

Methods in Language Documentation (Spring 2017)

Department of Languages, Literatures & Cultures

Spring 2017

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SSA 4930 Section 0418/ LIN 4930 Section 0913/ LIN 6932 Section 02D8

Methods in language documentation

Time: 6th period (12:50 - 1:40)

Location: Documentation Lab

Course objectives

David Nathan writes “language documentation, as a new field operating in a largely digital environment, can aspire to exploit all the capabilities of new technologies.” The aim of this course is to equip students with skills to exploit these technologies. Students will learn about choosing appropriate audio and video recording tools and how to get the best results from the ones they choose. They will also learn to process video and audio recording using ELAN, Audacity, PRAAT and FLEEx. Students will learn about metadata and preparing tests for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

Course Material: The materials for the course are your class notes and articles, book chapters and 2 theses. Some of the articles are available for download at your course site in CANVAS while others are posted at ARES.

Requirements

Final grading is based on an assignment, a test, a project work, and critical report on other projects. While the 4000-level students will do the project work in pairs, 6000-level students will do it alone. The breakdown is as follows:

2 Assignments	20pts
Test	40 pts

Project work	30
Critical report on project presentations	10

Week 1. INTRODUCTION

	Introduction and review of syllabus and resources
Wed Jan 4	Time in the field (The Meaning and Use of Ideophones in Siwu, by Mark Dingemanse (pp 4-15)
Fri Jan 6	Language documentation: What is it and what is it good for? By Himmelmann, Nikolaus, 2006 (Canvas).

Week 2. MULTIMODALITY

Mon Jan 9	Visual mode of language documentation (Class notes)
Wed Jan11	Video –A linguist’s view (A reply to David Nathan) By Patrick McConvell (Canvas) Developing multimedia documentation by David Nathan (Canvas)
Fri Jan 13	Ethical field research, by Bower, Claire. 2008 (Course Reserves)

Week 3. AUDIO

Mon Jan16	Martin Luther King Day
Wed Jan18	Sound and unsound practices in documentary linguistics: towards an epistemology for audio. By David Nathan(Canvas)
Fri Jan 20	Sound Recording: microphones: by David Nathan(Canvas) Review of Zoom H4n (https://www.youtube.com/watch?v=WNufsAOg1mk)

Week 4. VIDEO

Mon Jan23 Video recording in the field, By Cholin, Jochen. 2004. **(Canvas)**

Wed Jan 25 Video recording (class notes)

Fri Jan 27 Practice recording with video (I'm away at a symposium)

Week 5. COMPRESION

Digital Image Processing

Mon Jan 30 <https://www.youtube.com/watch?v=mANUEfTyH3g&t=553s>
<https://www.youtube.com/watch?v=AIJLWo8DuGI&t=541s>

Wed Feb 1 Image and video compression fundamentals. In Video codec design: developing image and video compression systems by Iain E.G. Richardson (pp27-45) **(Course Reserves)**

Fri Feb 3 Working with Handbrake (Download and install Handbrake)

Week. 6 METADATA

Reconceiving metadata: language documentation through thick and thin. By David
Mon Feb 6 Nathan and Peter Austin
(https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf)

Wed Feb 8 Component Metadata Initiative (CMDI)

Fri Feb 10 Practice metadata entry

Week 7. ELAN

Mon Feb13 Download ELAN (<https://tla.mpi.nl/tools/tla-tools/elan/download/>)
Introduction: Short guide ELAN- Linguistic Annotator

- Wed Feb15** Transcription Mode (<http://ideophone.org/transcription-mode-in-elan/>)
 Download and install ELAN (<http://www.lat-mpi.eu/tools/elan/download>)
 Start work on Assignment 1
- Fri Feb 17** Record Frog Story, upload it into ELAN, segment it and transcribe first 10 sentences (https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine_Sprachwissenschaft/Frogstory-2_01.pdf)

Week 8 FLEEx

- Introduction to FLEEx
- Mon Feb20** The SIL FieldWorks Language Explorer Approach to Morphological Parsing by Bird and Simons (**Canvas**)
- Wed Feb22** FLEEx (Lexicon & Interlinearization)
- Fri Feb 24** Enter transcript of Frog story into FLEEx
 Complete Assignment 1 and submit

Week 9 ELAN & FLEEx

- Mon Feb27** Integrate ELAN with FLEEx
- Wed Mar 1** Integrate ELAN with FLEEx (continued)
- Fri Mar 3** Using ELAN with Audacity and PRAAT
 Download PRAAT (http://www.fon.hum.uva.nl/praat/download_win.html)

Week 10 (Spring Break)

Week 11 ARCHIVES

- Mon Mar13** Digital archives: essential elements in the workflow for endangered languages documentation by David Nathan (**Canvas**)

Wed Mar15 Language archives: They are not just for linguists any more. By Gary Holton (**Canvas**)

Fri Mar 17 A guide to the Ikaan Language and Culture Documentation (**Canvas**)

Week 12 ELICITATION

Mon Mar20 Levinson, Stephen (2003): Spatial Language (**Canvas**)

Wed Mar22 Picture book elicitation: <http://fieldmanuals.mpi.nl/volumes/1992/bowped/>

Fri Mar 24 Causality (Video Elicitation) (**Canvas**)

Week 13 ELICITATION

Mon Mar27 Wilkins, D. P. (2003). 'Why pointing with the index finger is not a universal (in socio-cultural and semiotic terms)', in S. Kita (ed.), *Pointing: Where language, culture, and cognition meet*; Mahwah, NJ: Erlbaum, 171-215. (**Course Reserves**)

Wed Mar29 Assignment 2. Spend 20 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a one-page report about your experience (the type of data in the archives and their accessibility).

Fri Mar 31 I'm away at a conference (Submit Assignment 2)

Week 14 PROJECT WORK

Mon Apr 3 Project Work

Wed Apr 5 Project Work

Fri Apr 7 Project Work

Week 15 PRESENTATIONS

Mon Apr 10 Presentation of Project Work (Groups 1 & 2)

Wed Apr 12 Presentation of Project Work (Groups 3 & 4)

Fri Apr 14 Presentation of Project Work (Groups 5 & 6)

Week 16 PRESENTATION & EXAM

Mon Apr 17 Presentation

Wed Apr 19 **Test**

Assignments

Students will submit two assignments each of which will fetch 10 points, making a total of 20 points. The first will involve recording a frog story elicitation which will be narrated in English, entering it into ELAN, and transcribing it. The second assignment involves exploring two archives and writing a one-page report on students' experience. The report should be single-spaced in New Times Room 12.

Test

There will be a written test on April 19 which will cover topics covered from January 6 to March 17.

Project work

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English or Spanish (or a language which the students in the group speak) which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST THREE MINUTES TRANSCRIBED. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 30 key words in the text will be entered into the FLEx database with their translation. Students will have 25 minutes to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli	= 5
Quality of video	= 5
Clarity of audio	= 5
Document in ELAN and FLEx	=10

Critical Report on project presentation

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 10 points.

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students with disabilities

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Honor/Conduct Code

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.