Resources for bringing language out of the lab

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TMI—challenge to find what you need when you need it. Tension between exhaustivity and efficiency...

- LSA Portal
- Language Science Portal (Colin)
- What am I going to put on the language portals?

Need several ways to find the same information (redundancy is good!)
Need an “organizing principle” (or two).
Distinguish Information and Sources of Information*

- My handout from BU posters.
  - From about 3 months of “selective attention” → TMI
  - Gave it a small sense of organization
  - Available at languagescience.umd.edu.

- One category: festivals
  - Need list of festivals, dates, themes, places –but also
  - Need calendar of festivals? ?? Linguistlist or ?? on LL: iLovelanguages.com: comprehensive catalog of language-related Internet resources

*Cf: “Data & Meta-data”
Data and Metadata (cont’d)

- CHILDES (Child Language Data and Exchange System—1980s started with MacArthur money, now NSF)
  - Rich source of child language transcripts in various forms (written, recorded, video---)
  - Compendious meta-data, info about the transcripts, about literature from the transcripts, how to make transcripts, training, etc. etc.
  - Now related to TalkBank (not just children)
  - HUGE ASSET (Carnegie Mellon, Brian MacWhinney—keeps it up; keeps it moving forward. The hardest part of being an information source.)

- Other??
Potentially Useful Distinction
(Formulation from Wayne O’Neil)

- Doing language science (with language per se as the object of inquiry) but doing it with non-traditional audiences in non-traditional ways. “Showing not telling.”

- Using language science (to solve other issues)
- Forensic Linguistics
  - (jury directions, comprehension of Miranda rights, parsing a contract)
- Language Pedagogy
- Data mining

- Sharing experiments w/participants (ratio of experiment proper to debrief changes)
- Problem sets—teams find regularities and irregularities
- Language preservation
- Sign language

It’s all good.
Useful Distinction (cont’d)
(But not a clean orthogonal split)

- Doing language science
  (with language per se as the object of inquiry) but doing it with non-traditional audiences in non-traditional ways. “Showing not telling.”

- Dispelling prejudice about stigmatized varieties

- Pedagogical Grammars for language documentation and revitalization

- Using language science
  (to solve other issues)

- Dispelling prejudice about stigmatized varieties

- Pedagogical Grammars for language documentation and revitalization
Categories of Resources—(my handout, by no means only “cuts”)

- **Big Push Nationally and Internationally--Materials on Informal Science (Natl Acad./ PNAS/ NSF**
  - The science of communicating science (NRC, AAAS)
  - Surrounded by science
  - The Flame Challenge (Alan Alda)

- **Examples of Informal Science (where people can walk away! Need to engage them physically)**
  - VIZZIES
  - Dance your Dissertation
  - Recycling/ water sources & quality/ science IN lives
Categories (con’t)

- **Informal Language Venues**
  - Festivals
  - Museums
    - Exhibits about language and language science
    - “Science Live” people DOING language science

- **Linguists and linguistics in Mainstream Media**
  - Dialect maps (Vaux & Golder through Josh Katz)
    - Mets vs. Phillies
    - Sub vs hoagies
  - Media LOVE “Word of the Year” (this evening!)
  - Language columns in WSJ, NYT, etc. (it sells!)
Categories (cont’d)

- Internet and social media

  Tomorrow’s program! (here?)
  - Great blogs (linguists were among first “humanists” to become computer literate—in the late 80s!)
  - Twitter??!
  - Wikipedia (edit-athon tomorrow night)
  - YouTube channels/ keywords (!) –my favorite, the “Russian dog girl”...
  - Ted Talks (Language “celebrities”)
  - Cartoon sites
# Master Movie List – Online Movies

compiled by Laura Wagner, OSU

<table>
<thead>
<tr>
<th>Movie Name</th>
<th>Access</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Other Cognitive Systems: What is Special about Language.</td>
<td><a href="http://www.youtube.com/watch?v=2v6XFKSwVys&amp;">http://www.youtube.com/watch?v=2v6X FKSwVys&amp;</a></td>
<td>Lecture from Noam Chomsky about his views on language and what makes it special.</td>
<td>95:59</td>
</tr>
<tr>
<td>Language in the Brain, Mouth, and Hands</td>
<td><a href="http://academicearth.org/lectures/how-do-we-communicate-language">http://academicearth.org/lectures/how-do-we-communicate-language</a></td>
<td>Yale course lecture from Paul Bloom on the Psychology of Language. Covers basic concepts and has some specific discussion about the importance of language development.</td>
<td>56:30</td>
</tr>
<tr>
<td>Changing Brains: Language</td>
<td>Main page: <a href="http://changingbrains.org/">http://changingbrains.org/</a> Select Watch Online; choose the Language square</td>
<td>Short documentary focusing on early language development. Special emphasis on changes in brain structure, the importance of rich parental input for aiding language development, and positive benefits of bilingualism.</td>
<td>9:13</td>
</tr>
<tr>
<td>Naigles Lab example</td>
<td>Page: <a href="http://www.cl.lnc.edu/ipl.html">http://www.cl.lnc.edu/ipl.html</a> Noun Bias Video: <a href="http://www.cl.lnc.edu/documents/NounBiasPIffenClip.mov">http://www.cl.lnc.edu/documents/NounBiasPIffenClip.mov</a></td>
<td>Webpage from the Naigles lab about the IPL method. Video shows the stimuli for a noun bias study.</td>
<td>Less than a minute</td>
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<tr>
<td>Saffran Lab example</td>
<td>Page: <a href="http://www.waisman.wisc.edu/infantlearning/Participation.html">http://www.waisman.wisc.edu/infantlearning/Participation.html</a> Video: <a href="http://www.waisman.wisc.edu/infantlearning/Participation_files/Language.mpg">http://www.waisman.wisc.edu/infantlearning/Participation_files/Language.mpg</a></td>
<td>Webpage from the Saffran lab. About halfway down is a link to a video of an infant word segmentation study</td>
<td>Less than a minute</td>
</tr>
<tr>
<td>Babies for Obama</td>
<td><a href="http://www.youtube.com/watch?v=WBuEqzGm3VA">http://www.youtube.com/watch?v=WBuEqzGm3VA</a></td>
<td>A CNN report from the 2008 election about why babies find it easy to say Obama.</td>
<td>2:58</td>
</tr>
<tr>
<td>Prisencolinensinainciusol</td>
<td><a href="http://www.youtube.com/watch?v=FcuI6UEQh00">http://www.youtube.com/watch?v=FcuI6UEQh00</a></td>
<td>An Italian musical number where the lyrics are in a nonsense language that sounds like English. It’s very funny, and gives a terrific idea of how much information about a language is conveyed through rhythm, stress, phonotactics and style.</td>
<td>4:03</td>
</tr>
<tr>
<td>Babbling in sign language</td>
<td><a href="http://www.youtube.com/watch?v=Y1G0hJGFWc">http://www.youtube.com/watch?v=Y1G0hJGFWc</a></td>
<td>A very short clip of a deaf infant babbling in ASL</td>
<td>0:9</td>
</tr>
<tr>
<td>How English sounds to Non-English speakers</td>
<td><a href="http://www.youtube.com/watch?v=Vt4DFa4fOEY">http://www.youtube.com/watch?v=Vt4DFa4fOEY</a></td>
<td>A short indie-style movie in which the actors speak “fake-English”. It gives an idea about how much information you can get from tone and expressions, as well as giving an idea about how it feels to listen to a language you don’t understand. Note, there is some adult language in this clip.</td>
<td>4:06</td>
</tr>
<tr>
<td>Propose but verify – Lila</td>
<td><a href="http://www.youtube.com/watch?v=CXUf">http://www.youtube.com/watch?v=CXUf</a></td>
<td>An informal short lecture by Lila Gleitman</td>
<td>7:39</td>
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</tbody>
</table>

11 pages of this!
Mainstream Resources
(links on Languagescience.umd.edu)

- **Trade books** (writing for non-linguists)
  - Pinker, Jackendoff, Kuhl, Wolfram, Rickfords, Roeper, me, etc…
Educational Resources

- Books (Denham & Lobeck, Honda & O’Neil, Wolfram)
- Education Blogs and Files (Denham, Loosen, LSA)
- Linguistics Olympiad (NACLO)
- Charity Hudley and colleagues—books and program ideas
- Children’s books – where? Who?
- E-language and E-news archive (LSA)/ materials for educators
Coming from “Broader Impacts” perspective

- Outreach is better when you get ALLIES
  - (Your Research Development Office)
  - Groups (and individuals) with community contacts
  - Embedding your content in other people’s programs—leads to greater sustainability
  - Campus resources for “engaged research”/community participatory research
    - Service learning
    - Curricular requirements for “integrative experiences”
    - Interdisciplinary partners
    - Educators to help integrate into “common core”
  - Piggy back on campus diversity initiatives (add dimension that celebrates non-English languages)
- Thank you.

- On to YOUR questions.