ASSESSMENT INFORMATION

Course title: Making Language Visible: the why and how of video recording
Course dates: Thurs 3, Fri 4, Sat 5 & Mon 7 December, 2015 (afternoons)
Contact hours: 12 hours
Instructor: Prof Mandana Seyfeddinipur, SOAS, University of London

About this course

The linguistic study of language began with the study of ancient written text. This has shaped and is still shaping our practices in language research and documentation. The way we conceptualize language and language use has implications for our research practices. We still focus on what we think can be written down and often disregard what we think cannot be written down. In practice this results in heavy reliance on audio recording solely.

But, typically, when we speak, we cannot only hear each other but also see each other and use gestures and gaze and facial expression to communicate. Language is grounded in face-to-face interaction and speaking is a joint activity (Clark 1996). Language acquisition is a process that takes place in face-to-face contexts and our cognitive system automatically integrates both what we hear and what we see (McGurk & McDonald 1976). When we speak, we use our hands to gesture and the information provided in this visual, gestural modality is also integrated automatically in our mind. The gestures we use contribute crucially to our understanding of what speakers are communicating (Kendon 2004). Communities have developed alternate sign languages used in e.g. mourning practices (Kendon). Deaf people develop fully-fledged sign languages in the manual modality (Meir et al. 2012).

This course embeds the technical training of video technology and recording within a theoretically grounded understanding of language use. Participants will learn the central role of video recording in language research and documentation and about the way language use needs to be video recorded to provide useable material for e.g. linguistic and ethnographic documentation and analysis. Participants will apply their theoretical understanding of language use in a hands on session where they will use video equipment and record different conversational situations. The results of the recording sessions will then be reviewed and ways forward suggested so participants can integrate what they have learned into their research and documentation practices right away.
Recommended readings


Technology requirements: what you need to bring

If you have video equipment you’d like to work with please bring along. Inform the instructor about the equipment you would like to bring along. If you so not have equipment we will provide a set.

ASSESSMENT TASKS

General Points

If you are taking a course for credit you are required to attend the face-to-face component at CoEDL Summer School and sign the attendance roll at each session.

You will submit your assessment task to the course convenor at your home university. Your home university will be responsible for marking your assignments.

Please note that the marking rubric below is a guide which the course convenor at each university is free to adapt if they wish (to meet word count requirements, for example), but they will need to advise you of any changes before Summer School starts.

Your performance in the ‘shell course’ in which you are enrolled at your home institution will reflect the marking system and grades applied in your home university.

If you wish to dispute your mark, you need to take this up with your home university’s course convenor. CoEDL Summer School does not take responsibility for the outcome of university assessment.

Making Language Visible: the why and how of video recording

(i) Assessment Tasks

To fulfill your home institution assessment requirements for this course, you are required to complete the task(s) listed below, plus any other assessment tasks as directed by your course convenor at your home institution:

<table>
<thead>
<tr>
<th>Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Video recording of 3 different genres</td>
<td>3-5 minute of video recording</td>
<td>50%</td>
<td>Contact your course convenor at your home</td>
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Making Language Visible: the why and how of video recording 2
(ii) **Assessment Criteria and Marking Rubric**

**Task:** Video recording of different genres: you will have to record different types of communication suitable for linguistic analysis and for language documentation.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
<th>Fail</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Visual quality of video</td>
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<td>Auditory quality of video</td>
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<td>Naturalness of recording situation</td>
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General feedback:

**Task: Video recording evaluation**

You will have to evaluate the recording and analyse the problems encountered when recording. In regard to the problems you will propose solutions for how to improve the recordings.

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<th>HD</th>
<th>DN</th>
<th>CR</th>
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<th>Fail</th>
<th>Comments</th>
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<tr>
<td>Clear description of the issues and problems</td>
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<td>Well reasoned discussion of solution to problems encountered when video recording</td>
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General feedback: