

June-23-08

Alice Taft: ① ELDP grant for spontaneous conversational documents in (Aleut?)

It takes a long time to build community by doing this.

② ELDP grant for Deq Xing and Lingjū: 4 1/2 previously recorded material prepared for publication.

③ for z = collect a metadata database; basically cataloging.

Keren Rice:

(1) Taught for 1 year before getting in to work

(2) "Member Introduction": Hargis got her in Production for the community is more important than trying to behave "culturally appropriate way."

Lg. Community attitudes.

④ one group wants to protect lg.

⑤ one group does not want lg. to persist. - Bad for the kids - won't do or say good.

⑥ small school will have more willingness to help = other group may grow overtime. This will also cause (a) + (b) group to grow.

Academic Community infernos: motivations are for the university and the ~~commercial~~ linguistic career. "Rich" is relative. We are making \$ off of the lg. we live better than the speakers.

Contributions:

(a) info about Lg.

(d) analysis, aspects of str.

(b) Lg. acq.

(c) writing systems

June: Finish intro/article

July: Review of book, read for the Norway paper.

August: Norway project.

Sept: SoAS 2x

Oct: Text collect. + FW Book

1 " FW Book

1. FW Book.

help w/ IT, lg materials, funding by programs, share success stories that will help them see possibility for success.

Designing the project:

① I identify the goal:

- getting more people to talk more

getting funding

② Goals

- need \$ for
- don't need \$ for.

} identify.

grant writing

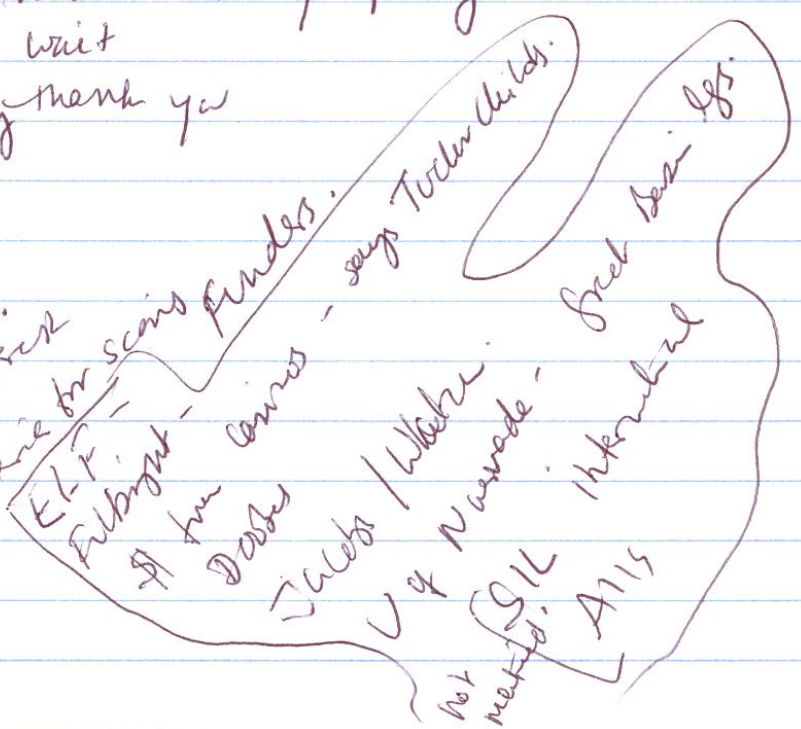
③ getting \$.

- 1 pricing
- 2 who is interested in the same thing. who has money.
- 3 ~~use~~ ask properly
- 4 wait
- 5 say thank you

④ be creative, lg. and one what environment is there in the lg that might help out climate change.

ANLC will have a conference ~ this. Show how our interest makes others.

- ⑤ grant writes on line for science funders.
- ⑥ we start work -



- Ethics + IRB → Follow relevant laws.
→ Community Protocol.

Working with busy people

(a) after work

(b) for \$

Alice
Test

(c) get moms to talk to their children

My Q.

How much do you explain to people what you are doing in terms of analysis?

Ambient noise = empty bird sounding clock.

Video - get one whole person, especially torso and up.

get a quiet thing. Cooing is not good.
too much noise

2 people a video difficult. They want to be in a comfortable position, not always best for filming.

Take breeds

Bring food.

Things to do - get her a little

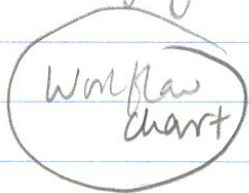
- write down what you are ~~doing~~ recording
- save tape by shipping tub to do not record

Metadata base

- (1) Track # for original
- (2) Speaker names English, more by, class, name...
- (3) Language
- (4) Date of recording
- (5) Location
- (6) Who recorded
- (7) original format → new format
- (8) length of recording
- (9) Content: description
- (10) Speech content
- (11) where the data is going to be archived
- (12) OLAC, EMLD - use std. terms

Archiving

- show how speakers have to use the archive, what is the metadata - how to use it.
- Secure archive but accessible.
- Copying materials take time. Need an archivist.



Record



direct metadata



migrate original data

Transcribe/translate

Archive

Analyze

Analysed

prepare for public

prepare for leg. learn materials

Transcribing = speaker, "understander", linguistic.
↑
(possible future)

Need 2-3^{people} to check on transcripts.

Post-production =

Can
be used
for many
purposes

(ELAN
PRAAT)

this writing system
IPA
word gloss

← IN IPA how to show tree?

Issue: → Documentation is not just for present,
what about analysis and leg. universals??

You can change ELAN txt to Quicktime.
So in the video they are killing and both
you get the English.

Orthography

Krishna Chelise - Nepal

- 90 yrs.

Dev Nagri?

Jesse Krishner - student USCruz.

Missy Mesko - PNG but not stated yet U of Virginia

Chud - Lakhok (Dekok).

Ellen Lucas - no project yet, intro. info.

Mega Lokamec - Quebec. Motive of revitalization -

First by Fred - what orthography would help them. (Horn Wendt).

Victoric Rao - Online Dictionary for Taiwan lg.

~~Matters~~ Bosire - mechanical engineer, involved in

task

"Linguistics, Literacy and the Law of Universal Change"

Roey - Micronesian. Ponapoem

Meikui $\left\{ \begin{array}{l} \text{Bengali} \\ \text{Older Bochni} \end{array} \right.$

Lambay $\left\{ \begin{array}{l} \text{tones?} \end{array} \right.$

Pomo lg - 21 bands - central bands (3 subgroups) -
Anthro student.

Orthography development:

Spelling is a social system:

- tone
- c/c' / j
- vowel length
- 5 pes.

5 minute presentation for Friday.

I What is an orthography?

II Define the role of the linguist in orthographic development

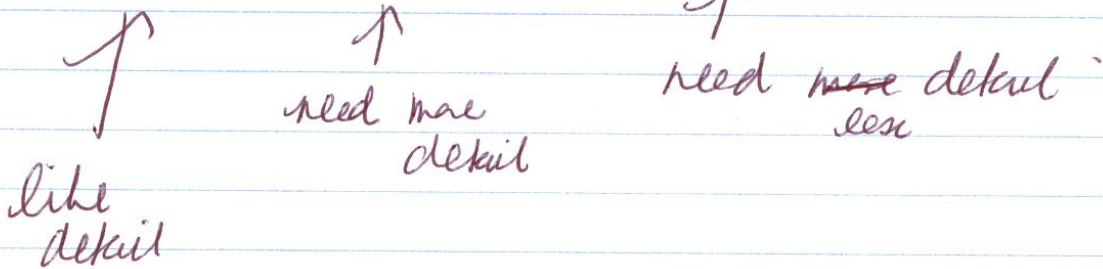
III What does the community want for the

(b) A ^{practical} system for representing spoken language.

(a) Not the same as phonemic transcription.

(c) Learning versus fluent.

(d) academic, learner, fluent speaker.



(e) diacritics and technology.

symbolic relationship?
social relationship?

IV,

III. Facilitate.

help speakers understand the older linguistic materials
teach us to read and understand.

Features of a good orthography:

(a) knowledge of the language

(b) practical - no diacritics; comfortable.

(c) ethnicity

(d) economic - don't use more than necessary

(e) beautiful

- (f) phonetic
- (g) easy to write
- (h) pictorial, ideographic also possible
- (i) the community shld feel they own the lg.
- (j) shld the int'l help them over older lit in the lg.
- (k) brand new system is too expensive.

Some technical aspects

- (1) tone
- (2) assimilation
- (3) phonetic variants.

Dichotomy representation ← more info or less.
practical ways to represent

Need to have process in place:

working
analysis
revision

What info

Orthography 08/06/25

allophonic variants

+/- aspirated stop
inter-word is completely
predictable. So don't
need to write but
paliat so they want
to write it.

rve
↑
agreed to
select one
most common
is this free variant

- (a) Linguistic Analysis to think about writing it. Why do we need to do this?
- (b) Diff. b2 oral and written communication?
- (c) Who is represented in one more written document - individual? - Community.
- (d) Written versus spoken language. - decide on variants and what you want to keep and get rid of.

Slave use both Cree type (modified) and roman alphabet. Use each for a different social function.

Cree - religion
Roman - everyday

Small set of vowels + consonants. Need to add to this + get the rest # of vowels and consonants.

Okay to change the way we write
Happens in Portuguese. Spelling reform \pm
successful

Why Alphabets:

impossible
in elipible
indubitable

remm

Walbed
damned
~~dogged~~
debbled

- ① Write short text in groups.
- ② Make a list of "dubok" in groups.
- ③ Make a collection list
- ④ Organize the data \leftarrow the linguist obs
this.

Possible issues

- (a) same or diff. symbols for same sound
 \uparrow for diff. sounds
 - (b) interference.
 - (c) note phonetic variants straining p
- ⑤ Word boundaries / morphological issues

14 handouts

Orthography. 08/06/2.

- Keep a written record of orthographic decision making.
- Practical grammar - is part of this record. It records these discussions.

Eg. from discussions and writing systems. What were the symbols they used? What ones varied,

Took 4 years of discussion

- R versus g - why they want the g. to look diff
 - (a) from Prky. "Marco-level choice"
 - (b) respind-level choice: select tt rather than t. Diff from respind majority g. = Tirona
 - (c) group internal choices. w/r
d/r

Doegib: Standardized committees

low degree of literacy. Used phonetic alphabet for discussions
1960s began writing. Had dictionaries. Then looked at problems of all the systems. 1980's orthography
Karin work. 1970-1980 = evaluation of what works.

Alphabetical order?

How to use the dictionary, Nouns/verbs/suffixes/ etc

list of contributors.

Online

Doegib dictionary

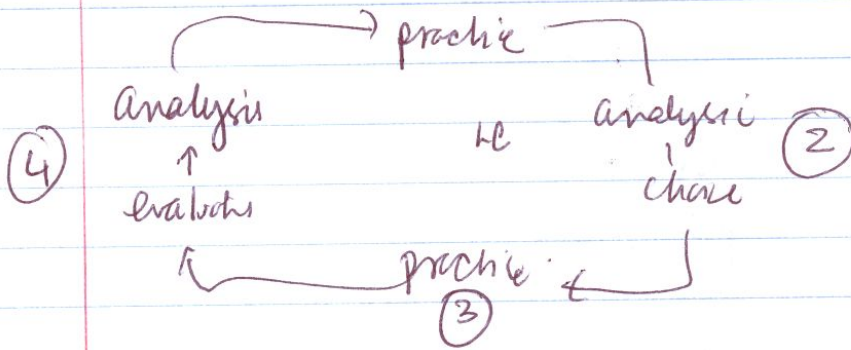
→ www.tilcho.ca

Diachronic

080627
 Presentations
 Summary

Likhita / Debit.
 mother
 Nepal TB lgs.

①



① [a process w/ community members.
 - Linguists as facilitators.
 - Linguist monitors, interprets ~~and~~ written material.

② [organize analysis
 discuss ~~analysis~~ options]

③ suggest for the prache, ^{record} discussion

④ [techno linguistic
 combine
 social factors] take into consideration
 and point out

- involve community
- acceptability & orthography
- represent of different or reinforcing dominant ideology
- learnability
- standardized

Technical
Issues

what to represent and how to represent it,
 phonemes, allophones
 functional loads
 script, symbols, conventions
 evolution of resources, practical grammar, orthography

Psycho-
Cognitive

Learnability:

- early reading = phonetic units both
- later reading = phonemic units reading.

 w/ shallow ill cluster to std dialect variants.

- Archive (searchable)
- Grammar notes.
- Pictures.

genaga.org
Andrea Berez website.
See Archive section
- Records
- Search.

Exercises: Web and Wikis

- (1) 10 questions to ask about using the web.
- (2) Wiki = "facts" + collaborative content and editing.
multiple people working on project. Geographically spread out.
- (3) Do they have internet access?

- Free wiki hosting site = pbwiki.com
- Can't edit page w/out other password.

(1) my Q.

can upload
but not delete?

- (2) How long can the
source file be
- (3) space restrictions?

Wave Surfer ← also software for analysis

Ken Stevens!
Acoustic Phonetics.

Field phonetics: Matthew Gordon, Spike Gidycz

→ Listen and lead

- imitate

Video imaging: laryngoscopy (larynx, pharynx)
fluoroscopy (moving X-rays)

Mechanical measures:

palatogram,
airflow, etc.

Vowels available on web?
X-ray of English vowels.

not everyone's
mouth is the
same but
same sounds
are made.

A
R
T
I
C
U
L
A
T
I
O
N

Matt Spike - listen and imitate is only the beginning.
now should use the technology to settle the
debates. It helps w/ the descriptive goals.

Quantitative features. Vary between
or w/in one speaker's samples. Combine
your impression.

Data
Source
Comment

• Data Source. Linked Sound files for each
Spike folder manuscript.

Elicit, Transcribe, Distorting
Bring recordings. - so w/ Matt.

Comment = can use. Intonation. ①

word list elicited: [control = vowel quality, word ②

word) → length (longer word = shorter the individual segments)]

bed → not reduced.

Tazit Koroma

Stress: It's okay to mark stress
 but you're probably not marking
 the right thing.

Mande Fieldwork. kaki = sit (someone in house)

basfure (1) kaki 'I sit' (part of the house)
 (2) pa kaki 'part' (contended y.)
 (3) gebaki

~~gebakina~~ 'I saw arm now'
gepakina ~~gepakina~~
 ↑
 kp

teku

sehamā 'waistband'
 , sehamā 'raining season'
hama (H level) 'hammer'
hāmi

↗ → sequence of repetition. reverse.

{ mbā	'nie'
{ gamba	'mate'
mbā	'don't'
mbā	

mbā	'nie'
mbā	'mate'

swa - monkey
 sayu

set

ge fəˈkeɪnɪk - I say eney no.

ge nɛˈnɛ
se nɑːnɛ

ʒə ɲɔː

geˈjɑːnɛ - I say wɛtə nɛˈ

seɪnɔːnɛ I say me nɔːˈ

Use Ardacity to record directly into computer.

Camera phase diff - if "word of interest" ends in a vowel / consonant.

→ headset mic - shure, plug into the PMD 660 Marantz

handheld mic - aspirate will be heavy.

Work w/ speaker till comfortable w/ setup.

head mic
w/ offset
to account
for aspirate

Records each word as a diff file.

★ Set the levels with the loudest sound like "a". That word has the most intensity.

Spectrogram will look cleaner if you lower the gain

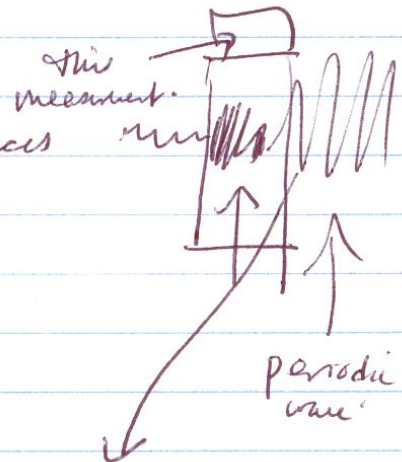
★ Spectral slice for breathing vs. creaking. lost in bad quality recordings.

Pract

VOT

Closure direction.

VOT place the cursor where the voicing commences



- Consider to place of articulation and voice onset. Back = large the front.

F2 Hgt = vowel in front/back.

F1 Hgt = vowel in L

up to - first downward spike
Be consistent.

(1) length contrast for ~~labiodentals~~ see in close direct.

(2) nasyness of ejectives: amplitude. or in Praet = intensity

- take highest point peak amplitude in one burst.

(a) mix ejectives and non ejectives. If testing the strength of amplitude of voiceless aspirated ejectives.

mix them up. Consultants may get tired. They stay awake and work.

(b) distance of microphae. Should stay the same.

keep the vowel the same. The vowels have diff. amplitude.

Fricatives:

Distribute of energy throughout the spectrum.

select fricative.

view spectral slice.

Center of gravity for fricative —
get median energy value for fricatives

Logging values and setting up scripts

Save the values automatically

Query - Log

Log settings = search for log files

time = cursor point. Should be at least 3 decimal places

to: 2
↑
decimal places.

Field Phonetics → Software vcc
where's the field phonetic SWS?

{ Diff find ~~and~~ quality for each vowel / long vs short.
Higher V have higher F_0 value.

Initial to Central for these.

select V get average pitch. onset / offset.

Centur lines - options.

- (1) replay increments through the V. - measure.
- (2) points in the centur. (feel versus touch).
- (3)

As Resolized Centur.

Duration of vowel at the end of a word:

- Operationalize the end point of the vowel.
- end of F_2
- end of non-modal phonetic.

Andrea Bere2 805 259 7953

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go to view source in Firefox
copy and paste to [^]website
your.

June 16th 2012 - David Pebru. Death
10351

- need phonetic → tones will give different gloss.
- mǝ causative in Sorbian.
- MRU - get this

rc - ~~ts~~ nominative used for instrument, purposive?

trap-fall = spru to be spry.

↑
used idiomatically to mean spry.

Gen. may also be used for nominalization - see detisch / Ldu
nominativ / ppr.

kmen - men may mean trap. *mean 'trap'

Dexis?
Determines - nu

Topic markers - ngu

And then - nu - can this be TOPIC.
methonbingu

hu
hi
tu
n] deictic in Krumi
he] sentence
no] and variants

bi - could this be a copula meaning
that being the case?

For Talk → 0351 - put IPA in. Has to be typed by Ryan.

N-na

↑ in Street nominative

~~be didn't~~

am - be

Khumi has several verbs to be have

(1)

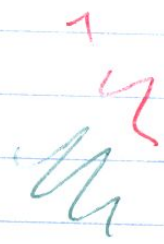
* have both vowel for copula

(2)

hi, si, ni all also copula forms -- Re used as equatives. $X=Y$

(3)

to be vowel in Khumi.



Terminology Form 1 - intensive, subordinate
Form 2 - ~~intransitive~~ transitive;
w/ consonants.

✓ write for this
for studies
grammar
Tiddi-chi

→ Clones = Verbal classifiers

post verbal
may be reduplicated (but rarely in text)

size of participles in the act.
intensity.

i = small a = big



p-clause

mehe

intransitive → transitive

25 tipmen = does this mean (tip'switch)?
hold in a particular way?
onomatopoeic? sound of trip spring?

hi

hu hu + supr high tone = for really far away.

ads

Could this be true for LMK awa

acc da

awa
awa

men - catch the trap +
p men - 'causing to be caught' catch it'

khumi - he = LMK - one.

chilnaover 'at last' look this up. Hindi/Assamese/Bengali??

Hea at last - ngr
at last - ngr } also dectic?
- kua meaning?

lu - DP says this is a where
- m? - "

38 krep - is this clung? Is it onomatopoeic?
can go for

k' - p' - t' - lop
ADAT - CAUS - MYD - converse

to go to hide then
tel to e.o.

inver'

38 tiva - lai

tuō ← khumi
tra.

So nāv = tra.

reflexive
autoconstrive
passivized

3.5

ki - Nom die detransitive

middle - or 17
could be
this

men →

kimen

ki + k + men

→ post verbal participial markers.
let further.

PsRef

be ~ bi

mathunbi mathunbe

- hukka = ruk - s.

CL
1
2
3
4
5
6
7
8

Saturday, Delhi,

P. Verb +
SK + HIT -
Suff.

→ Hise Konnack - KV - nonindian is old and she surveys in
many langs
DP says the $\frac{k}{m}$ are not original. The paras are.
Complex Khemi, Tiddin Chin.

Lai has ~~h~~ia (copied?)

Mru duk.

Stem alternation in other langs. all somewhat different.

- 1st pers - you get no as in ^{1st} obknu
+nu 'see', has been reestablished
could this be an accident? Visual evidence.
See if this is in a queue.

- uya = 1st PI
 - tu = $\frac{t}{n}$ ^{to go!}
 - u = $\frac{c}{t}$ u
 dual inclusive =
 dual exclusive =
 1st dual
 vs 2 nouns
 vs 2 two
 (met David
 vs.
 David + nan)

tino Hypo yuhul hulti = negatis.
 in a phrase let.. LMK

$\left. \begin{matrix} - na \\ - ti \\ - c \end{matrix} \right\} \text{In. Hypo.} = \text{Singular}$

-c in

So betk is Dual + Sing.

~~h~~ look for \checkmark
~~ti~~ hyc after
 hai verb
 In Modv. called
 an Auxiliary, required
 in certain tenses.

Proto-layngce
 has inclusive/
 exclusive
 distinct.

Cyph?

Tiddin B. hyc.
 Hypo hyc not be Sakhig = hya.

Dual. Sing.
 ex. R ay
 in ay > 0
 et.

David + nan = in^h tii
 3rd = ni

tu - ednet meas nau.

t - in thyo. tuyan
/ night
adv.

thyo. ~~tu~~ 3rd pers plural for thyo. ~~tu~~
-ona 1st pers plural negative

ti = second pers??

Mizo
handout
revised

Lai ≠ Mizo for transitiv verbs.
so then use separate system.
In LMK the -t should correlate w/
2nd pers.

Ti, thyo
Chin
grammar.
page
109

Henderson. Look for thyo

Formal type and Colloquial style.

~~to~~ pgs 106, 107.

Colloquial style - uses suffixes

Narrative " use prefix + suffix

~~thyo~~

y > z change? Spreads from Central to Nether..

From typer's
spreadsheet.

Post Negation

'trust'

Ch - m -ng 1st
Ch - m -ti 2nd
Ch - m -me 3rd.

↑ ↑
neg element.

middle?

or perhaps not in
the negation?

Hyp - ~~-e~~ -ey /-ej

'middle'

detransitive.

may also be found as negator / or in negation
forms.

Could this be related to č - no too
weird.

Josh

More cards of morphology in Falan Chi

Lei
etc.

Retriphly t. come from tr
kr
pr

kr = fear > t

Future: transitive particles needed.

I give it to him
you give it to me } etc.

3rd p objects may not be marked

1st and 2nd p " should be. Lai Explicit
Mizo no
Hyo yes.

Dash

→ Look through texts and get other info

Plural Future

-na

-na = plural?

-ra

Future negative -

ni - m - ay

↑ ↑ ↑
neg. 1st

middle
neg?

§ = na nominalizer

could ns be that.

= ra could it be that?

place or instrumental nominalizer
possessive?

⇒



Present progressive

*rik = *rust see. incomplete.
lam §
Khomi yo 'imperfective?' is this related
voi 'unexpected/negative
actions'

Khomi aspect: [yo - she's gone to the village (not back)] in tend
[voi - gone and come back. +
bo - perfect. suffix
sequa.

Look for post verbal -ma meaning
'first.' mau/ma. first V / then V.
I V first (somebody else did it later).

Barnes 1988 - deictic in lai

going on
PLEY but

mo for *mV for interrogation
leen
Sukung directed 'away'

?? → the vocative - may not be correct.
he's not clear could this be just the vowel - e
this is right.

The ~~first~~ edo - prefix nominal is
a little strange.

adminsc NSFDEL

realize program? made KV.

ni - could this be a demonstrative
a = widespread locative of allongh - i

going on
the

basil

used bit

with HM

and

collected
at.

Piyu - maybe redy pyu.

humpi klin

tom 'bear'

tom k^ope - wild bear'

p'sai ('for a) = elephant

Sendan not sendran sparrow

* ← huyhuh - not clear

wutⁿu - (r? com (gra
+ hral)

C^okoo = t

warpe? wanpe

phinendi

Landy Fujj

(ə)ra - yam.

(khumi = ho)
apote.

thre > ha

they hay ?? [thehay]

awathab~~h~~ with 'spi

Cophai = [tʰs]?

Shipkeeper - ek. z

uses this
tw.

mado k

grape - call it mean redish
loch of VanBih

Amka =
Soosubong

Sulu?

perhaps < ts / cʰ?

↑
could this be
a refl of
an apote?

khumi [pʰtʰok] - fly'

Bsh he says butterfly not fly.

phɛ | ɛ

↑ ↑

butterfly

p²khoy? or ~~too~~ hyl²? 'bee'

elmal [↑] is this m or t, does not sound like an l.

silnəy not silnəl =

Wlist2 starting w/ cōtpeɔc.

common word burkhu. (banned).
? [↑] cough?

lv k²don
hul [↑]

kəp k²pan
[↑]

skin disease.

DP expects an r bease
cōpɔc u r kəpən

mitk²tɔl or miktɔl, no vowel here.

t²t^hliŋ

[↑] tɔ? represented as tihl

Jan/Feb

k²nyaw

March

pompō

May

p²traw

October

pərtəŋ

a?

[↑] short a

Nov-Dec.

k²rām

Days & week

Sand

like

ni²

not nil

pu d'khi Homamud
yani pa ma den. day bef. yesterday

kar-way-dok Last week.
a-r-ben
same as in verbs?

kar wan dok. thla.

124. zan kum - burmed. - with
kum ~~tik~~ dil - BSH
tut

d'kga 'body'

sam *s^ham - recorded
↑ [s^ham] as this.

do experiment phonetic project w/ s/s^h.
compare w/ other forms w/ Ken's
reconstruction.

Forehead eil

mi k'p'kau forehead. eyebrow.

ears - k'na?

Cheek ~~thia~~ bin hot 7

↑ same as
the PKC word for cheek.

löl (quality, length, tree?)

p'ya
kütcaL

~~neck~~. neck.

palm.
fingers.

↓
all sand plektizid.

khulol 'wrist'
khu 'legs'
↑ stage vowel.

pakhup' knee

~~sa~~ p'luh
p'iai

Dual / 1st pssn

Dual / 2nd pssn.

Pura
paqe

[inclusive need those for paradigms
exclusive

Pura look very central Chin. more so than Mizo.

Find more differences Arad. - more interesting than for LMK.

-u element in objects.

Look at negative suffix.

Need negative sentences.

Subordinate clause.

Aftv ~~they~~ killed a chicken, / ~~they~~ ate it.
we we.

~~2nd~~ dual.

participat marker will

be on the suffix

non-negative context

in subordinate clauses.

- kill - we

we - ate - obj

∅ - did't eat - we

~~transitive negative~~

~~OBP = preterite V - Sub~~

• look at ~~thya~~ - Main clause.

Sub - Obj - V

Obj - V - Sub.

June 19th 2012
Notes w/ Josh
Jupiter
ATH, May.

• Neg transitive in subordinate clause.

indicative

$R_0 = V -$

$R' = V$

negative indicative

V

η

where's the object.

maybe ϕ

maybe t

u

ce

interrogative

subordinate

conditional subordinate

p-V = 'causative'

t-V = 'quantified'

r-V = 'directives'

