

### TECHNOLOGY For Language Revitalization

# THE ANNOTATION PROJECT



#### **VOCES DEL VALLE**

- A digital literacy project taking place in Tlacolula, Oaxaca
- Partnership between the CETis #124 high school and Haverford College
- High school students committed to tweeting several times a week for six weeks
- Students also participated in poetry and comic-making workshops
- External readers supported the students by retweeting, translating their tweets



Noci Génez: Sánchez: mació El grupe Vaces del Valle tiene por propósito utilizar los nuevos tecnologías para preservar y difundir el capoteco del Valle en California. Estados: Uni-

ortan on Mdores culturale

en los Estados Unidos, po esta rasilo los mensajes debe

indias y coamposi pare

Cifra habiantes

#### FIRST VOCES DEL VALLE WORKSHOP







Moisés García Guzmán @BnZunni · Mar 8 #Usatuvoz #ZapotecodeTlacochahuaya

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Bel gú'uld Gugh rsilly, Zed niss guia o naldaa guni chiy. Zé'ey gwendilaaz de Bën Zunni.

If Zebra Doves calls are heard in the morning, Either It will rain, or It will be a very hot day. That's what Zapotecs of Tlacochahuaya believed.

Si la tortola canta temprano, lloverá, o hará mucho calor ese día. Creencias de los Zapotecos de Tlacochahuaya.

...

### ANNOTATING FOR DIGITAL HUMANITIES PROJECTS

We are going to get some hands-on experience doing annotation work. Annotation is the foundation of all digital humanities projects. Annotation is, at core, about getting data into a format that is useful.

- Data is messy!
- Data is complex!

Data often has implicit structure that we'd like to capture.

#### **ANNOTATION PRACTICALITIES**

Data annotation often includes metadata: data about the data

- ➤ Our first step is to annotate our tweets with metadata:
  - Who were they tweeted by?
  - When where they tweeted?
  - Where where they tweeted?
  - Are there images included?
  - Who replied?
  - How many likes did the tweet get?
  - Was it retweeted? Link to retweets
  - Was it a retweet of another tweet? Link to original

#### **PROPERTIES OF THE LANGUAGE**

- Lots of tones
- Lots of vowel quality / phonation contrasts
- Verb Subject Object word ordering, but also lots of frontfocusing, so OVS and SVO are also fairly common
- Tense and aspect: marked by prefixes on verbs; aspect is more common than tense
- A fair number of borrowings from Spanish that happened so long ago that they are not noticeable to native speakers
- Rich clitic system: pronouns often appear in clitic form on the end of verbs; many adverbials are also clitics
- Interesting possession system

# LINGUISTIC ANNOTATION



#### LINGUISTIC ANNOTATION

Linguists annotate their data so that other linguists who are less familiar with the language can understand it. This is called glossing the data.

You saw examples of linguistic glossing last week:

OBJ	VERB	SUBJ			
gyia	rtyug	Lia	Petr		
gyia	r-tyug	Lia	Petr		
flowe	r HAB-cut	HON	Petra		
'Petra cuts <b>flowers</b> .'					

Glossing provides a morpheme-by-morpheme breakdown of each example.

A morpheme is the smallest morphological unit that has meaning.

Glossing means annotating each morpheme in a way that other linguists can understand.

OBJ	VERB	SUBJ			
gyia	rtyug	Lia	Petr		
gyia	r-tyug	Lia	Petr		
flower	HAB-cut	HON	Petra		
'Petra cuts <b>flowers</b> .'					

#### LINGUISTIC GLOSSING CONVENTIONS

Glossing conventions are standardized in the Leipzig rules. These define standard abbreviations for different kinds of functional morphology.

For instance, the Leipzig abbreviation for habitual aspect is HAB, as in the example below.

OBJ	VERB	SUBJ			
gyia	rtyug	Lia	Petr		
gyia	r-tyug	Lia	Petr		
flower	<sup>-</sup> HAB-cut	HON	Petra		
'Petra cuts <b>flowers</b> .'					

#### LINGUISTIC GLOSSING CONVENTIONS

Glossing uses small caps for functional morphology (like the habitual aspect marker).

It uses lower case for open-class morphemes (like *flower*).

OBJ	VERB	SUBJ			
gyia	rtyug	Lia	Petr		
gyia	r-tyug	Lia	Petr		
flower	HAB-cut	HON	Petra		
'Petra cuts <b>flowers</b> .'					

So you have some data. How do you figure out what it says? This is a creative process, but these are roughly my steps:

- 1. Try to identify the verb. In Valley Zapotec, this is often the longest word. And it usually (but not always) has several consonants at the beginning.
- 2. Try to figure out the nouns. One is the subject. This may be a clitic on the verb. If there are more, one is probably an object of the verb.
- 3. Look up the meaning of those words. Nouns are easiest to look up, because they don't have any additional morphological inflection.

There are two resources for looking up San Lucas Quiaviní Zapotec words:

1) The Talking Dictionary:

http://talkingdictionary.swarthmore.edu/sanlucasquiavini/

2) The Cali Chiu textbook series.

I've uploaded a PDF of the fourth volume (a dictionary) on Moodle.

Please do not share this with anyone.

"name": "DizhSa",

"url": "https://twitter.com/DizhSa",

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"date": "Apr 5",
```

"permalink": "https://twitter.com/DizhSa/status/1114214883661352962",

"likes": "Like\n5",

```
"retweets": "Retweet\n3",
```

"text": "Ra nde na tyop chon ra dishsa ni rgwe ra buny Ldua. Maru zyeiny buny ni rgwe Dizhsa. Here are some indigenous languages spoken in Oaxaca. Zapotec is the most spoken. Aquí están algunas lenguas originarias que se hablan en Oaxaca. El Zapoteco es el más hablado #usatuvoz #IYIL2019",

"id": 32

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Ra nde na tyop chon ra dishsa ni rgwe ra buny Ldua. Maru zyeiny buny ni rgwe Dizhsa.

Here are some indigenous languages spoken in Oaxaca. Zapotec is the most spoken.

Aquí están algunas lenguas originarias que se hablan en Oaxaca. El Zapoteco es el más hablado

#usatuvoz #IYIL2019

Ra nde na tyop chon ra Ra nde na tyop chon ra

dishsa ni rgwe ra buny Ldua. dishsa ni rgwe ra buny Ldua.

Maru zyeiny buny ni rgwe Dizhsa. Maru zyeiny buny ni rgwe Dizhsa.

Ra nde na tyop chon ra Ra nde na tyop chon ra

dishsa ni rgwe ra buny Ldua. dishsa ni r-gwe ra buny Ldua.

Maru zyeiny buny ni rgwe Dizhsa. Maru zyeiny buny ni r-gwe Dizhsa.

RandenatyopchonraRandenatyopchonra??????

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.??HAB-speak???

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.????HAB-speak?

RandenatyopchonraRandenatyopchonra??????

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.??HAB-speak???

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.????HAB-speakZapotec

RandenatyopchonraRandenatyopchonra??????

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.??HAB-speak??Oaxaca

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.????HAB-speakZapotec

RandenatyopchonraRandenatyopchonra??????

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.language?HAB-speak??Oaxaca

Maru	zyeiny	buny	ni	rgwe	Dizhsa.
Maru	zyeiny	buny	ni	r-gwe	Dizhsa.
?	?	?	?	HAB-speak	Zapotec

RandenatyopchonraRandenatyopchonra??????

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.language?HAB-speak?peopleOaxaca

Maru	zyeiny	buny	ni	rgwe	Dizhsa.
Maru	zyeiny	buny	ni	r-gwe	Dizhsa.
?	?	people	?	HAB-speak	Zapotec

RandenatyopchonraRandenatyopchonra????PL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.language?HAB-speakPLpeopleOaxaca

Maru	zyeiny	buny	ni	rgwe	Dizhsa.
Maru	zyeiny	buny	ni	r-gwe	Dizhsa.
?	?	people	?	HAB-speak	Zapotec

RandenatyopchonraRandenatyopchonra??twothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.language?HAB-speakPLpeopleOaxaca

Maru	zyeiny	buny	ni	rgwe	Dizhsa.
Maru	zyeiny	buny	ni	r-gwe	Dizhsa.
?	?	people	?	HAB-speak	Zapotec

RandenatyopchonraRandenatyopchonra??twothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.language?HAB-speakPLpeopleOaxaca

Maru	zyeiny	buny	ni	rgwe	Dizhsa.
Maru	zyeiny	buny	ni	r-gwe	Dizhsa.
more/most	?	people	?	HAB-speak	Zapotec

RandenatyopchonraRandenatyopchonra??twothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.languageRELHAB-speakPLpeopleOaxaca

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.more/most?people RELHAB-speakZapotec

RandenatyopchonraRandenatyopchonra??twothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.languageRELHAB-speakPLpeopleOaxaca

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.more/mostmanypeopleRELHAB-speakZapotec

RandenatyopchonraRandenatyopchonraPLthis.onetwothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.languageRELHAB-speakPLpeopleOaxaca

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.more/mostmanypeopleRELHAB-speakZapotec

RandenatyopchonraRandenatyopchonraPLthis.oneNEUT-istwothreePL

dishsanirgwerabunyLdua.dishsanir-gwerabunyLdua.languageRELHAB-speakPLpeopleOaxaca

MaruzyeinybunynirgweDizhsa.Maruzyeinybunynir-gweDizhsa.more/mostmanypeopleRELHAB-speakZapotec

#### **NEXT WEEK**

#### ➤ No class

Optional reading: Lopez & Lillehaugen (2017)