

## Department of Languages, Literatures & Cultures

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**SSA 4930 Section 0418/ LIN 4930 Section 0913/ LIN 6932 Section 02D8**

**Methods of multimodal language documentation**

**Hybrid: Online & AND 0032**

### **Course objectives**

David Nathan writes “language documentation, as a new field operating in a largely digital environment, can aspire to exploit all the capabilities of new technologies.” The aim of this course is to equip students with skills to exploit these technologies. Students will learn about choosing appropriate audio and video recording tools and how to get the best results from the ones they choose. They will also learn to process video and audio recording using EUDICO Linguistic Annotator (ELAN) and FieldWork Language Explorer (FLEX). Students will learn about metadata and preparing tests for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

**Course Material:** The materials for the course are class notes, articles in journals, book chapters, and 2 PhD theses. Some of the articles are available for download at your course site in CANVAS while others are posted at ARES.

### **Requirements**

Final grading is based on 2 assignments, a test, a project work, and critical report on other projects. While the 4000-level students will do the project work in pairs, 6000-level students will do it alone. The breakdown is as follows:

Assignments

20pts

Class presentation for 6000-level	5 pts
Test (Additional materials for 6000-level students)	35/40 pts
Submitting Project Topic on Schedule	2
Submitting Project Video Recording on Schedule	3
Project work	30
Critical report on project presentations	5

<b>Week 1. INTRODUCTION (First week is online)</b>	
<b>Date</b>	<b>Source</b>
<b>Jan 11</b>	<ul style="list-style-type: none"> <li>• Introduction and review of syllabus and resources</li> <li>• Time in the field (The Meaning and Use of Ideophones in Siwu, by Mark Dingemanse (pp 4-15)</li> </ul>
<b>Jan 13</b>	<ul style="list-style-type: none"> <li>• Language documentation: What is it and what is it good for? By Himmelmann, Nikolaus, 2006 (<b>Canvas</b>).</li> </ul>
<b>Jan 15</b>	<ul style="list-style-type: none"> <li>• Language documentation: What is it and what is it good for? By Himmelmann, Nikolaus, 2006 (<b>Canvas</b>).</li> <li>• Language documentation and language revitalization—some methodological consideration. By Peter A Austin and Julia Sallabank (for 6000-level Students)</li> </ul>
<b>Week 2. MULTIMODALITY</b>	
<b>Jan 18</b>	<ul style="list-style-type: none"> <li>• Martin Luther King Day</li> </ul>
<b>Jan 20</b>	<ul style="list-style-type: none"> <li>• Visual mode of language documentation (Class notes)</li> </ul>
<b>Jan 22</b>	<ul style="list-style-type: none"> <li>• Video –A linguist’s view (A reply to David Nathan) By Patrick McConvell (<b>Canvas</b>)</li> <li>• Developing multimedia documentation by David Nathan (<b>Canvas</b>)</li> </ul>
<b>Week 3. ETHICS &amp; AUDIO</b>	
<b>Jan 25</b>	<ul style="list-style-type: none"> <li>• Bowern, Claire. 2008. Ethical field research (<b>Course Reserves</b>)</li> </ul>
<b>Jan 27</b>	<ul style="list-style-type: none"> <li>• Sound and unsound practices in documentary linguistics: towards an epistemology for audio. By David Nathan (<b>Canvas</b>)</li> </ul>
<b>Jan 29</b>	<ul style="list-style-type: none"> <li>• Sound Recording: microphones: by David Nathan (<b>Canvas</b>)</li> </ul>

	<ul style="list-style-type: none"> <li>Review of Zoom H4n (<a href="https://www.youtube.com/watch?v=WNufsAOg1mk">https://www.youtube.com/watch?v=WNufsAOg1mk</a>)</li> </ul>
<b>Week 4. VIDEO</b>	
<b>Feb 1</b>	<ul style="list-style-type: none"> <li>Video recording in the field, By Cholin, Jochen. 2004. <b>(Canvas)</b></li> <li>Video recording equipment in Linguistic Fieldwork by Felicity Meakins, Jennifer Green and Myfany Turpin (pp 55-57)</li> </ul>
<b>Feb 3</b>	<ul style="list-style-type: none"> <li>Practice recording with video</li> </ul>
<b>Feb 5</b>	<ul style="list-style-type: none"> <li>Review of recording in class</li> </ul>
<b>Week 5. COMPRESION</b>	
<b>Feb 8</b>	<ul style="list-style-type: none"> <li>Digital Image Processing</li> <li><a href="https://www.youtube.com/watch?v=mANUEfTyH3g&amp;t=553s">https://www.youtube.com/watch?v=mANUEfTyH3g&amp;t=553s</a></li> <li><a href="https://www.youtube.com/watch?v=AIJLWo8DuGI&amp;t=541s">https://www.youtube.com/watch?v=AIJLWo8DuGI&amp;t=541s</a></li> </ul>
<b>Feb 10</b>	Image and video compression fundamentals. In Video codec design: developing image and video compression systems by Iain E.G. Richardson (pp27-45) <b>(Course Reserves)</b>
<b>Feb 12</b>	<ul style="list-style-type: none"> <li>Working with Handbrake</li> <li>Download and install Handbrake</li> </ul>
<b>Week. 6 METADATA</b>	
<b>Feb 15</b>	<ul style="list-style-type: none"> <li>Reconceiving metadata: language documentation through thick and thin. By David Nathan and Peter Austin</li> <li>(<a href="https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf">https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf</a>)</li> </ul>
<b>Feb 17</b>	<ul style="list-style-type: none"> <li>Lameta (metadata tool)</li> </ul>
<b>Feb 19</b>	<ul style="list-style-type: none"> <li>Linguistic annotation by Eva Schultze-Berndt (Canvas)</li> </ul>
<b>Week 7. WRITING SYSTEM &amp; ELAN</b>	
<b>Feb 22</b>	<ul style="list-style-type: none"> <li>Is this my language? Developing a writing system for an endangered-language community by James Essegbey (Canvas) (6000-level students)</li> </ul>
<b>Feb 24</b>	<ul style="list-style-type: none"> <li>Download ELAN (<a href="https://tla.mpi.nl/tools/tla-tools/elan/download/">https://tla.mpi.nl/tools/tla-tools/elan/download/</a>)</li> <li>Introduction: Short guide ELAN- Linguistic Annotator</li> </ul>

<b>Feb 26</b>	<ul style="list-style-type: none"> <li>• Transcription Mode (<a href="http://ideophone.org/transcription-mode-in-elan/">http://ideophone.org/transcription-mode-in-elan/</a>)</li> <li>• Start work on Assignment 1</li> <li>• (<a href="https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine_Sprachwissenschaft/Frogstory-2_01.pdf">https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine_Sprachwissenschaft/Frogstory-2_01.pdf</a>)</li> </ul>
<b>Week 8 FLEx</b>	
<b>Mar 1</b>	<ul style="list-style-type: none"> <li>• Introduction to FLEx</li> <li>• The SIL FieldWorks Language Explorer Approach to Morphological Parsing by Bird and Simons (<b>Canvas</b>)</li> </ul>
<b>Mar 3</b>	<ul style="list-style-type: none"> <li>• FLEx (Lexicon &amp; Interlinearization)</li> </ul>
<b>Mar 5</b>	<ul style="list-style-type: none"> <li>• Enter transcript of Frog story into FLEx</li> <li>• (Complete Assignment 1 and submit on Saturday March 6 at 11:55pm)</li> </ul>
<b>Week 9 ELAN-FLEx INTEGRATION &amp; ARCHIVES</b>	
<b>Mar 8</b>	<ul style="list-style-type: none"> <li>• Integrate ELAN with FLEx</li> </ul>
<b>Mar 10</b>	<ul style="list-style-type: none"> <li>• Integrate ELAN with FLEx (continued)</li> </ul>
<b>Mar 12</b>	<ul style="list-style-type: none"> <li>• Digital archives: essential elements in the workflow for endangered languages documentation by David Nathan (<b>Canvas</b>)</li> </ul>
<b>Week 10 ARCHIVES</b>	
<b>Mar 15</b>	<ul style="list-style-type: none"> <li>• A brief history of archiving in language documentation, with an annotated bibliography (by Ryan E. Henke and Andrea E Berez-Kroeker (<b>Canvas</b>))</li> </ul>
<b>Mar 17</b>	<ul style="list-style-type: none"> <li>• Digital archives: essential elements in the workflow for endangered languages documentation by David Nathan (<b>Canvas</b>)</li> </ul>
<b>Mar 19</b>	<ul style="list-style-type: none"> <li>• Language archives: They are not just for linguists any more. By Gary Holton (<b>Canvas</b>)</li> </ul>
<b>Week 11 ELICITATION</b>	

<b>Mar 22</b>	<ul style="list-style-type: none"> <li>A guide to the Ikaan Language and Culture Documentation (<b>Canvas</b>)</li> </ul>
<b>Mar 24</b>	<ul style="list-style-type: none"> <li>Levinson, Stephen (2003): Spatial Language (<b>Canvas</b>)</li> </ul>
<b>Mar 26</b>	<ul style="list-style-type: none"> <li>Picture book elicitation: <a href="http://fieldmanuals.mpi.nl/volumes/1992/bowped/">http://fieldmanuals.mpi.nl/volumes/1992/bowped/</a></li> </ul>
<b>Week 12 ELICITATION (continued)</b>	
<b>Mar 29</b>	<ul style="list-style-type: none"> <li>Causality (Video Elicitation) (<b>Canvas</b>)</li> </ul>
<b>Mar 31</b>	<ul style="list-style-type: none"> <li>Wilkins, D. P. (2003). 'Why pointing with the index finger is not a universal (in socio-cultural and semiotic terms)', in S. Kita (ed.), <i>Pointing: Where language, culture, and cognition meet</i>; Mahwah, NJ: Erlbaum, 171-215 (<b>Course Reserves</b>)</li> </ul>
<b>Apr 2</b>	<ul style="list-style-type: none"> <li>(Submit Project Topic)</li> <li>(Complete and Submit Assignment 2 on Saturday, April 3 at 11:49)</li> </ul>
<b>Week 13 PROJECT WORK</b>	
<b>Apr 5</b>	<ul style="list-style-type: none"> <li>Review</li> <li>Work on project</li> </ul>
<b>Apr 7</b>	<ul style="list-style-type: none"> <li>Work on project (I'll be at a conference)</li> </ul>
<b>Apr 9</b>	<ul style="list-style-type: none"> <li>Work on project (I'll be at a conference)</li> </ul>
<b>Week 14 PRESENTATIONS</b>	
<b>Apr 12</b>	<ul style="list-style-type: none"> <li>Work on project</li> </ul>
<b>Apr 14</b>	<ul style="list-style-type: none"> <li>Presentation of Project Work (Groups 1 &amp; 2)</li> </ul>
<b>Apr 16</b>	<ul style="list-style-type: none"> <li>Presentation of Project Work (3)</li> </ul>
<b>Week 15 PRESENTATION &amp; TEST</b>	
<b>Apr 19</b>	<ul style="list-style-type: none"> <li>Presentation of Project Work (4)</li> </ul>
<b>Apr 21</b>	<b>TEST</b>

## **Assignments**

Students will submit the following two assignments, each of which will fetch 10 points, making a total of 20 points.

### **Assignment 1**

Record somebody else narrating the Frog Story with a video camera, upload it into ELAN, segment it and transcribe first 20 sentences

### **Assignment 2**

Spend at least 30 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a report about your experience (the type of data in the archives, their targeted audience, their accessibility and three types of data you perused). The report should be one and a half pages, single-spaced in New Times Room 12.

## **Test**

There will be a written test on April 21, which will cover topics covered from Weeks 1 to 11. The total points for 4000-level students is 40 while that for 6000-level students is 35.

## **Class presentation on chapter**

6000-level students will select from one of specific chapters to prepare a presentation which they will deliver in class for 5 pts.

## **Project work**

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English or Spanish (or a language which the students in the group speak) which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST THREE MINUTES (excluding very lengthy pauses) TRANSCRIBED by the 4000-level students while 6000-level students transcribe THE FIRST FIVE MINUTES. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 4000-level students will enter 30 KEY WORDS into the FLEx database with their translation while 6000-level students do the same for 40 KEY WORDS. Students will have 20 minutes each to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli

= 5

Quality of video	= 5
Clarity of audio	= 5
Document in ELAN and FLEx	=10
30/40 words in FLEx	= 5

### **Critical Report on project presentation**

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 5 points.

### **Submission of Project Topic and Video**

Students/Groups are expected to submit their topic to me on Monday, April 2 for **2 points**, and their elicitation video on Monday, April 12 at 11:55pm for **3 points**.

### **Grading Scale**

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

### **Grading Policy**

Information on current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Students with disabilities**

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring

a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

### **Attendance and make up**

Information on students who are qualified to take the course can be found at the site below:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

No points are given for attendance. However, I do not post my presentation slides on Canvas. Therefore, students need to show up in class to take notes. A student who misses class for a justifiable reason can reach out to me to discuss a topic that she/he missed.

### **Honor/Conduct Code**

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.

### **Face-to-Face requirements**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.



- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).