Andrew 2002 *Language in Danger: How language loss threatens our future* Penguin

Fishman, Joshua 1991 *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters

Grenoble, Lenore A and Lindsay Whaley (eds) 1998 *Endangered Languages: Language Loss and Community Response*. Cambridge University Press

Himmelman, Nikolaus 1998 Language documentation and description. *Linguistics*

Nettle, Daniel and Suzanne Romaine 2000 *Vanishing Voices*. Oxford University Press

#### **PRINCIPLES OF LINGUISTIC ANALYSIS (Term 1)**

This course provides an overview introduction to linguistics, the scientific study of language. It looks at the structural and formal properties of language and how these are studied by linguists, at language function and use, and at points of contact between linguistics and other academic disciplines (for example, anthropology, history or philosophy). We will discuss questions like *What does it mean to know a language?* and *What are the differences and similarities between different languages?*, and we will look at examples from a number of different languages from all over the world. The course concentrates on the core components of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics.

### **SELECTED READINGS:**

- Crowley, Terry, John Lynch, & Jeff Siegel. 1999 *The design of language: an introduction to descriptive linguistics*. Auckland: Longman.
- Gussenhoven Carlos and Haike Jacobs. 1998 *Understanding Phonology*. London: Arnold.
- Haspelmath, Martin. 2002 *Understanding Morphology*. London: Arnold.
- Ladefoged, Peter. 2001 *A course in phonetics*. Boston, Mass.: Heinle & Heinle.
- Saeed, John. 2003 *Semantics*, Oxford: Blackwell
- Tallerman, Maggie. 1998 *Understanding Syntax*. London: Arnold.

### **TECHNOLOGY AND LANGUAGE DOCUMENTATION (Term 1)**

Linguists studying an endangered language need to be familiar with ways in which information and communications technology can assist and support their recording, analysis and publication of language materials. Topics covered in this course include basics of data analysis and design, selection of software (for recording and analysis), introduction to databases, data and metadata formats and standards (including character encoding standards like UNICODE and file formats such as XML), fundamentals of digital sound recording and editing techniques, archiving issues and corpus annotation issues. Students will learn how to use a range of computer hardware and software to support their recording, analysis and publication.

A reader is available for this course

### **SELECTED READINGS:**

A selection of computer software and World Wide Web resources will be used in this course.

- Austin, Peter, Helen Dry and Peter Wittenburg (eds) 2002 *Computer support for field linguists*. Papers from LREC workshop, Las Palmas, May.
- Bird, Stephen 1999 *Multi-dimensional exploration of linguistic data*. LDC, manuscript.
- Jacobsen, Michel, Boyd Michailovsky and John B. Lowe 1999 *'Linguistic documents synchronizing sound and text'*, LACITO/CNRS, manuscript.
- Wittenburg, Peter 2002 *DOBES training manual*. MPI Nijmegen.

### **FIELD-METHODS (Term 2)**

Documenting a language typically involves fieldwork with native speakers in their community. This course introduces students to some aspects of fieldwork in weekly meetings and consultations with a speaker of a language unknown to them. Field methods covered include recording techniques, annotation (metadata) for recordings,

phonetic transcription, phonological, morphemic, syntactic and semantic analysis, with the aim of arriving at a preliminary analysis of some aspects of the language.

**SELECTED READINGS:**

Ladefoged, Peter. 2003 *Phonetic data analysis: an introduction to fieldwork and instrumental phonetics*. Oxford : Blackwell

Newman, Paul & Martha Ratliff. 2001 *Linguistic Fieldwork*. CUP

Payne, Thomas. 1997 *Describing morphosyntax*. CUP

Shopen, Timothy (ed.) 1985 *Language typology and syntactic description*. (3 Vols.) Cambridge: Cambridge University Press.

Vaux, Bert and Justin Cooper. 1999 *Introduction to Linguistic Field Methods*. Lincom Europa

**APPLIED LANGUAGE DOCUMENTATION AND DESCRIPTION (Term 2)**

Linguists studying a language, especially an endangered language, are often called upon to assist the local community in a wide range of aspects in applied language matters such as developing an orthography for an unwritten language, making a dictionary, developing and evaluating a language program, helping to articulate language policy, and producing multimedia and electronic publications. This course introduces students to these practical issues, and critically examines issues and problems work in this area raises. Examples will be drawn from successes and failures in applications of linguistic techniques to practical language problems, including CD-ROMs and web-based publication.

A reader is available for this course.

**SELECTED READINGS:**

A selection of CD-ROMS and World Wide Web resources will be used in this course.

## **OPTION COURSES (all are half units options unless otherwise stated)**

### **HISTORICAL LINGUISTICS (Term 2)**

All languages are constantly in a process of change and over time related languages can diverge and become different from one another. Linguists have developed techniques for studying language change and for comparing languages in order to group them into families and reconstruct their parent forms. The aim of this course is to familiarise students with the techniques of language comparison and reconstruction, based on materials from the study of Indo-European languages, but also illustrating the methods with data from a range of other language families. At the conclusion of the course students will be familiar with reconstruction and comparison methods for any set of language data.

#### ***SELECTED READINGS:***

- Aitchison, Jean. 1991 *Language Change: Progress or decay?* 2<sup>nd</sup> edition, Cambridge University Press.
- Campbell, Lyle. 1998 *Historical Linguistics: An introduction*. Edinburgh University Press.
- Crystal, David. 2002 *The English Language* Penguin
- Trask, Larry. 1996 *Historical Linguistics*, Arnold

### **TOPICS IN THE STRUCTURE OF CHINESE**

This course will explore several aspects of the morphology and syntax of the Chinese language, starting with an overview of the linguistic situation in China and the historical development of the main language (Mandarin), and then looking at selected morphological and syntactic constructions from both descriptive and theoretical perspectives. Although the main language studied will be Mandarin Chinese, Cantonese and other dialects will also be included.

#### ***SELECTED READINGS:***

- Huang, C-T James. 1982 *Logical Relations in Chinese and the Theory of Grammar*, PhD dissertation, MIT.
- Huang, C-T James and Y-H Audrey Li (eds) 1996 *New Horizons in Chinese Linguistics*. Kluwer.
- Li, Charles N and Sandra Thompson. 1981 *Mandarin Chinese: A functional reference grammar*. U. California Press, Berkeley.
- Matthews, Stephen and Virginia Yip. 1994 *Cantonese: A comprehensive grammar*. Routledge.
- Norman, Jerry. 1988 *Chinese*. Cambridge University Press.
- Sun, C. 1996 *Word Order Change and Grammaticalization in the History of Chinese*. Stanford University Press.

## **GRAMMATICAL TYPOLOGY OF NATIVE AMERICAN LANGUAGES**

The course will cover the nature and importance of Native American language studies in linguistics and an overall view of the history and current state of these languages, fieldwork problems in unwritten languages, and typological questions. Cree (Algonquian) and Lakota (Siouan) will be dealt with. The object will be to illustrate the typological features of these languages and use them as a tool for teaching fieldwork and analytic skills. There will be a written exam, data exercises and one essay.

### ***SELECTED READINGS:***

- Boas, Franz and Deloria, E.C 1979 *Dakota Grammar* University of South Dakota: Dakota Press.
- Goddard, Ives (ed) 1996 *Handbook of North American Indians: Vol 17 Languages*. Washington DC: Smithsonian Institution.
- Greenberg, Joseph H 1987 *Language in the Americas* Stanford: Stanford University Press.
- Mithun, Marianne 2001 *The Languages of North America* Cambridge: Cambridge University Press.
- Woolfart, H. Chris and Janet F Carroll 1981 *Meet Cree: Guide to the Cree Language* Edmonton: University of Alberta Press.

## **PHONOLOGY AND MORPHOLOGY (full unit ie. both term 1 and term 2)**

The course is intended to introduce students to the general principles and properties which characterise (1) possible sound systems in human languages and (2) the structures and processes which build words and determine their realisation. Topics covered include: the scope of phonology and morphology; theoretical foundations; the nature of phonological and morphological representations – units, constituents and structure; inflectional and derivational morphology; the phonology-lexical interface; morphology and the lexicon.

### ***SELECTED READINGS:***

- Ladefoged, P. 1993 or later *A course in phonetics*. Harcourt Brace Jovanovich College Publishers: Fort Worth
- Harris, J. 1994 *English Sound Structure*. Blackwell: Oxford.
- Kenstowicz, M. 1994 *Phonology in Generative Grammar*. Blackwell: Oxford
- Kaye, Jonathan. 1989 *Phonology: a cognitive view*, Hillsdale, N.J.: Lawrence Erlbaum.

## **LANGUAGE, SOCIETY AND COMMUNICATION**

This course examines the complex interaction of language and sociological forces. Topics addressed include language and how it is used in communication, the relation of language to thought, the relation of language and culture, and the degree to which

a society's culture may manifest itself in its language and influence the world-view of its speakers. The course also includes an introduction to how languages change as a result of pressures in society, language choice dictated by anthropological grouping, language and national identity, language and gender, Pidgin and Creole languages, language planning and the maintenance of dying languages.

**SELECTED READINGS:**

- Chambers, J. & P. Trudgill. 1980 *Dialectology*. Cambridge: Cambridge University Press.
- Fasold, Ralph. 1984 *The Sociolinguistics of Society*. Blackwell.
- Gumperz, John. 1982. *Language and Social Identity*. Cambridge: Cambridge University Press.
- Homes, Janet. 1992 *An Introduction to Sociolinguistics*. Longman.
- Hudson, Richard. 1996 *Sociolinguistics*. Cambridge: Cambridge University Press
- Robins, R. & E. Uhlenbeck. 1991 *Endangered Languages*. Berg.
- Romaine, Suzanne. 1989 *Bilingualism*. Blackwell.
- Trudgill, Peter. 1986 *Sociolinguistics*. Penguin Books.
- Wardhaugh, Ronald. 1998 *An introduction to Sociolinguistics*. Blackwell.

**LINGUISTIC TYPOLOGY** (not running 2005-6)

This course examines the cross-linguistic similarities and differences between languages, being careful to exclude historical and geographical (contact) influences. Typology aims to uncover common patterns of form and meaning and to examine proposals for linguistic universals, as well as possible explanations for those universal properties of languages. The course will explore phonological, morpho-syntactic and word order typology.

**SELECTED READINGS:**

- Comrie, Bernard. 1989 *Language Universals and Linguistic Typology*. (Second edition) Oxford: Blackwell.
- Croft, William. 2003 *Typology and Universals*. (Second edition) Cambridge: Cambridge University Press
- Greenberg, Joseph. 1963 "Some universals of grammar with particular reference to the order of meaningful elements" in: Greenberg, Joseph (ed.), *Universals of Human Language*, 73-113. Cambridge: MIT Press.
- Song, Jae Jung. 2001 *Linguistic typology: morphology and syntax*. Harlow: Longman
- Whaley, Lindsey. 1997 *An Introduction to Typology: The Unity and Diversity of Language*. Sage Publications.

## **LEXICAL SEMANTICS**

The course focuses on eight core areas in lexical semantics and investigates them in a cross-linguistic perspective. These areas, introduced through case studies, combined with practical training, serve as a selective illustration of central topics in lexical semantics, such as universal and language-specific patterns of lexical organization, the relations between word meaning and sentence meaning, the division of labour between semantics and pragmatics, and the interaction between cognition and language. The case studies are concerned with kinship terms, basic colour term inventories, ideophones and sound symbolic words, states, events, and their participants, verbs of motion and posture, demonstratives, and systems of nominal classification across languages.

A reader is available for this course.

### ***SELECTED READINGS:***

Cruse, Alan. 2000 *Meaning in language*. Oxford University Press

Goddard, Cliff. 1998 *Semantic analysis*. Oxford University Press

## **DIRECTED READINGS COURSES:**

### **WRITING SYSTEMS AND ORTHOGRAPHY DEVELOPMENT (Term 1)**

For speakers of European languages, writing as a deeply rooted cultural practice is often perceived as the norm, and writing using an alphabet is generally judged as being the most faithful way to record speech. Many linguists see the ideal orthography as the closest possible correspondence to a phonemic transcription. Most writing systems, however, are rather distant from this naive ideal, and still readers and writers are successful in communicating in writing. This course offers an introduction to writing systems and the development of orthographies for unwritten or close to unwritten languages. The course starts with an overview of the writing systems of the world – alphabets, syllabaries, logographic, and mixed systems and their history and distribution. We will deconstruct common myths on properties of the different writing systems and on their closeness or distance to speech. We will examine whether, and if so, how sounds and/or concepts are linked to symbols in the different systems. Closely linked to this question is a perusal of the different mechanisms used by writers and readers to en- and decode speech and of learners' acquisition of writing systems and orthographies. We will also look at the origin and development of writing and at the political and sociolinguistic issues governing their competition and use of different writing systems and orthographies. Finally, we will look at the challenges and possibilities of 'reducing a language to writing', specifically taking unwritten languages into account, and working on concrete language data. Since orthography development and language planning crucially depend on a favourable societal context, we will end the course by assessing how language planning can contribute to the creation of literate societies, and how the existence of a literate society on the other hand is a necessary precondition for the implementation of a written culture.

The course will be assessed through an essay of ca. 5.000 words in length.

A reading pack for the course will be available from the SOAS bookshop at the beginning of term. Students interested in taking the course are encouraged to read Coulmas (2003) and start reading the other preliminary readings given below.

### **SELECTED READINGS**

COULMAS, FLORIAN. 2003. Writing systems. An introduction to their linguistic analysis. Cambridge: Cambridge University Press.

FURNISS, GRAHAM. 2004. Orality. The power of the spoken word. Houndmills: Palgrave Macmillan.

GOODY, JACK (ed.) 1968. Literacy in traditional societies. Cambridge: Cambridge University Press.

—. 1986. The logic of writing and the organization of society. Cambridge: Cambridge University Press.

OLSON, DAVID R. and TORRANCE, NANCY (eds.) 2001. The making of literate societies. Malden, Ma./Oxford: Blackwell.

### **ARGUMENT STRUCTURE (Term 2)**

Talking about events, states and their participants is central to human language. In this course, we will look at how events and states are lexicalised in verbs and how their participants are encoded. A central issue in this domain is verbal argument structure, or the information on the number and status of a verb's participants necessary in order to predict the verb's default syntactic behaviour. Projectionist approaches to argument structure (e.g. Bresnan 2001, Rappaport Hovav & Levin 1998) assume that this information is contained in the lexical entry for a verb. This view contrasts radically with constructional approaches to argument structure (cf. Goldberg 1995, 2003, Goldberg & Jackendoff 2004), which suggest that the encoding of information on a verb's participant(s) is located at the clausal level. Recent research (Bickel 2003, Lüpke 2005, *inter alia*) suggests that cross-linguistic variation in the domain of argument structure has not been taken seriously enough so far. In the course, we will investigate how languages can differ in the argument structure classes they admit, in the possibility of ellipsing arguments in discourse, and in the (causal and aspectual) meaning components that govern membership in an argument structure class. We will further investigate how changes in the number and/or status of a verb's arguments can result in different causal and temporal properties of the clause, and how argument structure can be altered, and what changes in meaning commonly result from alternations or morphologically or periphrastically marked changes in syntactic valence.

The course will be assessed through an essay of ca. 5.000 words in length.

A reading pack for the course will be available from the SOAS bookshop at the beginning of term. Students interested in taking the course are encouraged to read

Goldberg (2003) and Rappaport Hovav & Levin (1998) and start reading the other preliminary readings given below.

BICKEL, BALTHASAR. 2003. Referential density in discourse and syntactic typology. *Language*, 79.

BRESNAN, JOAN. 2001. *Lexical-functional syntax*. Malden, Ma.: Blackwell.

GOLDBERG, ADELE E. 1995. *Constructions : a construction grammar approach to argument structure: Cognitive theory of language and culture*. Chicago: University of Chicago Press.

—. 2003. *Constructions: a new theoretical approach to language*. *Trends in Cognitive Science*, 7.219-24.

GOLDBERG, ADELE E. and JACKENDOFF, RAY. 2004. The English resultative as a family of constructions. *Language*, 80.532-68.

LÜPKE, FRIEDERIKE. 2005. *A grammar of Jalonke argument structure*, Radboud University Nijmegen [Max Planck Series in Psycholinguistics 30]: PhD thesis.

RAPPAPORT HOVAV, MALKA and LEVIN, BETH. 1998. Building verb meanings. *The projection of arguments*, ed. by Miriam Butt and Wilhelm Geuder, 97-134. Stanford: CSLI Publications.

SADLER, LOUISA and SPENCER, ANDREW. 1998. Morphology and argument structure. *The handbook of morphology*, ed. by Andrew Spencer and Arnold M. Zwicky, 206-36. Oxford: Blackwell.

## **GRAMMAR WRITING (Term 1)**

The writing of grammars is an essential component in the process of documenting and describing languages. Linguists agree that grammar writing is a nontrivial issue, and some even consider it the most difficult task within linguistics. It involves making decisions on the kinds of topics to include and exclude, the ways of representing the interconnectedness of grammatical phenomena in a linear order, the use of data, the structure of argumentation, the nature of evidence, etc. Confronted with such issues, grammar writers have adopted different solutions, based on different theoretical frameworks, language family traditions, or intended audiences.

This class explores some of the issues that arise in the writing of grammars and examines how they are handled by different grammar writers. The aims of the class are to develop an understanding of the various available possibilities, and to assess the advantages and disadvantages of different approaches.

### ***SELECTED READINGS:***

Ameka, Felix, Alan Dench and Nicholas Evans (eds.). To appear. *Catching language: Issues in grammar-writing*. Berlin and New York: Mouton de Gruyter.

Foley, William A. (ed.). 1993. *The role of theory in language description*. Berlin and New York: Mouton de Gruyter.

Graustein, Gottfried and Gerhard Leitner (eds.). 1989. *Reference grammars and modern linguistic theory*. Tübingen: Max Niemeyer.

Comrie, Bernard and Norval Smith. 1977. *Lingua Descriptive Studies: questionnaire*. *Lingua* 42: 1-71.

The Leipzig Glossing Rules (September 2004): Conventions for interlinear morpheme-by-morpheme glosses. (<http://www.eva.mpg.de/lingua/files/morpheme.html>)

## **VERBAL ART** (Term 2)

An important part of language documentation and description consists of the collection of a variety of genres of oral discourse. A descriptive linguist's data usually include tape-recordings of conversations and stories, but can extend also to collections of songs, proverbs, riddles, poetry, speeches, etc. These collections are valuable not only as data from which to gather information about the grammar of the language but also as a record of the cultural heritage of a people. Our approach in this class will be to view all speech production as verbal art. Language is, in this view, an artistic medium through which a community of speakers, consciously or unconsciously, builds up a unique cultural tradition. This course will examine poetic organization in various genres of discourse, ranging from everyday conversations to stories, songs, etc. It will also examine the manner in which grammatical devices are used for the creating poetic form and rhetorical effect in these discourse genres. The course includes a discussion of techniques for collection, transcription, and analysis of texts of different types. Readings for the course will be drawn from a range of literature in linguistics, anthropology, and discourse analysis.

The course is primarily a reading seminar, but the final assignment will consist of an essay presenting an analysis of a sample of oral discourse – students can use discourse samples that they have already collected or texts made available in class. For the final assignment, students could, for example, choose a particular grammatical device and study how the device is used for some poetic or rhetorical function in a text. They could also choose a particular poetic or rhetorical function and study what grammatical devices are used to carry out this function in the text.

### ***SELECTED READINGS:***

A reading pack will be available at the beginning of the term at SOAS book store. A sample list of books for background reading are:

Bauman, Richard. 1992. *Folklore, cultural performances, and popular entertainments : a communications-centered handbook*. Oxford: Oxford University Press.

Bauman, Richard and Joel Sherzer. 1989. *Explorations in the ethnography of speaking*. Cambridge: Cambridge University Press.

- Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University Press.
- Foley, William A. 1997. *Anthropological Linguistics: An Introduction*. Oxford: Blackwell Publishers.
- Sherzer, Joel and Anthony Woodbury. 1987. *Native American discourse: Poetics and Rhetoric*. Cambridge: Cambridge University Press.

## **TENSE AND ASPECT SYSTEMS: A CROSS-LINGUISTIC PERSPECTIVE (Term 2)**

In this course we will examine some of the ways in which temporal information is expressed cross-linguistically. Among the areas we will look at are: the classification of aspectual classes and their interaction with other areas of the grammar, the perfective/imperfective distinction, the contribution of temporal adverbials, "tense morphemes" in both the verbal and nominal domain, paying particular attention to the diagnostics used to motivate these classifications. Among the questions we will address in this class is to what extent languages vary in these areas of the grammar. We will draw on data from a various languages, including those of the Salish language family (spoken on the Northwest coast of North America) as well as languages studies by participants in the class.

## **DIRECTED READINGS IN LINGUISTICS A (term 1) /B (term 2)**

Students may complete an individual project under the supervision of a SOAS staff member with the required expertise. The format consists of one-to-one tutorials between student and instructor, where a reading list and project outline is agreed and progress is discussed. In certain cases the reading list may be supplemented by attendance at lectures in relevant courses for additional background information. In the case of courses that are not taught every year, the topic of the course may in some cases be studied under the Directed Readings courses. If you are interested in taking a Directed Readings course, it is recommended that you approach the member of staff concerned as early as possible.

## Frequently asked questions

### **1) How do I apply?**

You need to fill out a SOAS postgraduate application form. You can download the form from the internet at:

<http://www.soas.ac.uk/prospectus-pg/pgapplicationform.pdf>

or we can send you one by post. The deadline for applications is normally 30<sup>th</sup> June. We recommend that you apply as early as possible, as applications are considered as they are received, and places on the course are limited.

### **2) Are there any scholarships/funding opportunities for the MA and PhD course?**

**MA:** See [www.soas.ac.uk/scholarships](http://www.soas.ac.uk/scholarships) for details of scholarships/bursaries offered by SOAS and general scholarships information.

UK students can apply to the AHRC for funding. A full award covers both the cost of tuition fees and a maintenance grant. Your application for a place on the MA course needs to be received by SOAS in March in order for it to be processed. See the AHRB website for details of the deadline etc at: <http://www.ahrb.ac.uk/>

Overseas students should contact the Ministry of Education or Education Department in their own country for information about funding. The British Council also has a great deal of useful information for overseas students. (<http://www.britishcouncil.org/education/funding/index.htm>)

**PhD:** As well as the above funding opportunities, there is a PhD scholarship offered by the Endangered Languages Academic Programme. This scholarship covers the cost of tuition fees (at the UK/EU level) and a maintenance grant. Application forms can be downloaded from the website at: <http://www.hrelp.org/courses/phd/bursaries.html>

Students may also apply for postgraduate studentships (IGS) from the Endangered Languages Documentation Programme. See the website for more details.

### **3) How many hours study is involved?**

**MA:** You will spend approximately 3 hours in lectures/seminars per week for each course. You will be expected to spend at least this much time again reading and preparing for each course. Taking the MA course full-time, you would therefore need to allow at least 18 hours per week. To this should be added time for researching and writing assessable exercises and essays, as well as attending departmental seminars and the RTS.

**PhD:** The allocation of time to the PhD will vary with each student's individual programme, consisting of coursework, reading, fieldwork and writing.

#### ***4) Can I take the MA course part-time?***

Yes, you can take the MA over one, two, or three years. The course can be taken by part-time students as follows:

##### *Part-time over 2 years (with no Linguistics background)*

###### *Year 1*

Term 1- Principles, and Issues

Term 2- Applied, and an Option course

###### *Year 2*

Term 1- Technology

Term 2- Fieldmethods

Dissertation

##### *Part-time over 2 years (with Linguistics background)*

###### *Year 1*

Term 1- Issues, and Technology, or Option course

Term 2- Applied, and Option

###### *Year 2*

Term 1- Technology (if not taken in Year 1), or Option

Term 2- Fieldmethods

Dissertation

##### *Part-time over 3 years (with no Linguistics background)*

###### *Year 1*

Term 1- Principles

Term 2- Applied

###### *Year 2*

Term 1- Issues

Term 2- Option

*Year 3*

Term 1- Technology

Term 2- Fieldmethods

Dissertation

Part-time over 3 years (with Linguistics background)

*Year 1*

Term 1- Issues

Term 2- Applied

*Year 2*

Term 1- Technology or Option

Term 2- Option

*Year 3*

Term 1- Option or Technology

Term 2- Fieldmethods

Dissertation

\*NB- Technology must be taken over Year 2 or 3.

Please note that we are not able to offer evening classes for part-time students. The School timetable is normally released in August. Since classrooms are managed for the entire school, there is no flexibility to allow for specific timetabling preferences of individual students. As a guide, the timetable for this year can be viewed at: [www.soas.ac.uk/timetable](http://www.soas.ac.uk/timetable) (this information subject to change.)

### ***5) How much does it cost? Can I pay my fees in instalments?***

The MA/PhD course fees for 2005-2006 will be confirmed in May. As a guide, last year's fees were as follows:

MODE OF STUDY	UK/EU	OVERSEAS
Full-time	£3200	£9500
Part-time (2 years)	£1600	£4750
Part-time (3 years+)	£1200	£3570

Note that UK government regulations normally prevent non-European nationals from pursuing part-time courses.

It is currently not possible to pay in instalments. Course fees for each year of study must be paid IN FULL at the start of the academic year.

**6) Can I attend an interesting class if I have not registered officially for it?**

You may sometimes be permitted to attend (“audit”) a class that you have not selected as one of your options, but have a strong interest in. You will need the permission of the course teacher concerned, and in some cases you will only be permitted to attend lectures and not tutorials. Unless you are actually registered for a course, you will not receive credits towards your degree, however.

**7) Can I learn a language as part of the MA course?**

If you have a strong background in Linguistics already, you may be permitted to take a language course as your options. This must be agreed by the Programme Convenor. The Language Centre at SOAS also runs evening courses, and intensive classes in the Easter/summer vacations. You can find more information about these at: <http://www.soas.ac.uk/languagecentre/home.html>

## ELAP STAFF

**Professor Peter Austin** Märít Rausing Chair in Field Linguistics, Director: Endangered Languages Academic Programme, e-mail [pa2@soas.ac.uk](mailto:pa2@soas.ac.uk)

Peter Austin studied at the Australian National University, completing a BA with first class Honours in Asian Studies (Japanese and Linguistics) in 1974, and a PhD in 1978 on the Diyari language spoken in the far north of South Australia. He taught at the University of Western Australia (1978), held a Harkness Fellowship at UCLA and MIT (1979-80), and in 1981 set up the Department of Linguistics at La Trobe University. In 1989 he was instrumental in establishing Japanese language teaching at La Trobe. In 1996 he was appointed Foundation Professor of Linguistics at the University of Melbourne, and joined SOAS in January 2003.

Peter's research interests cover descriptive, theoretical and applied linguistics. He has extensive fieldwork experience on Australian Aboriginal languages (northern New South Wales, northern South Australia, and north-west Western Australia) and has co-authored the first fully page-formatted hypertext dictionary on the World Wide Web, a bilingual dictionary of Gamilaraay (Kamilaroi), northern New South Wales, as well as publishing seven bilingual dictionaries of Aboriginal languages. Since 1995 he has been carrying out research on Sasak and Sumbawan, Austronesian languages spoken on Lombok and Sumbawa islands, eastern Indonesia. His theoretical research is mainly on syntax and focuses on Lexical Functional Grammar, morpho-syntactic typology, computer-aided lexicography and multi-media for endangered languages. He has also published on historical and comparative linguistics, typology, and Aboriginal history and biography.

### Recent publications:

Austin, Peter and Luise Hercus. 2004 "The Yarli Languages" in Claire Bower and Harold Koch (eds) *Subgrouping Australian Languages*. John Benjamins.

Austin, Peter 2001 "Word order in a free word order language: the case of Jiwarli" in Jane Simpson et al (eds), 305-323.

Austin, Peter 2001 "Zero anaphora in Jiwarli, Western Australia" *Australian Journal of Linguistics* 21(1): 83-98.

Austin, Peter, Barry Blake, Margaret Florey (eds) 2001 *Explorations in valency in Austronesian languages. La Trobe Papers in Linguistics, Vol 11*.

Jane Simpson, David Nash, Mary Laughren, Peter Austin and Barry Alpher (eds) 2001 *Forty Years On: Ken Hale and Australian Languages*. Canberra: Pacific Linguistics.

**Leora Bar-el** Post-doctoral research fellow, ELAP, [lb35@soas.ac.uk](mailto:lb35@soas.ac.uk)

Leora Bar-el received a Combined Honours BA in English Literature and Linguistics from the University of Western Ontario in Canada in 1996. It was there that she was first introduced to, and became interested in, First Nations languages.

Leora moved to Vancouver, British Columbia, to pursue graduate work in linguistics and there she began to work on Salish languages. Post 1997 she has been

conducting fieldwork with the last remaining speakers of the Skwxwú7mesh language (Central Salish), an extremely endangered language spoken in British Columbia. In 1998 Leora received an MA degree in Linguistics from the University of British Columbia. Her MA thesis focuses on verbal plurality and adverbial quantification in Skwxwú7mesh. In the course of her graduate studies, Leora has conducted research on other Salish languages, as well as Plains Cree, an Algonquian language. Some of her research areas have included: aspect, Aktionsart, reduplication, number, intonation and stress. Being engaged in research that contributes to the documentation of endangered languages has also led to Leora's interest in and research on language revitalization practices in Canada and communities around the world.

Leora is currently completing a PhD in Linguistics from the University of British Columbia on aspect in Skwxwú7mesh, and in particular, the aspectual classification of predicates, the perfective/imperfective distinction and an exploration of the extent of cross-linguistic variation in these areas. She will continue conducting fieldwork on Salish during her post-doctoral research which will focus on the relationship between aspect, transitivity and control in three Central Salish languages.

#### **Recent publications:**

in prog Punctual Clauses (and what they tell us about the representations of predicates). To appear in Proceedings of the Third Conference on the Semantics of Under-represented Languages of America (SULA 3), University of Massachusetts Occasional Papers in Linguistics. Amherst, Massachusetts: GSLA.

in press On Non-Culminating Accomplishments. To appear in Proceedings of the 35th North East Linguistics Conference. L. Bateman and C. Ussery (eds.). Amherst, Massachusetts: GLSA. [with H. Davis and L. Matthewson]

2004 On the relevance of endpoints: Skwxwú7mesh Activities and Accomplishments. To appear in Proceedings of the 23rd West Coast Conference on Formal Linguistics. V. Chand, A. Kelleher, A. J. Rodríguez, and B. Schmeiser (eds.). Somerville, MA: Cascadilla Press. pp. 71-84.

2004 Subject Clitics and their Effect on Temporal Interpretation: A Case Study of Skwxwú7mesh and Stó:lô Halq'eméylem. Studies in Salish Linguistics in Honour of M. Dale Kinkade, University of Montana Occasional Papers in Linguistics No. 17, 2004. D. Gerdtz and L. Matthewson (eds.). pp 8-29. [with C. Gillon, P. Jacobs, L. Tamburri Watt, and M. Wiltschko]

2003 Imperfectivity in Squamish. In Proceedings of the Second Conference on the Semantics of Under-represented Languages of America (SULA 2), University of Massachusetts Occasional Papers in Linguistics 28. J. Anderssen, P. Menendez-Benito and A. Werle (eds.). Amherst, Massachusetts: GSLA. pp 1-18.

**Dr Gail Coelho** Post-doctoral fellow, ELAP email: [gc13@soas.ac.uk](mailto:gc13@soas.ac.uk)

Gail Coelho is working on Betta Kurumba, an understudied South Dravidian language spoken in the Nilgiri Mountains in southern India. She is currently working on a book manuscript which presents a grammar of Betta Kurumba, expanding upon a description of the language provided in her doctoral dissertation. She has also begun working on Betta Kurumba ethnobiology, for which she has collected native names for plants and animals, descriptions of traditional uses of natural resources, and folk stories in which animals and plants are anthropomorphized. In previous research, she has worked on theoretical analyses of reduplication and lexical stress in a Native American language, Thompson River Salish. In addition, her Master's thesis was a study of social variation in certain contact-derived phenomena in a dialect of Indian English spoken in Madras, India.

Gail completed her PhD in linguistics at the University of Texas at Austin and a Master's degree in linguistics at the University of Pittsburgh. She also has a Master's degrees in English Literature and Linguistics from the University of Bombay. She completed a BA in English Literature at Stella Maris College, University of Madras.

Her main research interest is in language documentation, for which she believes that it is particularly important to document a wide range of genres of discourse (stories, songs, riddles, proverbs, etc.) and to document cultural knowledge as it is encoded in language (as, for example, in the study of ethnobiology). Within linguistic theory and description, her interests lie in morphosyntax, phonology, and language contact.

### **Recent publications:**

To appear: Betta Kurumba language. In Paul Hockings (ed.) Encyclopedia of the Nilgiris.

To appear: Betta Kurumba society. In Paul Hockings (ed.) Encyclopedia of the Nilgiris.

To appear: Language documentation and ecology: Areas of interaction. Language documentation and description, vol. 3

2002 Conflicting directionality in Thompson River Salish. Proceedings of the TLS conference on Stress in Optimality Theory,  
[http://uts.cc.utexas.edu/~tls/2002tls/TLS\\_2002\\_Proceedings.html](http://uts.cc.utexas.edu/~tls/2002tls/TLS_2002_Proceedings.html).

**Dr Birgit Hellwig** Post-doctoral research fellow, ELDP, e-mail [bh21@soas.ac.uk](mailto:bh21@soas.ac.uk)

Birgit Hellwig is working on Goemai, a previously undescribed West Chadic language of Central Nigeria. She is currently writing a reference grammar and dictionary of that language, and compiling an annotated text corpus. In 2003-4 she was also a member of ELAP teaching staff on the Technology and Language Documentation course.

Birgit studied African languages, general linguistics and anthropology at the University of Bayreuth (Germany), at University College, London, and the University of Hamburg (Germany). She did her PhD in linguistics at the University of Nijmegen (The Netherlands). She has been working on Chadic languages since 1998; her MA thesis focused on language contact between Chadic and Benue Congo languages; and her PhD thesis investigated in detail the grammatical, semantic and pragmatic aspects of how postural information is coded in one Chadic language (Goemai).

Her main research interests lie in lexical semantics, in the relationship between language and cognition, and in various aspects of language documentation, in particular: field methodology, the integration of semantics into grammar writing, and the technological side of documentation.

### **Recent Publications:**

Hellwig, Birgit. To appear Field semantics and grammar-writing: Stimuli-based techniques and the study of locative verbs. In Felix Ameka, Alan Dench and Nicholas Evans (eds.) *Catching language: Issues in grammar writing*. Berlin and New York: Mouton de Gruyter.

Hellwig, Birgit. 2004 A grammatical sketch of Goemai: Word classes. In Gabor Takács (ed.) *Egyptian and Semito-Hamitic (Afro-Asiatic) studies in memoriam W Vycichl*. Leiden and Boston, Brill. 296-341. (Studies in Semitic Languages and Linguistics, 39.)

Hellwig, Birgit and Joseph A. McIntyre. 2000 Hausa plural systems: A diachronic presentation. *Journal of African Languages and Linguistics* 21: 1-43.

**Dr Friederike Lüpke**, Lecturer in Language Documentation, e-mail fl2@soas.ac.uk

Friederike Lüpke studied African Linguistics, General Linguistics and Phonetics at the University of Cologne, Germany. She spent a year at the *Institut National des Langues et Civilisations Orientales* (INALCO) in Paris studying the West African languages Bambara and Fula. In 1999, she completed her MA, which received first class Honours, with a thesis on parts of speech in Bambara. She then received a PhD scholarship in the Language & Cognition Research Group of the Max Planck Institute for Psycholinguistics Nijmegen, The Netherlands. For her PhD project, she worked on Jalonke (Yalunka), a previously undescribed Mande language of Guinea. Her PhD thesis is a field-based account of verbal argument structure and verb classes in Jalonke.

Friederike's theoretical interests range from the syntax-semantics interface, especially in the domain of verbal argument structure and case marking, to morphosyntactic typology, semantic typology and the influence of cognition, culture and contact on language. Her descriptive interests lie in Jalonke and Mande linguistics and more generally in language documentation from a linguistic point of view. One of her concerns in this domain is the use and development of non-verbal stimuli facilitating linguistic analysis in the field and cross-linguistic comparison. She is interested in language contact, especially between the Mande and Atlantic languages in West Africa. Recently, she started investigating the use of Arabic-based scripts for the writing of African languages.

### **Recent Publications:**

Lüpke, Friederike. to appear. It's a split, but is it Unaccusativity? Two classes of intransitive verbs in Jalonke. *Studies in Language*

Lüpke, Friederike. 2005. Language planning in West Africa – who writes the script? *Language Documentation and Description*, vol. 2

Lüpke, Friederike. 2005. A grammar of Jalonke argument structure. Ph.D thesis, Radboud Universiteit Nijmegen (*MPI Series in Psycholinguistics 30*)

Lüpke, Friederike. 2002. Zwischen marginal und bedroht: Das Jalonke (Guinea) [Between marginal and endangered: Jalonke (Guinea)]. *gbs-Bulletin* 7, 17-21

Lüpke, Friederike. 2001. Review of Blecke, T., Lexikalische Strukturen und grammatische Kategorien im Tigemaxo (Bozo, Mande). *Journal of African Languages and Linguistics* 22-1, 92-96

## **SUPPORT STAFF:**

**Zara Pybus** Administrator, Endangered Languages Academic Programme email: [zp2@soas.ac.uk](mailto:zp2@soas.ac.uk)

Zara's main responsibilities include: dealing with enquiries, producing publicity materials, web-editing, minuting meetings, and providing administrative support to the Director.

## **ELAR (ENDANGERED LANGUAGES ARCHIVE) STAFF**

**David Nathan**, Archivist, e-mail [djn@soas.ac.uk](mailto:djn@soas.ac.uk)

David Nathan started at SOAS in January 2004, having previously held a position at the University of Tsukuba in Japan. For nearly 20 years he has worked with computing applications for endangered languages, especially Australian Aboriginal languages. David did a BA Honours degree at La Trobe University and then an MA in Linguistics at the University of Sussex.

He then taught courses in Computing, Linguistics, and Cognitive Science at University of Melbourne and Sydney University. He has developed software for language research, publication, and education; and his conventional publications include a high school textbook plus CD-ROM "Australia's Indigenous Languages", and a number of papers on lexicography, the Internet, and multimedia. David has established and run web sites at the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS), the WWW Virtual Library for Aboriginal Languages of Australia (see [www.dnathan.com](http://www.dnathan.com)), the Federation of Aboriginal and Torres Strait Islander Languages, and was co-author (with Peter Austin) of the first fully hypertext bilingual dictionary on the web, the Gamilaraay/Kamilaroi dictionary.

He has recently produced multimedia CD-ROMs for a number of languages: Paakanytji (Broken Hill area, with Luise Hercus), Yolngu-Matha (northeast Arnhem Land, with Michael Christie), Warrungu (Queensland, with Tasaku Tsunoda), and Karaim (Lithuania, with Eva Csato). He is currently working with colleagues in Australia on a multimedia CD-ROM for Gamilaraay. David ran the Aboriginal Studies Electronic Data Archive at AIATSIS for 4 years (similar to the Oxford Text Archive, but

focussing on Australian Aboriginal languages, all of which are endangered). He is currently interested in multimedia interfaces for (authoring, annotating and presenting) language materials .

**Robert Munro**, Software Developer, email [rm16@soas.ac.uk](mailto:rm16@soas.ac.uk)

Rob took undergraduate degrees in Arts and Science in 2002 at the University of Sydney, where he also worked as a researcher and tutor. His studies included majors in Linguistics, Computer Science, Information Systems, English and Film Studies, completing joint honours in 2003 and winning a university medal. Rob joined SOAS in April 2004. His research interests include data mining and the computational modelling of language.

**Robert Kennedy**, Infrastructure support, ELAR, email [rk12@soas.ac.uk](mailto:rk12@soas.ac.uk)

Rob is lent to us from the Language Centre (which is to become the School of Languages) where he is the technical manager. With a background in electronics, he looks after the purchases of equipment for one of our grants.

**Benard Howard**, Technical officer, email [bh@soas.ac.uk](mailto:bh@soas.ac.uk)

Bernard worked with the late Dr Katrina Hayward recording many consultants for her projects, and providing technical support for her lectures. He assisted students in their research by recording their consultants, and provided technical support in the Phonetics Lab.

Bernard was involved in video production and graphic design work for Dr Katrina Hayward's two video publications on "Fibre-Optic Laryngoscopy: Hausa Korean Gujarati" and "Javanese Stop Consonants: The role of the Vocal Folds." Lately he has been responsible for cataloguing the Phonetics Lab Recorded archive and the South East Asia Dept Recorded Archive. He has also made digital copies of requested recordings in support of various SOAS lecturers and students.

### **Staff in other Departments:**

**Dr David Appleyard**, Reader in the Languages of the Horn of Africa (Africa Department), e-mail [da3@soas.ac.uk](mailto:da3@soas.ac.uk)

David Appleyard's research interests cover a range of languages of the Djibouti-Eritrea-Ethiopia-Somalia region and focus primarily on the Semitic and Cushitic languages of the area. In thematic terms his research can be categorised as descriptive or historical linguistics, latterly with particular emphasis on contact features between these two major Horn of Africa language families. From the Semitic languages of the region, he has worked on Amharic, but also on minor languages such as Argobba and Harari, which are facing extinction. A large part of his research, however, both in "hands-on" fieldwork and in studies carried out in the UK, is on the Cushitic languages and especially on Agaw (Central Cushitic), most of the latter of

which are in an endangered state. He has worked and published on all Agaw languages, but especially on Kemant, Khamtanga, and most recently on the severely endangered dialect (sometimes called "Quarenya") of the Ethiopian Jews, most of whom are now in Israel. In the wider perspective, he also has research concerns in the whole Afroasiatic phylum, particularly in the entire Semitic family, in the long-extinct Egyptian branch, in Cushitic and, to a smaller degree, in Berber. Several modern Semitic languages, inside and outside Ethiopia (e.g. Modern Aramaic, Modern South Arabian, and the so-called "Gurage" languages of Ethiopia) are both in the short and the long term under threat, as are some of minor Cushitic and Berber languages.

### **Recent publications**

Appleyard, David 2001 "The verb 'to say' as a means of verb recycling in the Agaw languages." In *New Data and New Methods in Afroasiatic Linguistics. Robert Hetzron in memoriam*. Ed. by Andrzej Zaborski. Pp. 1-11. Wiesbaden: Harrassowitz Verlag.

Appleyard, David 2002 "New Finds in the 20th Century: the South Semitic Languages" *Israel Oriental Studies 20 (Semitic Linguistics: The State of the Art at the Turn of the Twenty First Century)*. 401-430.

**Dr Wynn Chao** Head of Postgraduate Studies, Linguistics Department e-mail [wc@soas.ac.uk](mailto:wc@soas.ac.uk)

Wynn Chao is interested in Formal and comparative syntax, semantics and the syntax-semantics interface, Chinese, Romance languages and psycholinguistics.

### **Recent publications:**

Chao, Wynn and Evelyn Mui 2000 "Adverbs in Cantonese and the Universal Base Hypothesis" *SOAS Working Papers in Linguistics and Phonetics 9*, 489-508

Chao, Wynn and Evelyn Mui 2000 "Clausal Adverbs and Clausal Structure in Cantonese" *Cahiers de Linguistique Asie Orientale*.

**Dr Monik Charette** Senior Lecturer in Linguistics e-mail [mc@soas.ac.uk](mailto:mc@soas.ac.uk)

Dr Charette's research interests are in theoretical linguistics and primarily in phonology and morpho-phonology. She has done fieldwork and analysed different aspects of the phonology and morpho-phonology of West Atlantic (Wolof, Sereer) and Kru (Bete, Dida) languages, of French, Khalkha and Khorchin Mongolian, Turkish and a variety of Turkic languages.

Her work is couched within the theory of Government Phonology. For a number of years she has devoted her research to the analysis of different aspects of syllabic structure, of vowel harmony and of the structure of words. Regarding syllabic structure, she has participated in the development of a theory of empty positions in phonology. Regarding vowel harmony, in collaboration with Dr Aslı Göksel, Dr Charette has developed the notion of Licensing Constraints which capture both the

vocalic inventory of given languages and the way harmony operates in those languages.

### **Recent Publications:**

Charette, Monik (in press), Empty and pseudo-empty categories, *A Festschrift for Jonathan Kaye*, Ploch, S. (ed.), Benjamins. Also appeared in SOAS Working Papers in Phonetics and Linguistics, vol 8 (1998).

Charette, Monik 2004 "Defining the structure of Turkish words" SOAS Working Papers in Linguistics 13.

Charette, Monik 2000 "When p-licensing fails: the final high vowels of Turkish", SOAS Working Papers in Phonetics and Linguistics 10: 3-18, Lee, H-J, Z. Toft and C. Colella (eds).

**Professor George Hewitt** (FBA 1997), Professor of Caucasian Languages (Near/Middle East Department) email gh2@soas.ac.uk

George Hewitt worked with the last fully competent native speaker of the North West Caucasian language Ubykh (extinct since 1992) in Turkey in 1974, a seminal experience, and has written on Ubykh's surviving sister-languages (West) Circassian and (most particularly) Abkhaz, neither of whose long-term future is secure. He has also published on the least widely spoken South Caucasian language, Svan.

**Professor Bruce Ingham**, Reader in Arabic Linguistics Studies, Department of the Languages and Cultures of Near and Middle East. Undergraduate Tutor, Department of Linguistics. e-mail bi1@soas.ac.uk

Professor Ingham is interested in spoken dialects of Arabic and in particular the oral literature and tradition of the Bedouin of Saudi Arabia and neighbouring countries. He has worked on specialized vocabulary of clothing, tents, camels, terminology of raiding and warfare and on the historical tradition of the Bedouin as recorded in their tradition. His work on Lakota covers the interpretation of archive tapes and papers and attempts to interpret the grammar of the language in a way which facilitates learning of it as a second language. It has also covered the terminology of archery.

### **Recent Publications:**

Ingham, Bruce 2001 *English-Lakota dictionary* Curzon

Ingham, Bruce 2003 *Lakota: Languages of the world materials 426* Lincom Europa

**Dr Philip Jaggard**, Reader in Hausa (Department of Africa) e-mail pj@soas.ac.uk

After taking African studies as an undergraduate Philip Jaggard took an MPhil in social anthropology (both at SOAS). He then switched to linguistics and took an MA and PhD at UCLA, writing a discourse-based dissertation on Hausa (1985). He has taught Hausa language/linguistics at Bayero University College, Kano, Nigeria (1973-76),

Universität Hamburg, Germany (1976-78), UCLA (1978-83), and SOAS (1983-). His research has focussed primarily on the empirical description of Hausa but he has also worked on other Chadic languages. He has worked with Dr Andrew Haruna (SOAS, Berlin) on Guruntum, a small and virtually unknown West Chadic-B language currently under threat from Hausa; Dr Haruna is a native speaker of Guruntum and is the only Nigerian linguist working on minority languages in North East Nigeria.

### **Recent publications:**

Jaggar, Philip, with H. Ekkehard Wolff. 2002. *Chadic and Hausa Linguistics: The selected papers of Paul Newman with Commentaries*. Cologne: Rüdiger Köppe.

Jaggar, Philip 2001 *Hausa*. London Oriental and African Language Library 7 (Amsterdam & Philadelphia: Benjamins)

**Dr Lutz Marten** Lecturer in Southern African Languages, Department of Africa e-mail lm5@soas.ac.uk

Lutz Marten's research interests are in linguistic theory (syntax, semantics, pragmatics, formal models of interpretation) and African linguistics. He has conducted fieldwork in East, Central, and Southern Africa, working on Swahili, Luguru, Bemba, and other Bantu languages. He is involved in an AHRB funded collaborative project with colleagues at King's College London on comparing the pronominal systems of Bantu and Romance languages, as well as in an international project with the University of Leiden and ZAS, Berlin on "Bantu Grammar: Description and Theory".

### **Recent publications:**

McGrath, Donovan and Lutz Marten. 2003 *Colloquial Swahili: A Complete Course for Beginners*. Colloquial Series, London: Routledge.

Marten, Lutz. 2003 Dynamic and pragmatic partial agreement in Luguru. In P. Sauzet and A.Zribi-Hertz, eds., *Typologie des langues d'Afrique et universaux de la grammaire*. Paris: L'Harmattan, 113-139.

Marten, Lutz. 2002 "The dynamics of Bantu applied verbs: an analysis at the syntax pragmatics interface" In Kézié K. Lébiakaza, ed., *Actes du 3e Congrès Mondial de Linguistique Africaine Lomé 2000*. Köln: Köppe 207-221.

Möhlig, Wilhelm, Lutz Marten and Jekura Kavari. 2002 *A grammatical sketch of Herero (Otjiherero)*, Grammatische Analysen afrikanischer Sprachen 19. Köln: Köppe.

Marten, Lutz. 2002 *At the Syntax-Pragmatics Interface: Verbal Underspecification and Concept Formation in Dynamic Syntax*. Oxford Studies in Theoretical Linguistics 4, Oxford University Press.

Marten, Lutz. 2002 A lexical treatment for stem markers in Swahili. *Afrikanistische Arbeitspapiere 72: Swahili Forum IX*, 87-100.

Kula, Nancy Chongo and Lutz Marten. 2002 "Nasality in Bemba: Onset-to-onset government and licensing constraints". *Papers in Linguistics from the University*

*of Manchester*, Proceedings of the Eighth Manchester Postgraduate Conference, 2-22.

**Dr Andrew Simpson**, Head of Linguistics Department, e-mail [as4@soas.ac.uk](mailto:as4@soas.ac.uk)

Andrew Simpson is interested in syntax, morphology, language change, historical syntax, comparative syntax of East Asian and South East Asian languages, Chinese, Japanese, Korean, Thai, Burmese, Indonesian.

#### **Recent publications:**

Simpson, Andrew 2001 "Focus, Presupposition and Light Predicate Raising in S.E.Asia" *Journal of East Asian Linguistics* 10:89-128

Simpson, Andrew 2000 *Wh-movement and the Theory of Feature-checking*. John Benjamins, Amsterdam

Simpson, Andrew and Tanmoy Bhattacharya 2000 "Obligatory overt wh-movement in a wh in situ language" *Linguistic Inquiry* 34:1:127-142

Simpson, Andrew and Zoe Wu 2002 "Agreement, Shells and Focus." *Language* 77:287-313

**Dr Justin Watkins**, Lecturer in Burmese/Myanmar (South East Asia Department), e-mail [justin.watkins@soas.ac.uk](mailto:justin.watkins@soas.ac.uk)

Justin Watkins has worked on minority languages spoken in Burma/Myanmar such as: Wa, Sgaw Karen and Khumi Chin. His current research projects include the linguistic description of minority languages in Burma (Wa and Khumi Chin). He has received substantial research funding for a project entitled "Wa Dictionary and an Internet Database for Minority Languages of Burma". This Project will create balanced electronic text corpora for Wa and design and compile an electronic lexicographical database for the production and publication of a printed Wa-Burmese-Chinese-English dictionary. The project will also establish an Internet-accessible foundation database for corpus or lexicographical work on other minority languages of Burma. This resource will be generally accessible on the Web and will have the potential, where appropriate, to be supplemented and developed over the Internet by authorised and competent scholars and language fieldworkers worldwide. His main teaching areas are Burmese language and linguistics, and in various areas of phonetics, in particular transcription and ear training, acoustic and experimental phonetics, analysis of phonological systems, especially tones and suprasegmental features; computer lexicography and basic training in SIL Shoebox software; orthography; designing phonologically faithful writing systems and efficient orthographies for unwritten or seldom-written languages. He has a BA degree in Chinese and Russian from Leeds University and an MA and PhD in Phonetics from SOAS before taking up his present post in 1999.

## **Recent publications**

- Watkins, Justin. 2002 "The Phonetics of Wa" *Pacific Linguistics* 531. Canberra: Pacific Linguistics, Australian National University
- Watkins, Justin. 2001 "Pitch-phonation correlations in Sgaw Karen" In HJ Lee and S Hellmuth eds *SOAS Working papers in Linguistics and Phonetics* 11:31-44
- Watkins, Justin. 2000 "Notes on creaky and killed tone in Burmese" in HJ Lee, Z Toft and C Collela, eds *SOAS Working papers in Linguistics and Phonetics* 10: 139-149

## **FACILITIES AT SOAS**

### **THE LIBRARY**

The Library at SOAS is the central research facility of the School and has an important place in the national provision of research material on Asia and Africa. The collection is large, over 1 million volumes of printed material, as well as large collections of manuscripts, sound archive, microforms and maps.

### **COMPUTING FACILITIES**

The School has 180 computers available for general student use, and a further 40 computers are available for the use of graduate students. An IT helpdesk is available in normal working hours. Email accounts and internet access are available for all students.

### **GALLERIES**

#### **The Brunei Gallery**

The Gallery is dedicated to displaying arts from Asia and Africa, of both a historical and contemporary nature. The Brunei Gallery is both a public attraction and a student resource with the exhibition programme at the Gallery featuring a wide range of material.

#### **The Percival David Foundation of Chinese Art**

The Foundation houses a world famous collection of Chinese ceramics and a library of East Asian and Western books dealing with Chinese art and culture. The collection numbers about 1,700 pieces of Chinese ceramics.

### **BOOKSHOP**

The SOAS bookshop is located in the Brunei Gallery. A large Waterstones bookshop is just a few minutes walk from the School. Readers for courses are on sale there.

### **CAREERS SERVICE**

The SOAS Careers Service offers counselling and resource facilities, and has a comprehensive library of information on careers, grants and vacation work. Professional advice is available, along with computer-assisted guidance. The Careers Service also runs regular seminars on subjects such as career planning and interview techniques.

## **WELFARE ADVICE**

The Welfare Office provides impartial and confidential information and advice on all aspects of education welfare. The service is available to assist students with problems that may be affecting their studies (including finance, immigration regulations or accommodation).

## **HEALTH SERVICE**

The University Health Service is available to all students of the School. General Practitioners are available to give medical advice in clinic hours or by appointment.

## **ACCOMMODATION AT SOAS**

SOAS has exclusive access to two student residences located near to each other on Pentonville Road, adjacent to the Vernon Square campus. Shaftesbury Student Housing own Dinwiddy House which accommodates 510 undergraduate and postgraduate students, and Paul Robeson House which accommodates 252 postgraduate students in single rooms and both undergraduate and postgraduate in the seven double rooms available to couples.

SOAS accommodation is self-catering, with individual study-bedrooms and en-suite facilities, telephone and internet cabling. Six or seven rooms are clustered around a shared kitchen/diner. Where possible, students are offered a choice of single or mixed sex, smoking or non-smoking clusters.

The residences have been built to accommodate wheelchair access and seven of the study bedrooms have been equipped for use by students with disabilities. You should discuss any specific needs you may have with the SOAS Student Disability Officer before applying.

For more information about SOAS accommodation please see: [www.sshl.org.uk](http://www.sshl.org.uk).

SOAS students are also entitled to apply for a place in one of seven intercollegiate residences, owned and maintained by The University of London. Further information is available at <http://www.lon.ac.uk/accom>

## **SOCIAL/SPORTS FACILITIES- SOAS STUDENT'S UNION**

The School offers a range of social facilities for students including a postgraduate common room, refectory, snack bar and a bar. The Student's Union plays a key role in organizing social activities for students (eg. parties) and offering welfare advice. More than 30 societies representing a range of interests from martial arts to music are currently available from the SU and new initiatives are always welcome. As a SOAS student, you are automatically a member of ULU (The University of London Union), which is located just around the corner from SOAS. See <http://www.ululon.ac.uk> for further information.

Energy Base at ULU has a state of the art gym, pool and provides up to forty fitness classes a week including aerobics, circuit training and yoga. Students can

become members of Energy Base and reduced costs, and can also pay on a month-by-month basis.

ULU also has a cafe and several bars with varied food menu. Bar 101 holds regular club/gig events during term time. For more information about ULU see: [http://www.ulucube.com/index\\_2d.shtml](http://www.ulucube.com/index_2d.shtml)

## **OPEN DAYS**

Postgraduate Open Days are normally held three times a year at SOAS. They give students the opportunity to talk to course tutors, attend subject talks and tour the campus and halls of residence. Booking is essential, please see [www.soas.ac.uk/opendays](http://www.soas.ac.uk/opendays) for a booking form.

## **FURTHER INFORMATION**

[www.hrelp.org](http://www.hrelp.org) (Hans Rausing Endangered Languages Project website)

[www.soas.ac.uk](http://www.soas.ac.uk) (Main SOAS website)

## **CONTACT US**

If you have any further questions about our courses please do not hesitate to contact us:

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