

# Making Online Group Work Appealing Through Wikipedia Editing

Linguistic Society of America POSTER panel session on  
Scholarly Teaching in the Age of COVID-19 and Beyond  
January 9, 2021



**Laurel Smith Stvan**  
**University of Texas at Arlington**  
**[@Ling\\_Lass](mailto:stvan@uta.edu)**



# Forming Groups

- I provide pre-selected topics
- Students self-select into a group based on the topic they wanted to research

## Articles Edited

Change in Structural Completeness

Class ?	Title
S	<u>CLAWS (linguistics)</u> (history)   (article development)
-	<u>Vowel shift</u> (history)   (article development)
S	<u>Frespañol</u> (history)   (article development)
S	<u>Fis phenomenon</u> (history)   (article development)
S	<u>Phonetic space</u> (history)   (article development)
S	<u>International Gender and Language Association</u> (history)   (article development)
S	<u>Austronesian Formal Linguistics Association</u> (history)   (article development)



# Meeting Together Online

e.g.

- Canvas groups
- GroupMe
- FaceTime
- Wikipedia Sandbox
- Teams Breakout Rooms

2020 Spring

[Everyone](#) [Groups](#)

Search Groups or People

► <b>Pragmatics GroupMe link</b> Student Groups <a href="#">Visit</a>	39 students
► <b>Brogue Group</b> Wikipedia Editing Groups <a href="#">Visit</a>	5 students
► <b>CLAWS (linguistics) Group</b> Wikipedia Editing Groups <a href="#">Visit</a>	6 students
► <b>Fis Phenomenon Group</b> Wikipedia Editing Groups <a href="#">Visit</a>	5 students
► <b>Frespañol Group</b> Wikipedia Editing Groups <a href="#">Visit</a>	6 students
► <b>IGLA Group</b> Wikipedia Editing Groups <a href="#">Visit</a>	

# The Group's Goals--Content

- a) What kinds of examples would illustrate what your topic covers? Where could you find them? Don't limit yourself to English examples!
- b) If you read another language, check about translating info from a Wikipedia page in another language's version of Wikipedia: e.g.
  - <https://es.wikipedia.org/wiki/Wikipedia:Portada> (**Spanish version**)
  - <https://ko.wikipedia.org/wiki/%EC%9C%84%ED%82%A4%EB%B0%B1%EA%B3%BC:%EB%8C%80%EB%AC%B8> (**Korean version**)
  - <https://de.wikipedia.org/wiki/Wikipedia:Hauptseite> (**German version**)
- c) Begin gathering a list of sources to read. (Check Google Scholar for the titles, then track them down in the UTA Library databases. Don't buy any articles!)



# The Group's Goals--Structure

- d) As you learn about and work on defining the topic, consider how your page's topic is similar to, or different from, another related topic. Note down other pages that might be good models for this one.
- e) Identify what things are missing from the current article. This should be an ongoing list.
- f) Create a list of section headings to add.
- g) Note what claims need citations. Are there any false or unclear claims right now?
- h) Plan who will summarize each section and each cited source.
- i) Consider what other existing pages should link to this one. And, what terms on this page could link to other pages.



# How Group Work was Graded

## Point Contributions from Wikipedia Editing

- Get started on Wikipedia 5 (completion grade from dashboard)
- Evaluate a Wiki article 10 (completion grade from dashboard)
- Add a citation to an existing article 10 (completion grade from dashboard)
- Draft a section of your group's article 15  
= make two or more individual edits on  
the group's sandbox & on the final page
- Respond to your peer reviews 15
- Group in-class presentation 15
- Individual reflection on shaping  
the final article 20

**90 class points were Wiki related. The other 110 class points were linguistics essays**



# Tracking Each Contribution

- (cur | prev) ○ 04:41, 9 May 2020 Giselleee16 (talk | contribs) . . (9,504 bytes) (+885) . . (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 04:35, 9 May 2020 Jellybean745 (talk | contribs) m . . (8,619 bytes) (0) . . (edited the layout) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:54, 9 May 2020 Jellybean745 (talk | contribs) m . . (8,619 bytes) (-2,276) . . (Deleted a repeating header) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:53, 9 May 2020 Jellybean745 (talk | contribs) . . (10,895 bytes) (+1,958) . . (Added a uses header along with a chart) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:50, 9 May 2020 Giselleee16 (talk | contribs) . . (8,937 bytes) (+678) . . (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:48, 9 May 2020 Giselleee16 (talk | contribs) . . (8,259 bytes) (+1,603) . . (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:35, 9 May 2020 Elisweets (talk | contribs) . . (6,656 bytes) (0) . . (moved citation) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:34, 9 May 2020 Elisweets (talk | contribs) . . (6,656 bytes) (+123) . . (more geographic info) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:30, 9 May 2020 Elisweets (talk | contribs) . . (6,533 bytes) (+196) . . (added sentence) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:21, 9 May 2020 Elisweets (talk | contribs) . . (6,337 bytes) (+3) . . (minor wording change) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:20, 9 May 2020 Elisweets (talk | contribs) . . (6,334 bytes) (+11) . . (Title change) (undo | thank)



# Before Page

**Fis phenomenon** is a phenomenon of child [language acquisition](#) that demonstrates that perception of [phonemes](#) occurs earlier than the ability of the child to produce those phonemes. It is also illustrative of a larger theme in child language acquisition: that skills in [linguistic comprehension](#) generally precede corresponding skills in [linguistic production](#).

The name comes from an incident reported in 1960 by [J. Berko](#) and [R. Brown](#).<sup>[1]</sup> A child referred to his inflatable plastic fish as a *fis*. However, when adults asked him, "Is this your *fis*?" he rejected the statement. When he was asked, "Is this your fish?" he responded, "Yes, my fis." This shows that although the child could not produce the phoneme /f/, he could perceive it as being different from the phoneme /s/. In some cases, the sounds produced by the child are actually acoustically different, but not significantly enough for others to distinguish<sup>[2]</sup> since the language in question does not make such contrasts.

## References

- <sup>↑</sup> [J. Berko](#) and [R. Brown](#) (1960). "Psycholinguistic Research Methods". In P. Mussen (ed.). *Handbook of Research methods in Child Development*. New York: John Wiley. pp. 517–557.
- <sup>↑</sup> [Fromkin, V. \(Ed.\)](#) (2000). *Linguistics: An Introduction to Linguistic Theory*. Malden, MA: Blackwell Publishing. ISBN 0-631-19711-7. Chapter 7: [Phonology](#).

[stɹɪb] *This [linguistics](#) article is a **stub**. You can help Wikipedia by [expanding it](#).*

Categories: [Language acquisition](#) | [Linguistics stubs](#)

**April 19, 2018**  
**Entire page, two references**





# After Page

**Fis phenomenon** is a phenomenon during a child's [language acquisition](#) that demonstrates that perception of [phonemes](#) occurs earlier than a child's ability to produce the phoneme. It is also illustrative of a larger theme in child language acquisition: that skills in [linguistic comprehension](#) generally precede corresponding skills in [linguistic production](#). The name comes from an incident reported in 1960 by [J. Berko](#) and [R. Brown](#), in which a child referred to his inflatable plastic fish as a *fis*. However, when adults asked him, "Is this your *fis*?" he rejected the statement. When he was asked, "Is this your fish?" he responded, "Yes, my fis." This shows that although the child could not produce the phoneme /f/, he could perceive it as being different from the phoneme /s/. In some cases, the sounds produced by the child are actually acoustically different, but not significantly enough for others to distinguish since the language in question does not make such contrasts.

## Contents [\[hide\]](#)

- 1 [Occurrences in ASL](#)
- 2 [Language acquisition](#)
  - 2.1 [Perception](#)
  - 2.2 [Production](#)
- 3 [Experiments and studies](#)
  - 3.1 [Covert contrast as a stage in the acquisition of phonetics and phonology](#)
  - 3.2 [Invariant order of phonological development](#)
  - 3.3 [Juliette Blevins and claims](#)
- 4 [See also](#)
- 5 [References](#)

## References [\[edit source\]](#)

1. <sup>^</sup> "2;0: Classical "fis phenomenon" in sign language" [↗](#). *www.handspeak.com*. Retrieved 2020-05-04.
2. <sup>^</sup> "Toddler talking in American Sign Language, age 2, month 5" [↗](#). *YouTube*. Retrieved 2020-05-04.
3. <sup>^</sup> Mussen, Paul H. (1967). *Handbook of Research Methods in Child Development*. John Wiley & Sons. pp. 517–557.
4. <sup>^</sup> Rowland, Caroline (2013-10-23). *Understanding Child Language Acquisition* [↗](#) (0 ed.). Routledge. doi:10.4324/9780203776025 [↗](#). ISBN 978-0-203-77602-5.
5. <sup>^</sup> BARTON, DAVID, 1976. The Role of Perception in the Acquisition of Phonology. University College, London dissertation.
6. <sup>^</sup> <sup>a</sup> <sup>b</sup> Smith, N. V. (Neilson Voyne). *Acquiring phonology: a cross-generational case-study*. ISBN 978-1-107-66295-7. OCLC 949367454 [↗](#).
7. <sup>^</sup> "LINGUIST List Home Page" [↗](#). linguistlist.org. Retrieved 2020-05-04.
8. <sup>^</sup> "Childhood apraxia of speech - Diagnosis and treatment - Mayo Clinic" [↗](#). *www.mayoclinic.org*. Retrieved 2020-05-04.
9. <sup>^</sup> Scobbie, James; Gibbon, Fiona; Hardcastle, William; Fletcher, Paul (1996). "Covert Contrast As a Stage in the acquisition of Phonetics and Phonology" [↗](#). *QMC working Papers in Speech and Language Sciences*. 1.
10. <sup>^</sup> Moore, Timothy E. Moore (1973). *Cognitive Development and the Acquisition of Language*. Harcourt Brace Jovanovich. pp. 215, 216, 217.
11. <sup>^</sup> Blevins, Juliette (2007). *Evolutionary phonology: the emergence of sound patterns*. Cambridge Univ. Press. ISBN 978-0-521-04364-9. OCLC 845648469 [↗](#).

May 28, 2020 top of the page  
Multiple sections added, 11 references



# Students' Responses

"Especially in working with such a short article to start with, the feedback from group members and being able to collaborate in this way definitely made the experience less pressured."

"We'll continue to get feedback on our edits to this page from other users beyond just our classmates and the page will hopefully continue to grow."

"I doubt I would have nearly as much information to work with had we not been pooling our sources and discussing possible citations and references."



# Tools for Follow Up

## List of page stubs needing improving

[https://en.wikipedia.org/wiki/Category:Linguistics\\_stubs](https://en.wikipedia.org/wiki/Category:Linguistics_stubs)

## Links to Wiki Education

- <https://wikiedu.org/>
- <https://dashboard.wikiedu.org/>

## Some articles on the pedagogical value of Wikipedia Editing Assignments

- Rotramel, Ariella, Rebecca Parmer and Rose Oliveria. 2019. "Engaging Women's History through Collaborative Archival Wikipedia Projects." *Journal of Interactive Technology and Pedagogy* 14. <https://jitp.commons.gc.cuny.edu/engaging-womens-history-through-collaborative-archival-wikipedia-projects/> (April 4, 2020).
- Villeneuve, Cassidy. 2019. "The Wikipedia assignment: praxis as pedagogy." *Wiki Education*. <https://wikiedu.org/blog/2019/03/06/the-wikipedia-assignment-praxis-as-pedagogy/> (April 4, 2020).

