


## Using corpus data for teaching purposes

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Sign Linguistics Corpora Network  
Workshop 4: Exploitation  
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### Introduction

- Exploiting material collected for sign language corpora; use it for
  - lexicographic work
  - research
  - deaf education
  - non-academic training purposes
  - our own teaching purposes


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### During or after building the corpus?

- Using corpus data for teaching while the corpus is still under construction means students can give feedback on
  - how well suited the glosses are
  - search problems they encounter
  - what type of discourse is best suited for teaching
- It also gives teachers access to teaching materials

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### Plans from the LREC workshop 2008

- Try to work with annotations and discuss results and problems with students
- Use ELAN for courses in Sign Language for beginners
- Work with a larger corpus
- Expand the use of ELAN beyond research also to Sign Language instruction and learning

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### Plans from the LREC workshop 2008

- Try to work with annotations and discuss results and problems with students **OK**
- Use ELAN for courses in Sign Language for beginners **OK**
- Work with a larger corpus **OK**
- Expand the use of ELAN beyond research also to Sign Language instruction and learning **OK**

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### Planning a pedagogical corpus

- We also offer courses in Swedish Sign Language for beginners
- Large need for adapted materials for these courses
- We are now producing materials especially suited for beginners, and are planning to include this material in a "pedagogical corpus".

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## Support for students

- We will also use the corpus material for students' essays (BA & MA level).
- Using corpus material students will not have to spend a lot of time filming, getting permissions to use the material, annotate and gloss the material, etc.
- They will "only" have to analyze the chosen material in accordance with their research questions.

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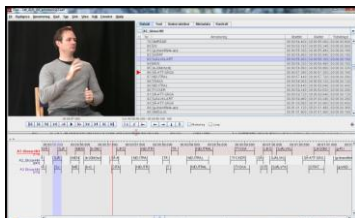
## Support for teachers

- Teachers can search the corpus for usage examples of the kind of structure that a particular lecture will present
- Ready made, glossed examples to show as a complement to printed materials
- Film clips given to students for assignments and as parts of exam questions

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## Testing reliability: independent glossing by three researchers



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## Glosses by three researchers compared (appr 1,5 minutes)

n=97	A1 - A2	%	A1 - A3	%	A2 - A3	%
<b>identical</b>	67	<b>69%</b>	61	<b>63%</b>	61	<b>63%</b>
<b>similar</b>	8	<b>8%</b>	16	<b>16%</b>	13	<b>13%</b>
<b>different</b>	22	<b>23%</b>	20	<b>21%</b>	23	<b>24%</b>

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## Results

- Average different = 22%
- More unified transcription conventions needed for glossing
  - currently preparing glossing conventions
- Will make unified search of annotations in ELAN possible in the corpus


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## Courses in Swedish Sign Language at Stockholm University

	No. students
Swedish Sign Language Linguistics	5-10
Swedish Sign Language for beginners	25-45
Continuous professional education for interpreters	15


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## Swedish Sign Language Linguistics

### Sign Language I

- Form and meaning of signs
  - Annotate gloss, receive teacher's version
  - Merge tiers to discuss them
- Exams
  - See Sign Language II




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## Example: NPs

- Studying the structure of noun phrases (NPs) in Swedish Sign Language, students can look for NPs in a film clip, then send in their annotation files
- The teacher merges files, adding his/her own suggestions and comments
- Discuss in group

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## Swedish Sign Language Linguistics

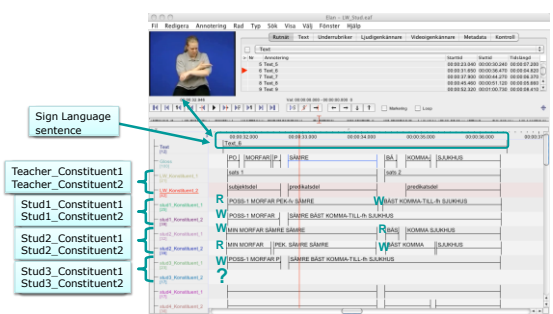
### Sign Language II

- Sign Language Grammar
  - Annotated material, eg. ECHO fable material
  - Expanded set of tiers with sentence markers, sentence types, negation, NP etc.
  - Merge tiers of 5-10 students
  - Discuss with students
- Exams
  - Film clips from corpus material (and some other materials)
  - Analyze and answer according to exam questions
  - Reply with Word and/or ear-files


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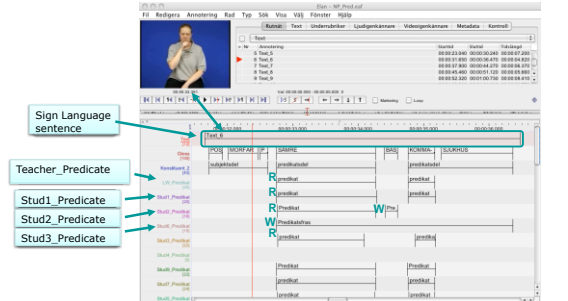
## Structure of sentences




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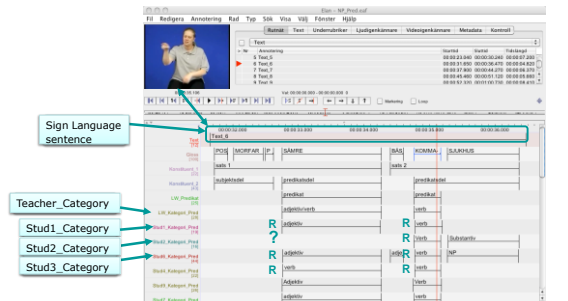
## Syntactic function: predicate



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## Sign categories (i.e. word class)



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### Verb transitivity

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### Learners of Swedish Sign Language

- ELAN a good tool for language learning
- They understand vocabulary and grammar better
- Glossed examples in the ordinary corpus material can be shown during lectures
- Specific “pedagogical” corpus material constructed for them
- Their own production can be marked and commented in ELAN
- Average 25 students for a first semester course. Have to plan teaching well – tiers for 25 students not a good idea

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### Types of questions (Sign Language for Beginners) + merged answer tiers

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### Types of questions (Sign Language for Beginners) + merged answer tiers

- Give an example of a sign that is accompanied by Swedish mouthing
- Give an example of a sign that expresses some kind of motion
- Give an example of a topic marker
- Give an example of a noun phrase
- Mark a sequence where the text is rendered from signer’s perspective (not from surrogate’s perspective)

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### Example: “classifier signs”

- Marked with empty annotation cells
- Students fill in e.g. ‘agentive classifier’
- Easy for the teacher to see what students have and have not understood

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### Student's answers (Sign Language for Beginners)

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### Continuous professional education for interpreters

- Introduction to ELAN
  - can later be used to analyze own interpreting
- Gloss and annotate signed discourse + describe in Word-document
  - different discourse types
  - also dialogue material to analyze feed-back signals
  - interpreted material to compare source and target message
- Students send eaf files to teacher – merged tiers for discussion

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### Student's transcriptions (Sign Language Interpreters)

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### Two main questions


- Selection and nature of glosses for signs
  - pointing signs
  - compounds or not?
  - glossing the non-dominant hand
- The duration of a glossed annotation, i.e. where a sign begins and ends

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