



Mobilizing Multimedia Linguistic Resources

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Part 1

What is multimedia?





History

- ❖ research in hypertext, education etc
- ❖ computer games [invaders](#)
- ❖ Apple's Hypercard
- ❖ multimedia products eg encyclopedias
- ❖ developments in personal computing
- ❖ multimedia authoring software
- ❖ World Wide Web and media convergences



Definition

Historical anomaly of “*monomedia*”

Computer presentation of a resource that integrates several modalities:

- ❖ using software control
- ❖ in contribution to the message
- ❖ through interaction



Capabilities

- ❖ Unifies our sensory capabilities
- ❖ Hypertext
 - ❖ create a knowledge space that is negotiated between creators and users
 - ❖ more deep and subtle than “web 2” - offers complete unique experiences



A simple typology

- ❖ video presentation/display eg in business or education
- ❖ computer adventure game
- ❖ an educational CD-ROM
- ❖ web site with graphics, sound, animation etc

Note how these examples differ:

- ❖ control of sequence: author ↔ user
- ❖ production values: high ↔ low
- ❖ usage context: public ↔ private
- ❖ distribution: narrow ↔ wide
- ❖ usage of repurposed content: less ↔ more



Development - needs

- ❖ planning, management, design, software, programming, resources, equipment
- ❖ authoring method
- ❖ packaging
- ❖ distribution
- ❖ assets
 - ❖ audio, video, image, text, structured data
 - ❖ created, repurposed, or converted
 - ❖ may involve IP issues, licensing fees etc



Audio and technology

- ❖ recent rapid technological advances in audio recording
- ❖ these advances should bear fruit for documentation
- ❖ Edison claimed *in 1878* that his phonograph could be used to preserve languages



- ❖ Letter writing and all kinds of dictation without the aid of a stenographer
- ❖ Phonographic books, which speak to blind people without effort on their part
- ❖ The teaching of elocution
- ❖ Reproduction of music
- ❖ The "Family Record"--a registry of sayings, reminiscences, etc., by members of a family in their own voices, and of the last words of dying persons
- ❖ Music-boxes and toys
- ❖ Clocks that should announce in articulate speech the time for going home, going to meals, etc.
- ❖ **The preservation of languages** by exact reproduction of the manner of pronouncing
- ❖ Educational purposes; such as preserving the explanations made by a teacher, so that the pupil can refer to them at any moment, and spelling or other lessons placed upon the phonograph for convenience in committing to memory
- ❖ Connection with the telephone, so as to make that instrument an auxiliary in the transmission of permanent and invaluable records, instead of being the recipient of momentary and fleeting communication





Part 2

Supporting endangered languages





Obligations and opportunities

- ❖ communities typically have few *usable* resources
- ❖ communities often want media and interactive materials
- ❖ linguists are starting to create multimedia, but through annotation ie primarily as a means to an end (text)

ELAN Annotation. Data from Eli Timan

Elan - AbuelSaad.eaf

File Edit Annotation Tier Type Search View Options Window Help

Grid Text Subtitles Controls

ES Transcript

Nr	Annotation	Begin Time	End Time	Duration
3	Tarlqu el-hAdha nemshlnu Hetti nRUh lel madrasa mal (bait saifai...	00:00:0...	00:00:1...	00:00:0...
4	abul sa'd	00:00:1...	00:00:1...	00:00:0...
5	abu sa'ad	00:00:1...	00:00:1...	00:00:0...
6	ma shAre' IA IA	00:00:1...	00:00:1...	00:00:0...
7	kUcha	00:00:1...	00:00:1...	00:00:0...
8	(its ai lain ai lain)	00:00:1...	00:00:1...	00:00:0...
9	abul sa'd	00:00:1...	00:00:2...	00:00:0...
10	ma'Ref edha kAnu ybi'On sa'ad	00:00:2...	00:00:2...	00:00:0...
11	Bae 'Ani seb gay kAnu ybi'On	00:00:2...	00:00:2...	00:00:0...

00:00:11.920 Selection: 00:01:19.820 - 00:01:21.200 1380

Selection Mode Loop Mode

The interface displays a waveform and a transcript view. The transcript view shows the following text:

- ES Transcript: shlnu Hetti nRUh lel madrasa mal (bait saif abul sa'd abu sa' ma shAre' IA IA kUcha (its
- ES English: o the school of Alliance school AbuelSaad' Abu Saa Not a street, no a lane It's a
- ET Transcript: ysemmOnu sa'a
- ET English: They call it Saa



Changing the dynamics

Collaborative development of multimedia changes the dynamics of language work:

- ❖ finite scope and time
- ❖ create performances not evidence
- ❖ community can steer the project
- ❖ transfer skills
- ❖ can catalyze other activities
- ❖ project has a 'biography' that is locally meaningful
- ❖ helps build an interested and committed audience
- ❖ provide status and motivation for language work



Linguist's role

Why should linguists make multimedia?

- ❖ maybe they shouldn't

If your project wants multimedia outcomes
someone has to do it

- ❖ just as you get someone else to edit and produce
your book

Multimedia language products might not be
created without *your* input

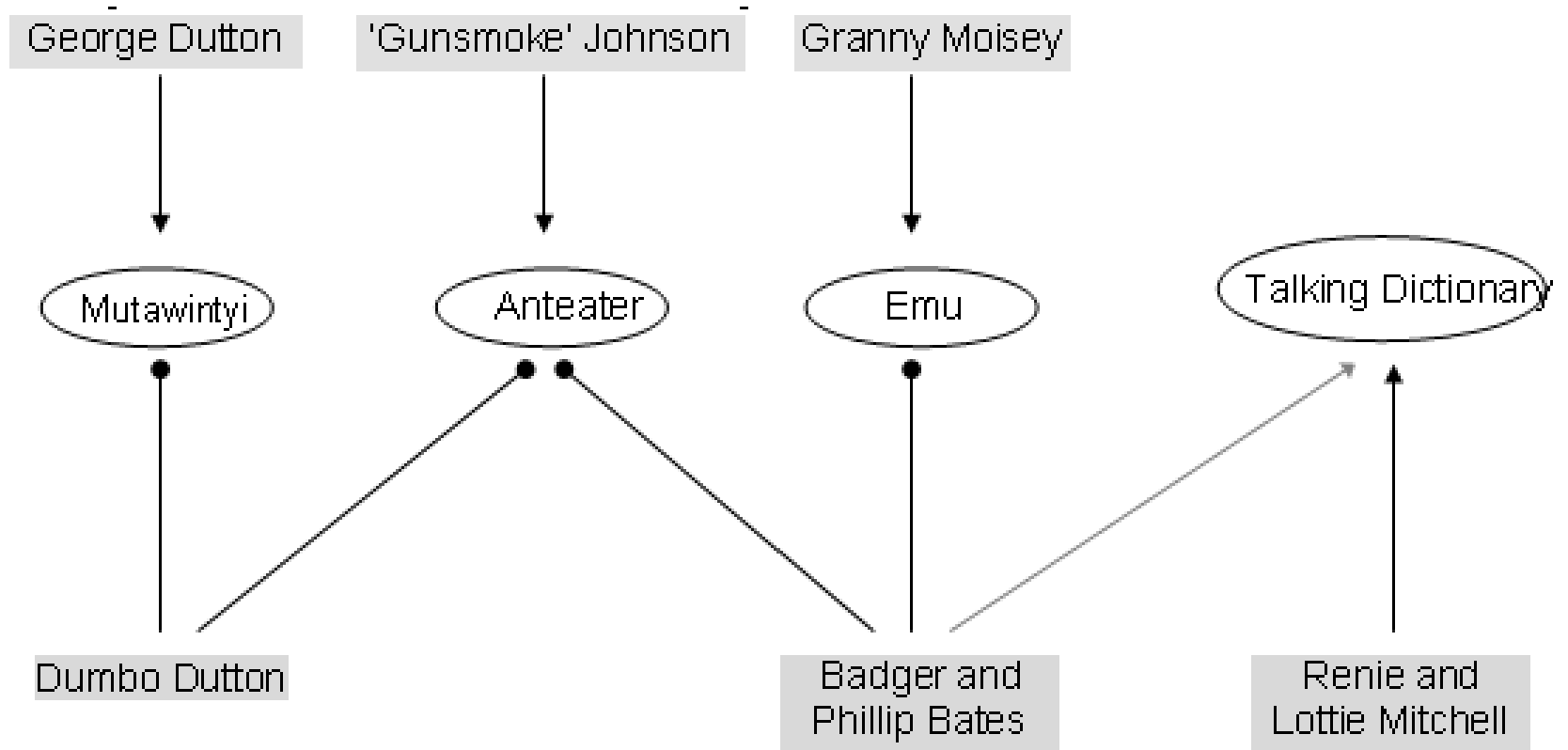


Example - Paakantyi

- ❖ word elicitation
- ❖ avoiding mistakes
- ❖ art and lineage
- ❖ variation

- [Paakantyi](#)
- [Map](#)

Participants, art and lineage in the Paakantyi CD-ROM





Example - Spoken Karaim

Products (or parts of them) may be used in different ways than you planned or envisaged

❖ Karaim performances

- [Karaim](#)
- [Karaim](#) summer school CD 1
- [Karaim](#) summer school CD 2

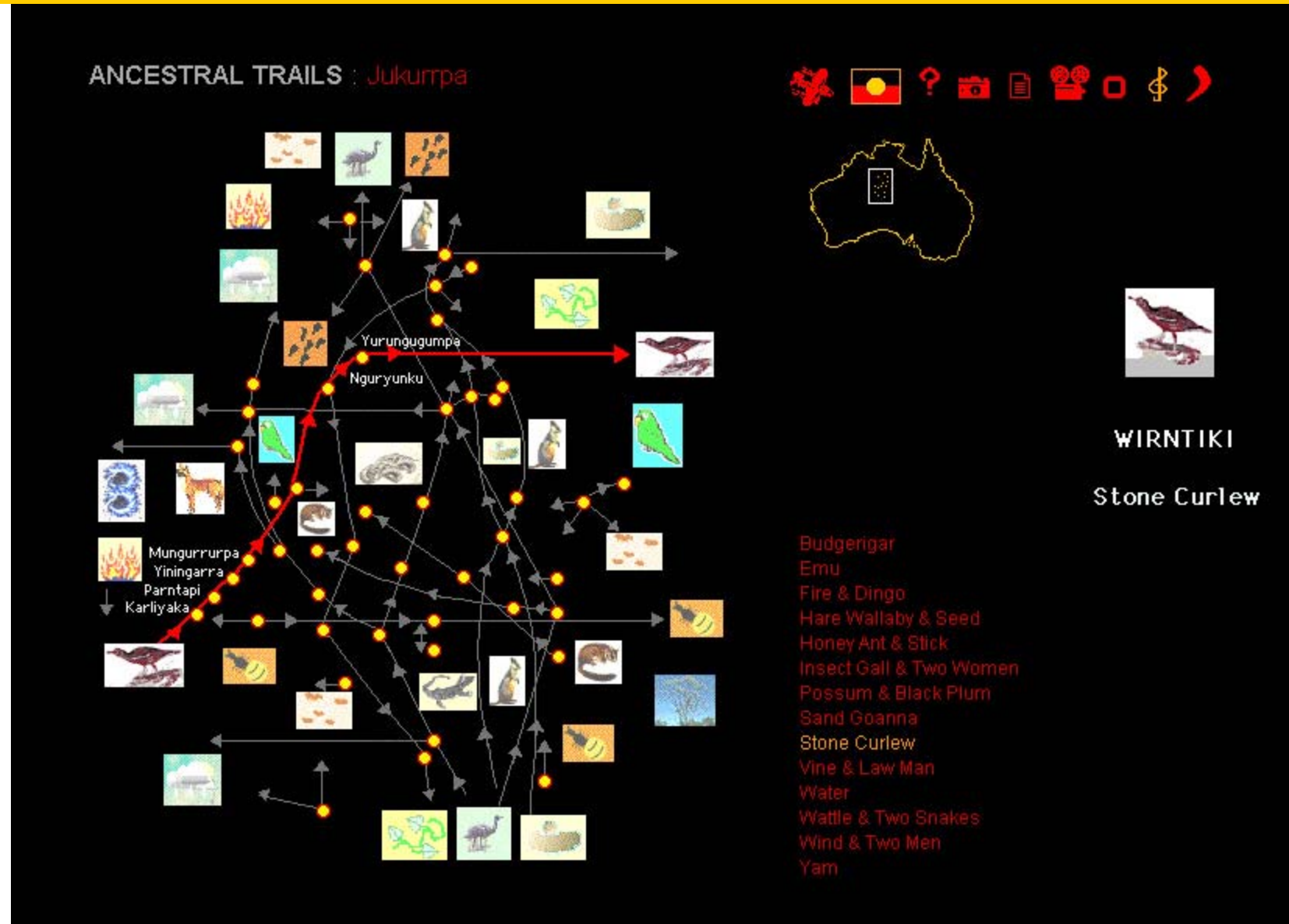


IP and sensitivities

You have to listen and negotiate, and follow community wishes

- ❖ they might change over time
- ❖ Kamilaroi dictionary
- ❖ an extreme case: Pistes de Reve (Dream Trackers: Yapa Art and Knowledge of the Australian Desert; B Glowczewsky et al) (pto)

Dream Trackers: Yapa Art and Knowledge of the Australian Desert; B Glowczewsky et al

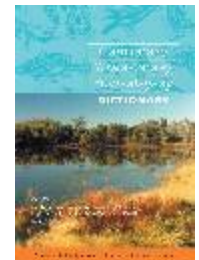




Example - Yuwaalaraay

Yuwaalaraay/Gamilaraay NSW

- ❖ with John Giacon
- ❖ team: teachers, graphic designer, software developer



- [Dictionary](#)
- [Dictionary - XML](#)
- [Learning Gamilaraay and Yuwaalaraay](#)
- [Map](#)



Thank you

[The end]

to be online at

www.hrelp.org/documents/lisa2008



Aboriginal Australia (Horton/AIATSIS)

