

# DOCUMENTARY LINGUISTICS I

prof. Nicole Nau, UAM winter 2017/2018

Eleventh lecture  
19 December 2017

# TOPICS OF THE DAY

- ❖ Your second task – some problems
- ❖ Grammatical annotation
- ❖ Institutions offering tools for language documentation
- ❖ Some further annotation tools
- ❖ Grammatical annotation with FLEx
- ❖ Your third task

# GOOD PRACTICES IN DOING AND DELIVERING HOMEWORK (HOW TO MAKE THE TEACHER HAPPY)

## Files

- All files sent to the teacher should have a telling **file name** (not: «task2», «Report»)
- Send texts in PDF **format** (not WORD or other text formats).
- For compressing, use «ZIP», not «RAR».
- Load up big files to some sharing platform and send the teacher a link.

# DO WHAT THE TEACHER TOLD YOU TO DO

- ❖ Read the task description carefully before you start.
- ❖ If in doubt, ask the teacher.
- ❖ Check the task description again before submitting your homework.
- ❖ Do neither more nor less than asked, or if you do, explain why you did it.

## TASK 2: EVERY STUDENT HAS TO WRITE A REPORT

- ❖ Recording could be done in groups.
- ❖ Recordings, consent forms and metadata description need not be sent several times (spare the teacher the work to sort it out).
- ❖ Inform the teacher about the members of the team and shared files in the mail by which you send the homework.
- ❖ Reports have to be done by each student alone. If you submitted a joined report, do it again and mark who wrote which part. A joined report must be longer than an individual report. Don't be lazy.

# GOOD PRACTICES IN DOING AND DELIVERING HOMEWORK (HOW TO MAKE THE TEACHER HAPPY)

## Structure

- Each text must have some title (may be «Task 2 – Report») and contain the **name of the student**, best on top of the page.
- Adding a date or at least the current semester is also a good idea.
- It is good to have a short introduction telling what the report is about.
- A good report has a logical structure, with a visible division of different parts (by headlines or paragraphs).

# CONTENT OF THE REPORT (WHAT THE TEACHER EXPECTED)

## — ADDITIONALLY METADATA + CONSENT FORM

- Purpose of the recording, plan
- Choice of speaker(s) and setting
- Equipment
- Elicitation technique
- Obtained discourse type(s)
- File naming
- Choice of metadata and consent form
- Evaluation of the result

# GRAMMATICAL ANNOTATION: INTERLINEAR MORPHEME TRANSLATION, «GLOSSING»

(10) Interlinear, free, and literal translation (Jaminjung example)

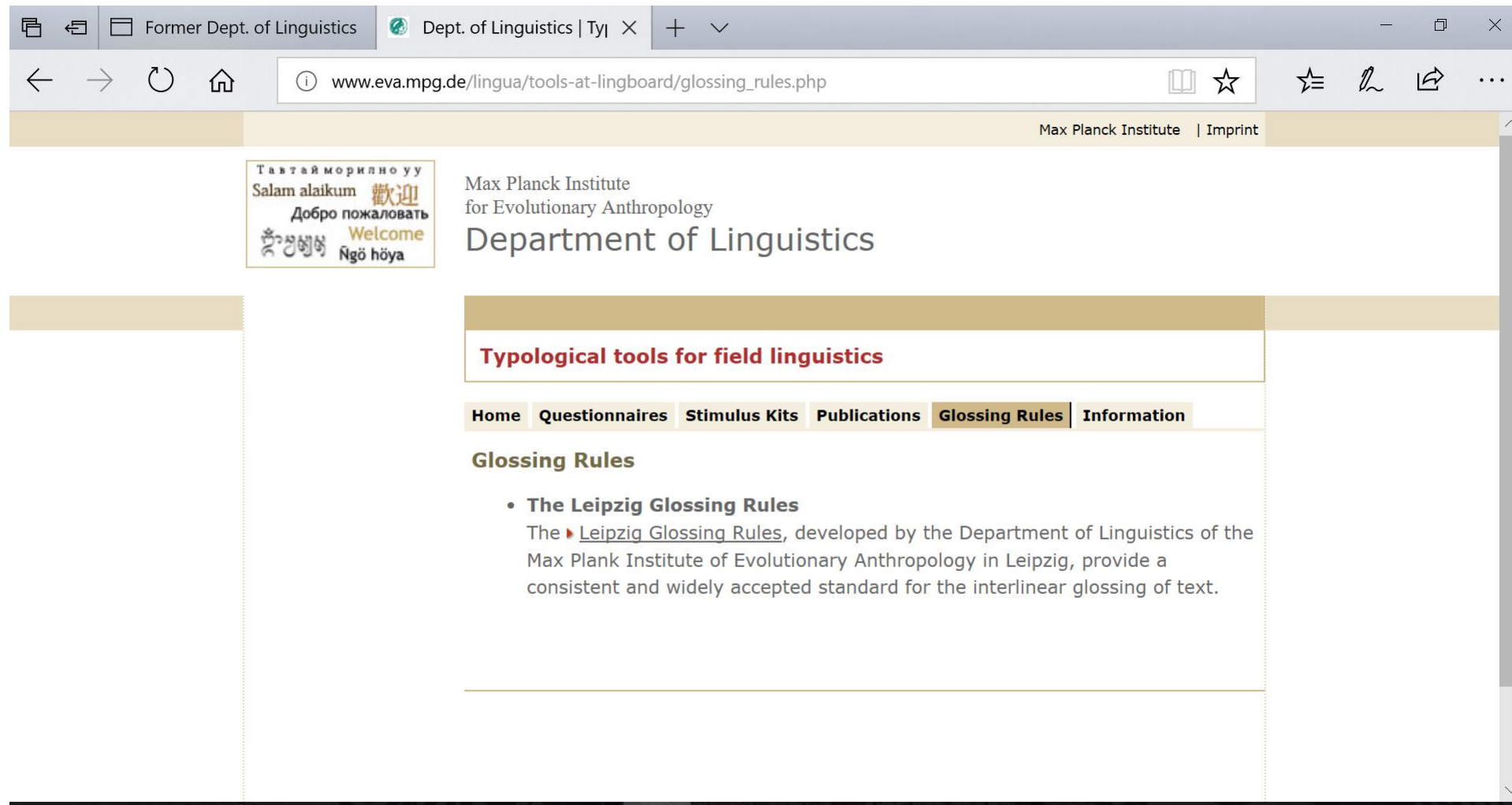
\orth	malarabiya	dibard	ganunyingungam,	bangawu
\mo	malara=biya	dibard	ganuny-ngunga-m,	ba-ngawu
\it	frog=SEQ	jump	3SG.A:3DU.P-leave-PRS	IMP.SG-see
\ft	the frog now is jumping away from the two, look!			
\lit	the frog now is jump-leaving the two, look!			

- Convention for glossing: The Leipzig Glossing Rules at: <https://www.eva.mpg.de/lingua/resources/glossing-rules.php>
- Exercise: first sentence of «The North Wind and the Sun»



# THE FORMER LINGUISTIC DEPARTMENT OF THE MPI (MAX PLANCK INSTITUTE) FOR EVOLUTIONARY ANTHROPOLOGY IN LEIPZIG

[WWW.EVA.MPG.DE/LINGUA/TOOLS-AT-LINGBOARD/GLOSSING\\_RULES.PHP](http://WWW.EVA.MPG.DE/LINGUA/TOOLS-AT-LINGBOARD/GLOSSING_RULES.PHP)



# MPI (MAX PLANCK INSTITUTE) FOR PSYCHOLINGUISTICS IN NIJMEGEN

- 1) TLA The Language Archive: archives (e.g. DOBES), tools for archiving and annotation (e.g. ELAN)  
<https://tla.mpi.nl/tools/tla-tools/>
- 2) L&C Language & Cognition Department: fieldwork manuals (see examples in the fifth lecture)  
<http://fieldmanuals.mpi.nl/>

## TWO PROGRAMS SIMILAR TO ELAN (FOR TIME-ALIGNED TRANSCRIPTION) AND WORTH KNOWING

- 1) Annotation Pro, developed by dr Katarzyna Klessa, UAM  
see <http://annotationpro.org/>
- 2) EXMARaLDA, developed at the University of Hamburg  
see <http://exmaralda.org/en/>

# MAKING AND READING GRAMMATICAL ANNOTATIONS ONLINE: [HTTPS://TYPECRAFT.ORG](https://typecraft.org)

7. Mir scheint, du h... ✕

Save

FTrans 1

FTrans 2

CParam

Base

Meaning

Gloss

POS

Phrase: 

▼

 Mir scheint, du hast Augen im Hinterkopf

Free translation 1: It seems to me that you have eyes in the back of your head.

Word:	Mir	scheint	du	hast	Augen	im	Hinterkopf					
Morph:	mir	schein	t	du	ha	st	auge	n	in	m	hinter	kopf
Citation Form:		scheinen			haben		auge		in	dem	hinter	kopf
Meaning:		appear			have		eye					head
Gloss tags:	1SG.DAT		3SG.PRES	2SG		2SG.PRES		PL		DAT.MASC		
POS:	PN	V		PN	V		NNEUT		PREP		NMASC	

< >

Add discourse sense

Comment:  
The 'Free dative' is the logical subject and the structural subject. It does not agree with the verb.

# A FEW WORDS ABOUT SLI (SUMMER INSTITUTE OF LINGUISTICS)

«SIL International is a **faith-based nonprofit organization** committed to serving language communities worldwide as they build capacity for sustainable language development. SIL does this primarily through research, translation, training and materials development.»

(<https://www.sil.org/about>)

best known publication: **Ethnologue** (<https://www.ethnologue.com/>)

Tools developed by SLI that are often used in fieldwork/documentation:

- **Toolbox** (formerly «The linguist's shoebox»), new edition January 2018
- **FLEx** – FieldWorks Language Explorer
- Say More; tools list: <http://software.sil.org/products/>

# FLEX FIELDWORKS LANGUAGE EXPLORER

[HTTPS://SOFTWARE.SIL.ORG/FIELDWORKS/](https://software.sil.org/fieldworks/)

- ❖ Grammatical annotation and translations of texts
- ❖ Wordlists and dictionaries from texts
- ❖ Wordlists and dictionaries by collecting words
- ❖ Grammar notes for writing a sketch grammar
- ❖ Managing notes

# THIRD TASK FOR GRADING. DUE JAN 23.

The purpose of this task is to make you reflect about different ways of annotating linguistic data and train the use of one annotation tool. You may **freely choose**:

- the language of documentation,
- spoken or written data,
- text(s), selected sentences, or words,
- the focus of your annotation: phonetics, grammar, semantics, discourse features, etc.
- the annotation tool: ELAN, FLEEx, Annotation Pro, Typecraft (other if teacher agrees)

More instruction will follow (keep an eye on the website).