

June 27 2019

Sunoikisis D. C. Session 13

*Analyzing the work of digital classicists with
Partitur*

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Overview

- **Problematization of the research**
- **Theoretical framework**
 - Socio-discursive Interactionism (Bronckart, 2009)
 - Clinic of Activity concerning the professional genre or *métier* (Clot & Faïta, 2000)
- **Practical approach**
 - Partitur – EXMARaLDA for annotation and analysis of spoken (written) texts

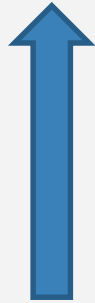


Problematization

- **Classicism is a métier (work), a field of expertise**
 - Definition: what "real" work is and work instances: prescriptions, actually performed, and frustrated plans
- **Workers share some rules (behaviours)**
- **The language is a way to achieve the understanding of the work.**



Motivation



- Conferences
- Papers
- Projects
- Communities



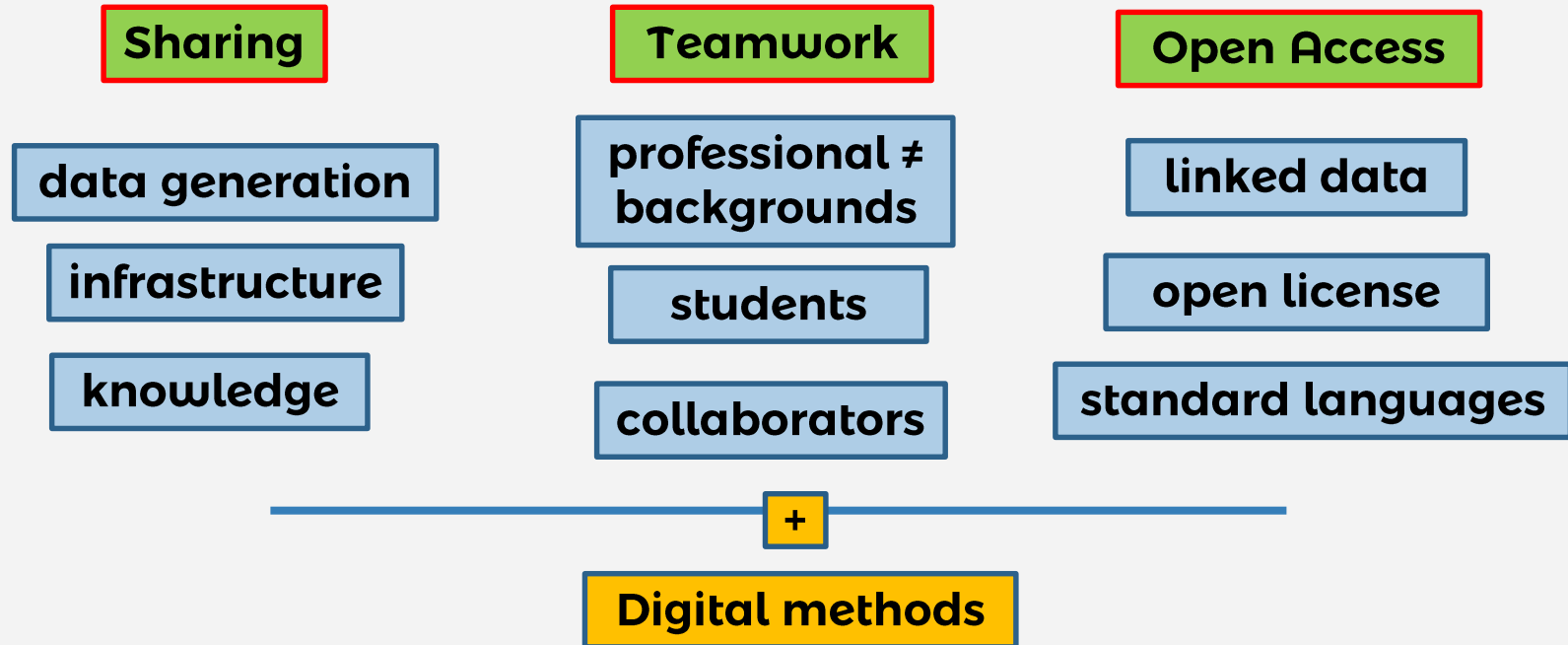
“The **Digital Classicist** is a decentralised and international **community** of scholars and students interested in the application of **innovative digital methods and technologies** to research on the **ancient world**. The Digital Classicist is not hard funded, nor owned by any institution. The main purpose of this site is to offer a web based hub for discussion collaboration and communication.” (DIGITAL CLASSICISTS, 2019)



How is the digital classicist work characterized?

Questions

Potential features of the digital classicist work?



Theoretical framework

1 - Socio-discursive Interactionism (Bronckart, 2009)

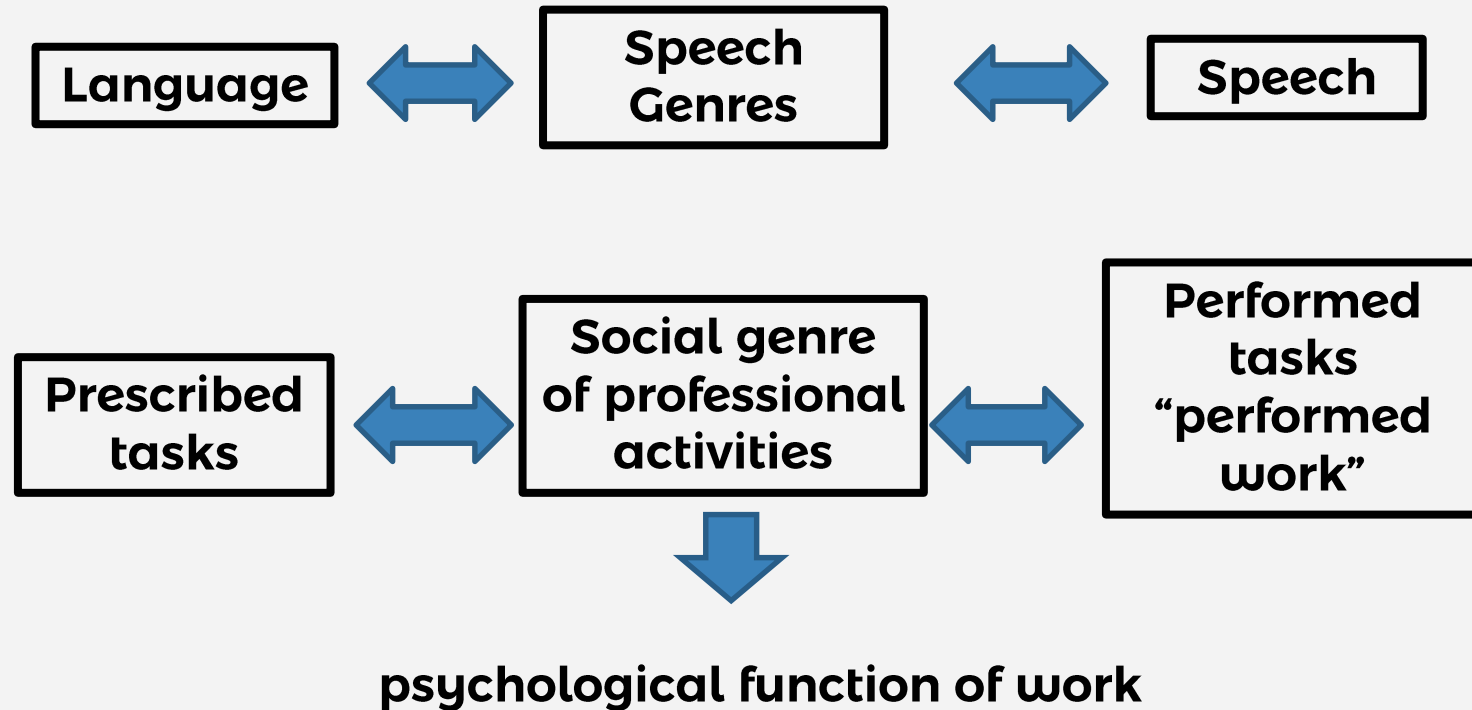
- Text and Discourse Linguistics
- Sociodiscursive Interactionism (SDI) – based on Volochinov's/Bakhtin's and Vygotsky's theory.

The language is built through social interactions



Theoretical framework

2 Clinic of the Activity (CLOT & FAÏTA, 2000)



How can the work be analyzed...

- **Data collection: official documents, web pages, and interviews called "instruction to the double" or "self-confrontation".**
- **Qualitative analysis searching issues concerning the work situations and themes in the documents and web pages.**
- **Use of the Partitur – EXMARaLDA**



Partitur - EXMARaLDA

- One of the tools of EXMARaLDA system- (University of Hamburg)

Available at: <https://exmaralda.org>

- **Features:**
 - Time-aligned transcription of digital audio or video
 - Flexible annotation



Toolbar icons: File operations (New, Open, Save, Print, Find, Help), Navigation (Previous, Next, Home, End, etc.), Editing (Undo, Redo, Cut, Copy, Paste, etc.), and Playback (Play, Stop, etc.).

Main editing area:

	0	1
X [v]		

Done.

[17:37:48] Partitur-Editor started

Segmentation: **GENERIC**

Player: **JDS-Player**





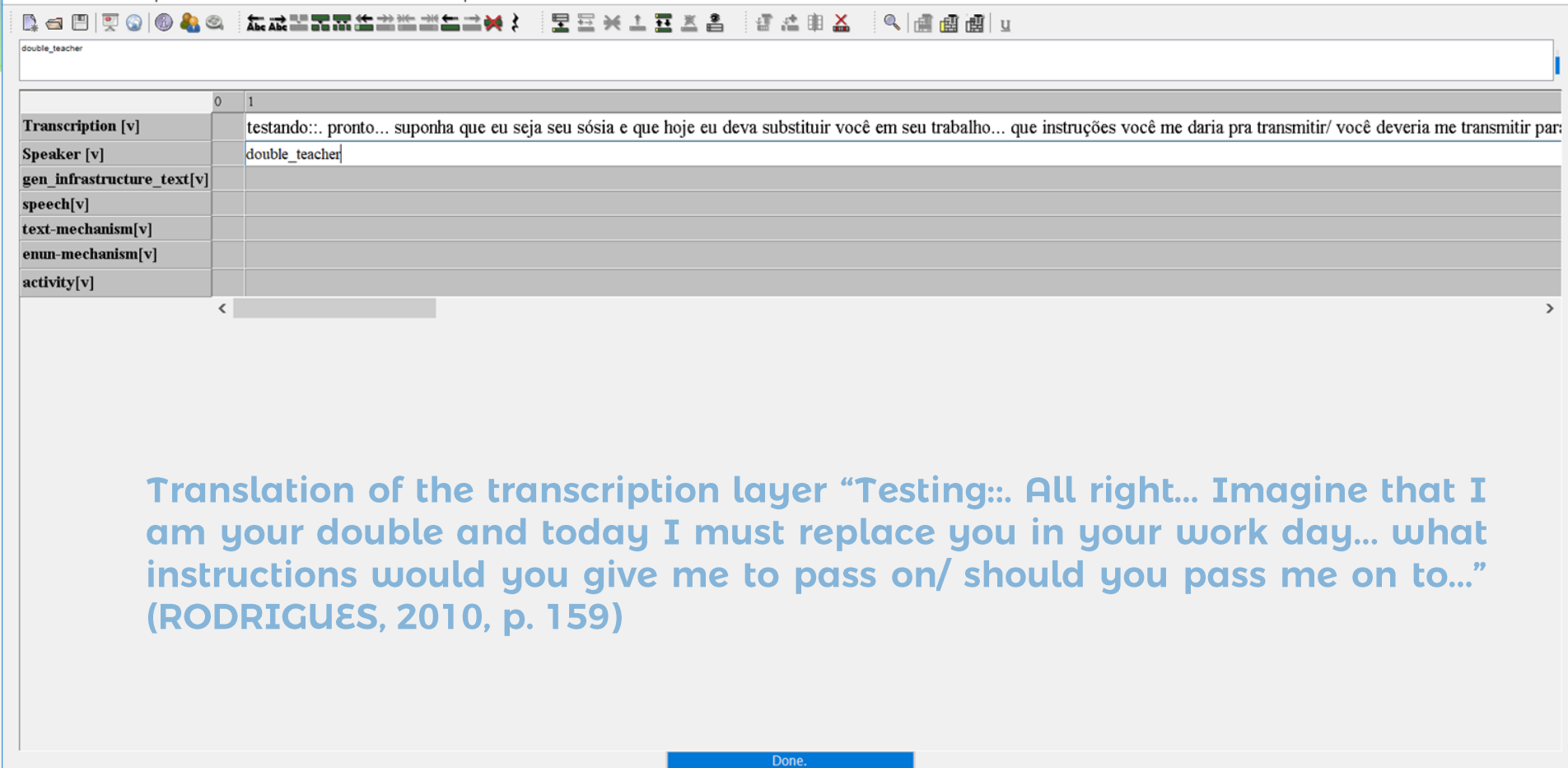
00:30.76 8.627 00:39.39



< >

+ Add event... Append interval 1 * [*] *] * P

0 [0C 1 [48:27.9]
X [v]



	0	1
Transcription [v]		testando::.. pronto... suponha que eu seja seu sócia e que hoje eu deva substituir você em seu trabalho... que instruções você me daria pra transmitir/ você deveria me transmitir par:
Speaker [v]		double_teacher
gen_infrastructure_text[v]		
speech[v]		
text-mechanism[v]		
enun-mechanism[v]		
activity[v]		

< >

Done.

Translation of the transcription layer “Testing::.. All right... Imagine that I am your double and today I must replace you in your work day... what instructions would you give me to pass on/ should you pass me on to...” (RODRIGUES, 2010, p. 159)



Primary analysis of transcriptions: examples

- Voices:

File Edit View Transcription Tier Event Timeline Format CLARIN Help

first-person-singular

13:05.97 5.474 13:11.45

13:04 13:05 13:06 13:07 13:08 13:09 13:10 13:11 13:12 13:13 13:14

< 1 * [* > [* *] * >

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	140 [13:05.9*]	141 [13:11.4]
Transcription [v]	well I have been always trying to combine both.	Now more than before, because Digital Humanities [...] ...ahnnn... have a strong connection between teaching and res
speaker [v]	teacher	teacher
gen_infrastructure_text [v]		
speech [v]		
text-mechanism [v]		
enun-mechanism [v]	first-person-singular	
activity [v]		

[...] **I** have been always trying to combine both. Now more than before, because Digital Humanities [...] ... ahnnn... have a strong connection between teaching and researching, because **we** need to produce a lot of digital data and so **we** have the idea is to help students to work on the data and to produce them. [...]

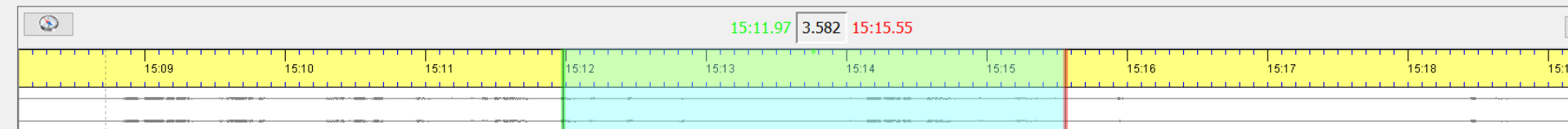


- Defining methods

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Research is everyday exciting and frustrating in the sense that ...ehh... especially in Digital Humanities.



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1



	156 [15:11.9*]	157 [15:13.6*]	158 [15:15.5*]	159 [15:20.6*]
Transcription [v]	Research is everyday exciting and frustrating in the sense that ...ehh... especially in Digital Humanities,			because we still have to define methods in some way.
speaker [v]	teacher			
gen_infrastructure_text [v]				
speech [v]				
text-mechanism [v]				
enun-mechanism [v]	evaluative-modalization			deontic-modalization
activity [v]				

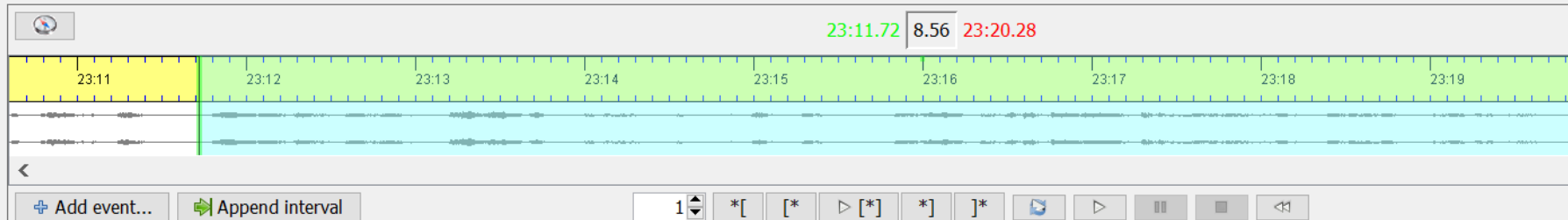


- Online Environment, collaborative environment

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Then we have online courses, online conferences. We work with digital data online, with colla...collaborative environments.



		218 [23:11.7]
Transcription [v]	ems.	Then we have online courses, online conferences. We work with digital data online, with colla...collaborative environments.
speaker [v]		teacher
gen_infrastructure_text [v]		
speech [v]		
text-mechanism [v]		
enun-mechanism [v]		
activity [v]		



Analysis categories

Procedural levels of text analysis proposed by Machado and Bronckart (2009)

Organizational level	Global Plan Discourse types Types of text sequences Textual mechanism
Enunciative level	Markers of person Deitics of place and space Voices Modalizations
Semantic level	Elements of the acting (interpretation of the human behaviors: activity, actor, intentions, reasons) Elements of action (the way the worker interprets his/her work)

Source: translated and adapted by Reis



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