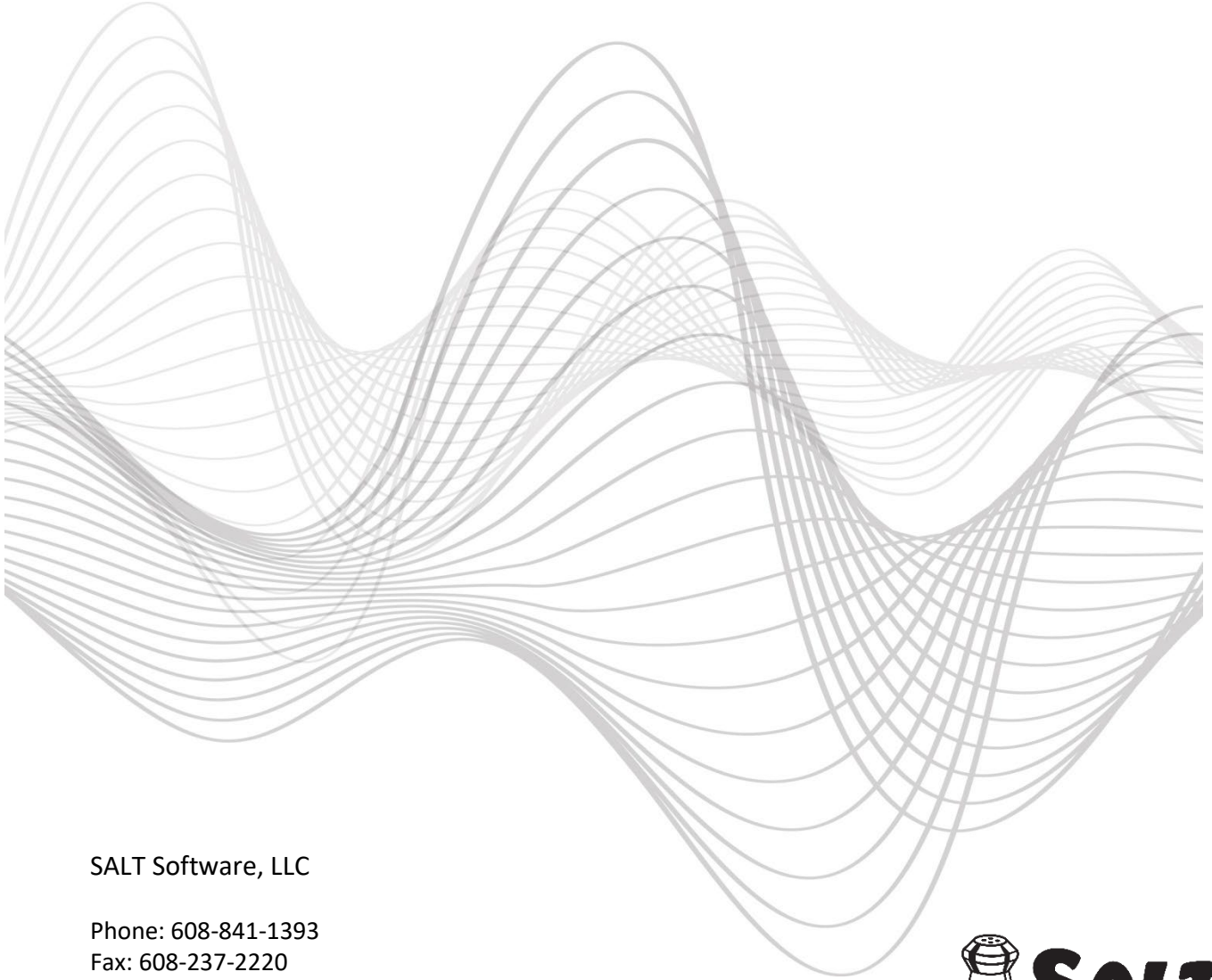


# STEP-BY-STEP EXERCISE

## Entering a Transcript



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## Entering a Transcript

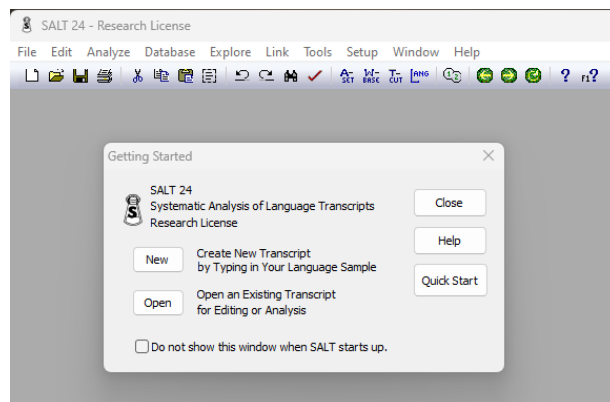
In this exercise, you will use the SALT program to enter a short transcript, correct the transcript-entry errors, save the transcript file, and print it.

### A. Getting Started



The SALT program begins with the Getting Started window. In this exercise you will be creating a new transcript so click the **New** button and you are presented with the New Transcript dialog box.

*Note that selecting “New” from this Getting Started window is the same as selecting **File menu** → **New**.*



### B. Begin a New Transcript

- The first two sections in the dialogue box allow you to identify the speakers in the transcript. This is the only information that is required, although, gender, current age, and sampling context are highly recommended and will result in a warning if omitted. Since you will have only two speakers in this transcript, a speaker and an examiner, the default speakers are correct, otherwise you would edit this information to suit your needs. Leave the Participant Id blank but fill in the target speaker’s **First name**. It is suggested that you enter the target speaker’s first name (*you choose*) as this name is used in the Performance Report. Select the target speaker’s **Gender** (*you choose*), **Date of birth** (9/5/11), and **Date of sample** (10/15/19). Click the **Calc CA** button and notice that **Current age** is calculated and filled in as 8;1. Fill in the grade (*you choose*). Leave the rest of the fields in this column blank. Locate the **Sampling Context** in the 2<sup>nd</sup> column and select **Con** (*for Conversation*). Leave Subgroup/Story blank. The **Language** should be set to **English**. Leave **Bilingual** unchecked.
- Notice the “Other Header Information” box in the lower right corner. This is where you would enter additional identification information that you want included in the transcript. Click in this box to get the input cursor and type **School: Lincoln Elementary**
- Click the **Help** button for help specific to this dialogue box. This help topic explains the purpose and function of the dialogue box. Read about the Subgroup/Story field and any other fields you want to know more about. Close the help window when you are finished by clicking the **X** in the upper right-hand corner.
- Now click the **Check** button to check the header information for errors. Assuming you entered the information correctly, you are informed that there are “No errors in header information”. Click **OK** to

continue. Notice that the date of birth and date of sample have been changed so that the year is entered as four digits rather than two.


5. Click **OK** to exit the dialogue box. Notice that the new transcript begins with the information you entered in the dialogue box. This is the transcript header.
6. The cursor should be at the beginning of the blank line following the header information. You are now ready to begin transcription.

**Sample header entry**

```
$ Child, Examiner
+ Language: ENGLISH
+ Name: Roy
+ Gender: M
+ DOB: 9/5/2011
+ DOE: 10/15/2019
+ CA: 8;1
+ Grade: 3
+ Context: Con
+ School: Lincoln Elementary
- 0:00
```

### C. Use the Help System

Before typing in the sample transcript, familiarize yourself with the help system built into SALT.

1. Select **Help menu** → **Help Topics**.
2. Click the **Contents** tab at the top of the help window to bring the contents to the front.
3. Notice that there are four “books”. To see the topics included in the first book, click on the plus sign to the left of the “General Information” book (*or double click the book*). A list of the topics is displayed for you to select from. Select **Using the Help System** by clicking on this topic.
4. Select **Edit Menu** from the “Menus” book for a list of all the edit commands available when entering or editing a transcript. Note that the underlined blue text leads to further information.
5. Look through any help topics that interest you. Close the help window when you are finished by clicking the **X** in the upper right-hand corner of the window.
6. Click the context-specific help icon , or press the **F1** function key, or right-click the mouse button and select **Help** from the context menu. Context-specific help provides the help screens associated with the current window. Since the current window is a transcript, you are presented with a list of transcript conventions.
7. Select **Transcript Format** from the Getting Started section because it contains information pertinent to beginning transcription.
8. After reading this topic, select **Back** at the top left of the help window to return to the “Transcript Entry Conventions” help screen.

9. Select any other help topics which interest you. Close the help window when you are finished by clicking the **X** in the upper right-hand corner of the window.

#### D. Type in a Short Transcript

Digital playback: if this were an actual transcript, you would play back your audio or video recording while typing the language sample verbatim. There are software and hardware solutions for controlling the playback. There are also foot pedal controls that connect to your computer for hands-free operation. Several options are listed in the Resources section on the SALT website.

Type in the sample utterances as they are listed below. There are errors in these utterances which you should type in as well (*you will remove the errors in a later section*). If you make mistakes while typing these utterances, press the <Backspace> key until the mistake is erased and retype the remainder of the line. It does not matter if you type in upper or lower case. Be sure to start each utterance in the 1st column. There should be one blank space between the speaker identifier (*E or C in this example*) and the utterance. For conversational samples, you typically begin transcription with the target speaker's first utterance.

1. Leave a blank line between the header information and the first utterance by placing your cursor on the end of the time line and pressing <Enter> twice. This blank line is not required but provides a visual separation between the header information and the utterances.

2. 1<sup>st</sup> entry (*a child utterance*) - Type

**C It was just my birthday.**

and press <Enter>.

3. 2<sup>nd</sup> entry (*an examiner utterance*) - Type

**E Realy?**

note the misspelled word and press <Enter>.

4. 3<sup>rd</sup> entry - Type

**E Tell me about your birthday**

note the missing period at the end of the entry and press <Enter>.

5. 4<sup>th</sup> entry - Do not press <Enter> until you have finished typing the entire utterance. Just continue to type the utterance as if you were going to type right off the screen. The editor automatically wraps the utterance (*splits the utterance on a blank space and continues it on the next line*). Type

**C (I just got a) on my birthday, I got (a um :03) a build\_a\_bear (and s\*) with some clothes on her.**

and press <Enter>.

**Must pause times always be included?** Marking pauses is optional. If you feel that pause data is pertinent to the assessment, then you should include them, as in the example utterance in which a three-second pause is marked. The SALT reference databases include pauses that are at least two seconds in length.

6. 5<sup>th</sup> entry - Type

**E You went and made a build\_a\_bear?**

and press the <Enter> key.

7. 6<sup>th</sup> entry - Type

**C I got to pick her clothes up[EW: out].**

*note the blank space in the EW error code and press <Enter>.*

8. 7<sup>th</sup> entry - Type

**C I pick\*/ed her out some shoe/s and XX stuff.**

*note the incorrect form of the omitted bound morpheme and press <Enter>.*

9. 8<sup>th</sup> entry - Type

**E What other clothes besides shoes?**


*note the unmarked plural bound morpheme "shoes" and press <Enter>.*

10. 9<sup>th</sup> entry (a 4-second pause between the examiner's question and the child's response) - Type

**:04**

and press <Enter>.

11. Pause lines may begin with either a colon or a semicolon, depending on whether or not a new speaker turn follows the pause. Consult the help system to check whether the pause line you entered (6<sup>th</sup> entry) should begin with a colon or a semicolon in this context.

- Click the context-specific help icon , or press the **F1** function key, or right-click the mouse button and select **Help** from the context menu. You are presented with a list of transcript conventions.
- Select **Pause Times** and read about pauses between utterances. Note that the colon is used to denote pauses that result in a change in speaker turn, which is what occurred here.
- Close the help window by clicking the **X** in the upper right-hand corner.

12. 10<sup>th</sup> and last entry - Type


**C A shirt and (um some pants.**

*note the unmatched parentheses and press <Enter>.*

**Sample entries**

C It was just my birthday.  
 E Realy?  
 E Tell me about your birthday  
 C (I just got a) on my birthday, I got (a um :03) a build\_a\_bear  
 (and s\*) with some clothes on her.  
 E You went and made a build\_a\_bear?  
 C I got to pick her clothes up[EW: out].  
 C I pick\*/ed her out some shoe/s and XX stuff.  
 E What other clothes besides shoes?  
 :04  
 C A shirt and (um some pants.


**E. Check for Transcript-Entry Errors**

1. Check the transcript for errors.
  - a. Click the check icon  or select **Edit menu** → **Check for Errors**.
  - b. After a few moments, the error dialogue box is displayed showing that 4 errors were found in the transcript. The first error is highlighted in the dialogue box.
 


E108 on entry 14: missing end of utterance punctuation.
  - c. Notice that the examiner's second utterance "E Tell me about your birthday" is highlighted in the transcript.

2. Correct the error that was found.

Go to the transcript edit window, move the cursor to the end of the examiner's utterance, and type a period.



3. Locate and correct the other errors.
  - a. Click the next error icon  or select the next error message in the dialogue box.

E127 on entry 17: [code] contains blank space.


- b. The child's utterance, "C I got to pick her clothes up[EW: out].", is highlighted.
- c. Remove the blank space in the code [EW: out]. This code should be "[EW:out]".
- d. Click the next error icon  or select the next error message in the dialogue box.

E117 on entry 18: bad omitted bound morpheme form (use /\*).

- e. The child's next utterance, "C I pick\*/ed her out some shoe/s and stuff.", is highlighted.
- f. Most of the time the errors are obvious but sometimes you may need additional help. Refer to the specific error help for additional help in locating the error (*good practice even if you don't need it for this error*).

- Click the error-specific help icon  (red question mark in the dialogue box) for an explanation of this error.
  - After reading about this error, close the help window by clicking the X in the upper right-hand corner of the help window.
- g. Correct this error by moving the asterisk in the omitted bound morpheme so that it is after the slash, not before. The utterance should read  
C I pick/\*ed her out some shoe/s and stuff.
- h. Click the next error icon  or select the next error message in the dialogue box.

E125 on entry 21: unmatched (maze).

- i. The final utterance, “C A shirt and (um some pants.”, is highlighted.
- j. Insert the missing right parenthesis. The utterance should read  
C A shirt and (um) some pants.
- k. You should always re-check the transcript until no errors are found. Click the check icon  to do this from the edit dialogue box.
- l. If you successfully corrected the four transcript-entry errors, you are informed that there are no errors or warnings found and the error window closes.
4. Correct the spelling error that SALT did not find.

Notice that the spelling error in the examiner’s 1st utterance “E Realy?” was not detected. This is because the SALT program only detects errors in format, not in content. So you will have to find and correct content errors yourself.

- a. Change word “Realy” to “Really”.

## F. Check for Unmarked Bound Morphemes

The “Identify Roots” option uses the root identification file [English Inflections](#) to help identify bound morphemes. This file, which contains approximately 5,500 inflected words, is not a complete list. You should identify the bound morphemes as you are typing your transcript and then use this file to catch those you miss.

1. Select **Edit menu** → **Identify Roots**.
2. An information box appears and the first word recognized by SALT as requiring a root word is highlighted, in this case, “shoes”. For this word, there is only one choice, “shoe/s”. There are several ways to select the correct choice: 1) type the number on your keyboard which is displayed in front of the correct choice (#1 in this case); 2) highlight the correct choice and click the “Insert Selected Form” button or press <Enter>; or 3) double-click the correct choice.
3. Type the number **1** on your keyboard (do not press <Enter>). SALT automatically inserts the plural bound morpheme marker and looks for the next word that is not marked.
4. The next word selected is the noun “pants”. The first choice, “pants”, is highlighted. Select this choice by

pressing <Enter> or clicking the “Insert Selected Form” button.

- Since no other words are found, you are informed that the root identification is completed. Close the dialogue box.

You have finished editing the transcript.


### **Sample entries**

C It was just my birthday.  
 E Really?  
 E Tell me about your birthday.  
 C (I just got a) on my birthday, I got (a um :03) a build\_a\_bear  
 (and s\*) with some clothes on her.  
 E You went and made a build\_a\_bear?  
 C I got to pick her clothes up[EW:out].  
 C I pick/\*ed her out some shoe/s and XX stuff.  
 E What other clothes besides shoe/s?  
 :04  
 C A shirt and (um) some pants.


## **G. Save the Transcript File and Print it**

- Save the Transcript File.


Note: You do not need this transcript for any of the other exercises. If you prefer not to save this transcript, skip this step and go on to step 2 for instructions on printing the transcript.

- Click the save icon  or select **File menu** → **Save** or **File menu** → **Save As...** and you are presented with the “Save As” dialogue box. Unless you changed the default transcript folder, you are prompted to save the folder in the *My SALT Data\Transcripts* folder within your *Documents* folder.

Note: Although your transcript files may be stored on any drive or folder, the default transcript folder is the folder first displayed when you open or save files. These exercises assume the default transcript folder is the *My SALT Data\Transcripts* folder located within your *Documents* folder. This folder was created the first time you ran the SALT program.

- Click in the “File name:” box and type the name of the transcript file. You may use any name you want, perhaps the child’s initials and the date of the sample as YYMMDD (e.g. **TK110315**). The SALT transcript extension “.SLT” will be automatically added to the end of the filename.
  - Click the **Save** button and your transcript is saved.
- Print the Transcript.
    - Click the print icon  or select **File menu** → **Print....** Because you are printing a transcript document, not a report, you are presented with the print transcript dialogue box, which contains format options for you to select from.



- b. From the middle section, **Number the entries** All entries, **Located within...** Entire transcript is the default selection to number all the entries in the transcript.
- c. From the last section, check **Mark utterances for...** 1<sup>st</sup> speaker, **include...** Analysis set, **Located within...** Entire transcript to precede all the 1<sup>st</sup> speaker's complete and intelligible verbal utterances (*current analysis set*) with an asterisk.
- d. Click the **Preview** button to view the formatted transcript. Notice that the entries are numbered and that the utterances of the 1<sup>st</sup> speaker (*child*) are highlighted. Notice that the child's 4<sup>th</sup> utterance is not highlighted. This is because part of the utterance is unintelligible (XX) so it is not part of the analysis set utterances.
- e. If you want to print this formatted transcript, click the print icon  again or select **File menu** → **Print...** Because you are now printing a report document, not a transcript, you are presented with the standard print dialogue box. Click **OK** to print or **Cancel** to cancel the print.

Note that you could have just clicked the **Print** button in step (d) instead of previewing the formatted transcript in step (d) and printing it in step (e).

#### H. Close All Windows.

- Select **Window menu** → **Close All**.

