Introduction

- How can we make word collection fun?
- How can we apply gamification to dictionary making?
Structure of talk

I: Background

II: Trial Study

III: Results & Discussion
Dictionary Development Program (Moe 2007:2)

Chart 1: A comparison of rates for collecting words

Chart 2: The domain ‘Sky’ and its subdomains
Dictionary Development Program (Moe 2007:5)

What’s involved?
The production of a dictionary involves five basic stages.
(1) A very high percentage of the vocabulary is collected using the list of semantic domains.
(2) The resulting classified word list is expanded into a basic dictionary by adding one field at a time.
(3) Working domain by domain, each word is defined.
(4) Each entry is edited to prepare it for publication.
(5) The front and back matter is prepared, including the book covers, title page, introduction, and

Chart 4: Stages in dictionary development
Gamification

- What is gamification?
  - use of game thinking in ‘non-game’ contexts, for the purpose of productivity
  - taps into people’s natural desires (e.g. for achievement, competition etc.)
Background to this study

- University of Oregon in Eugene
- Conducted after a Field Methods class on the Mòòré language (Gur)
- Swadesh / 1700 comparative African wordlist
Language Background: Mòòré

- Gur, Niger-Congo
  - Spoken in Burkina Faso
  - Speakers living in Eugene, Oregon
  - No standardized orthography
- Main language of school instruction is French
- Main language consultant: Timbwaoga Aimé Judicaël Ouermi
Word collection during class

- Purpose: phonetics/phonology
- Method: wordlist with one speaker
- Issues in class:
  - bordom
  - salience of French words
  - 10-15 words per hour
Trial study

- 4 speakers
- Literate in French and English
- One test game (in English).
- Two word games:
  - Group round
  - Individual round
Trial study

- Instructions given to participants
  - Game 1 (group)
  - Game 2 (individual)

- Scoring system

- Post-game questionnaire
Example Scorecards: Group

<table>
<thead>
<tr>
<th>Category: Foods (rice, banana, bananas, steak, soup etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1: in category (2 points each)</td>
</tr>
<tr>
<td>Round 1: other related words (1 point each)</td>
</tr>
</tbody>
</table>

| Round 2: additional in category (# points)             |

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**Example Scorecards: Group**

<table>
<thead>
<tr>
<th>Category: <strong>Foods (rice, banana, bananas, steak, soup etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1: in category (2 points each)</td>
</tr>
<tr>
<td>Benja</td>
</tr>
<tr>
<td>Abe</td>
</tr>
<tr>
<td>Many</td>
</tr>
<tr>
<td>Giveno</td>
</tr>
<tr>
<td>Maana</td>
</tr>
<tr>
<td>Zindo</td>
</tr>
<tr>
<td>Zagbo</td>
</tr>
<tr>
<td>Rundo</td>
</tr>
<tr>
<td>Noaga</td>
</tr>
<tr>
<td>Mondo</td>
</tr>
<tr>
<td>Ruta</td>
</tr>
<tr>
<td>Satta</td>
</tr>
<tr>
<td>Luma</td>
</tr>
<tr>
<td>Zuma ?</td>
</tr>
<tr>
<td>Nem Kando</td>
</tr>
<tr>
<td>Mawkung</td>
</tr>
<tr>
<td>Zamme</td>
</tr>
<tr>
<td>Cowre</td>
</tr>
<tr>
<td>Rough</td>
</tr>
</tbody>
</table>

| Round 1: other related words (1 point each)                |

Total Score: 44 + 21 = 65
Example Scorecards: Individual

<table>
<thead>
<tr>
<th>Category: <strong>Body parts (head, nose, leg, heart, brain, finger, toe, heel etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual: One point for every unique word. Must be IN category.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>zou go</td>
<td>2</td>
</tr>
<tr>
<td>foute</td>
<td>2</td>
</tr>
<tr>
<td>mawga</td>
<td>2</td>
</tr>
<tr>
<td>zoo go</td>
<td>2</td>
</tr>
<tr>
<td>gampiy</td>
<td>2</td>
</tr>
<tr>
<td>mawgowl</td>
<td>2</td>
</tr>
<tr>
<td>rumbi</td>
<td></td>
</tr>
<tr>
<td>mawbissi</td>
<td>2</td>
</tr>
<tr>
<td>roug yinga</td>
<td></td>
</tr>
<tr>
<td>ni fr 2</td>
<td></td>
</tr>
<tr>
<td>ni na</td>
<td></td>
</tr>
<tr>
<td>ni kumbo</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Score: 18
Results

- One hour and 30 minute session
- 4 speakers
- 261 words
Results

7 semantic domains:

- Food
- Birds
- Weather
- Animals & Insects
- Geography/Landscape (physical)
- Body Parts
- Family Terms
Results

- Speakers not trained in Mòòré orthography
- Still able to write out words
Results

- Participant experience:
  - Generally enjoyable
  - Said they would play again
- What they enjoyed:
  - Debate / Negotiation
  - Learning new words
  - Competition
Considerations

- Word collection phase only: game provided words but not glosses

- Follow-up required for glosses, but it could be built into a game
Considerations

- Important to decide on good / fair scoring system

- Award system?
Considerations

- What happens when one speaker is ‘much better’ than others?
- Is this intimidating for people?
- What about speakers’ pride?
Considerations

- Important factors:
  - Age
  - Gender
  - Level of fluency
  - Ethnic identity
Thinking ahead

- How happens with non-literate speakers?
  - Can each group be assigned someone already able to take notes in working orthography?
    - = One scribe for every group
  - Groups take turns, one person does tally
    - = One scribe for entire session
Why might this be useful in a field context?

- Making better use of time with large number of speakers
- Might increase interest
- Encourage consultants to come back
Acknowledgements

- Hugh Paterson
- Doris L. Payne
- Department of Linguistics, University of Oregon

References


