

## About the LDTC

Welcome to the Language Documentation Training Center, and thank you for coming! The goal of the LDTC is to help speakers of endangered and understudied languages learn the basic skills necessary for language documentation work. This semester, we hope to do this by focusing on recording, web design, and dictionary making. In each Saturday workshop, we will have a short teaching session. This will be followed by some time for you to work on your project.

## Your Project

In order to receive the \$200 stipend at the end of the semester, we ask you to complete a project about your language. You will work on your project as a team with a graduate student during the workshops, and you shouldn't need to worry about it outside of our meetings (unless you want to!). Most projects will consist of a simple website containing information about the language, two stories or texts, and a short dictionary. We will show examples and help you with ideas for this.

## Workshop Schedule

*Every workshop is from 10:00am-noon on Saturday; come at 9:45am for coffee and tea!*

Sept. 20 - Introduction  
Sept. 27 - Web Design I  
Oct. 4 - Recording I  
Oct. 11 - Recording II  
Oct. 18 - Web Design II  
Oct. 25 - Dictionaries I  
Nov. 1 - Dictionaries II  
Nov. 8 - Finish projects/wrap up  
Nov. 15 - Closing ceremony (The Manoa Experience Day)

## Contact Us!

Feel free to contact us if you have any questions or problems! If you can't make it to a workshop, we will help explain what you missed.

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## Language Documentation; Endangered and Understudied Languages

-There are between 6,000 and 7,000 languages in the world. Linguists (people who study languages) have learned a LOT about a FEW of these languages, but there are MANY languages in the world that we still know almost nothing about.

-Currently, many languages are losing speakers - children aren't learning them, and they are being replaced by dominant languages such as English and Mandarin.

-One way to respond to this situation is to document languages - to record actual speech (stories, songs, conversations) as well as facts about the language. Language documentation is important for linguists but it is also very important for speakers of these languages and their descendants.

-Documentation by itself will not save an endangered language, but it can help raise awareness and help provide information about the language.

<b>LDTC</b>	<a href="http://www.ling.hawaii.edu/~uhdoc/">http://www.ling.hawaii.edu/~uhdoc/</a> <i>This is our website - you can browse through other projects by clicking the "languages" link.</i>
<b>Ethnologue</b>	<a href="http://www.ethnologue.com/">http://www.ethnologue.com/</a> <i>This site has a list of all the world's languages plus information about location, number of speakers, and how languages are related.</i>
<b>Living Tongues</b>	<a href="http://www.livingtongues.org/">http://www.livingtongues.org/</a> <i>Institute for Endangered Languages.</i>
<b>Terralingua</b>	<a href="http://www.terralingua.org/">http://www.terralingua.org/</a> <i>Information about linguistic and biocultural diversity.</i>

### Workshop 1 (Introduction): Overview and Goals

1. Learn about endangered and understudied languages; why it's important to document them; why native speakers are best at documenting their language.
2. Begin writing an introduction to your language for your project; answer questions such as:
  - What is the language called and where is it spoken? Who speaks the language?
  - Where is the language used? What are people's attitudes about it?
  - Why is your language important?
3. Begin writing a text (story or song or information) in your language. This doesn't have to be long - 10 sentences is good. You can write about something you think is interesting, valuable, or important, such as:
  - A story you heard when you were a child
  - An important festival or season in your culture
  - Anything else you want to share about your language or culture

**\*\*Please bring your introduction and your story/text next week. We'll use them when we start designing webpages!\*\***

## Workshop 2 Web Design I: Overview and Goals

1. Learn about what HTML is and what it can do
2. Using the introduction to your language that you wrote last week, create your first webpage
3. Finish writing your first story or text (just ten sentences or so) in your language

**\*\*Please bring your story next week because we will start recording! Also make sure you save your webpage on your USB drive and on the lab computer.\*\***

### Some basic HTML info

HTML (Hyper Text Markup Language) is a set of tags that help a web browser, such as Internet Explorer or Firefox, format and display information. A basic HTML page might look like this:

```
<html>
<title>Title of your page goes here!</title>
<body>
This is where the main part of the page goes. You can make things
<b>bold</b> or <i>italic</i> or <u>underlined</u>. You can make
it start on a new line: <br>
This is a new line.
</body>
</html>
```

You should probably save your first (main) page as “index.html” – this is the first one that a person will go to if they’re visiting your language webpages.

Some other things to try:

`<h1>` and `</h1>` around text will make a big heading.

`<h2>` and `</h2>` around text will make a smaller heading.

`<hr>` will make a horizontal line.

`` will insert a picture.

`<a href="http://www.google.com">Go to Google</a>` will make a link that says “Go to Google”.

```
http://www.w3schools.com/html – Nice introduction/tutorial for HTML
http://www.webmonkey.com/tutorial – Another good HTML tutorial
http://www.thesitewizard.com – Useful information about HTML
```

Here's an example page:

```
<html>

<head>
<title>Truku</title>
</head>

<body bgcolor="#ffebed">
<center>


<br><br>

<a href="index.html">Truku home</a> |
<a href="story1.html">Story 1</a> |
<a href="story2.html">Story 2</a> |
<a href="dictionary.html">Dictionary</a> |
<a href="http://www.ling.hawaii.edu/~uhdoc">Back to LDTC</a>
<br>

<hr width=600>
<h1>Truku: About my language</h1>
<hr width=600>
</center>

<br><br>

This is where the introduction to Truku would go.

</body>
</html>
```

## Workshop 3: Recording - Oct. 4, 2008

### *Why record texts?*

- texts provide a much deeper record of a language than word lists (though both are useful!)
- audio recordings capture much more of the language (stress, intonation) than simply writing it down
- these can be useful to a wide variety of people: language speakers, language learners, descendants of speakers, linguists, people interested in traditional culture and stories

### *What do I need?*

- a high-quality audio recorder (LDTC provides these during the workshops) that can record in WAV format
- a microphone, unless the built-in microphone on the recorder is good enough
- a quiet place to record
- a USB cable to transfer the recording to a computer

### *What are the basic steps?*

- prepare a text or story to record – it might be easiest to write this down first so you include everything you think is important
- turn on the recorder, check that it's recording in mono at 44 kHz and 16 bits
- start recording (on some recorders you'll have to push the RECORD button twice), wait a few seconds, then begin speaking – when you finish, wait a few seconds before pushing STOP
- if you're happy with your recording, use the USB cable to transfer it to a computer
- when the file is on the computer, give it a name using the three-letter language code (from Ethnologue.com), the date, and the story name (for example, kov20081004sago.wav)

### *What should I be aware of?*

- when recording, hold the microphone about 2 cm from your mouth; speak directly at the microphone
- make sure to record your text as a WAV file initially – this is a bigger file format but it saves more information
- it's very important to use a quality recorder – iPod recorders, minidisc recorders, and even computers are problematic
- be aware of the environment around you when you're recording – pay attention to traffic, wind, electronic noises, or even air conditioners that might show up on the recording
- try not to break up your recording into smaller files – leave it as a whole unit

# Your Project

Your final project will be a webpage that gives information about your language. We suggest that it can include:

## 1) Introduction to your language

- Your name and email address
- Your language (and other names for it)
- The language's classification (look at [www.ethnologue.com](http://www.ethnologue.com))
  
- Where the language is spoken
- Number of speakers
- Other languages in the area
- Official language
- Language(s) used at school
- Writing system (and what's written in the language?)
  
- Other information (when and where you use the language, attitudes, your goals, etc)

## 2) Two stories, texts, or songs

- Recordings in both .wav and .mp3 format
- Text typed out in your language
- A "free translation" (sentence-by-sentence) in English
- Any additional information you can provide about the speaker or the text

## 3) A link to your Lexique Pro dictionary

- Don't worry about having a lot of words – this is just a start!