PART III: DEVELOPING MULTI-MEDIA LANGUAGE LESSONS

“I think that an important human purpose is the fullest use of the mind in creating intellectual wealth or products of intellectual labor. An enabling condition for this is linguistic and cultural diversity, since it is that condition above all others that permits the exploration of the widest range of paths of creation...thus, the loss of a language is a certain tragedy for the human purpose, not just locally but the human purpose in general. And the loss of a language, if it can be prevented, must be prevented.”

Dr. Ken Hale, speaking to a congressional committee in support of the Native American Languages Act in 1992. (Arnold 47).

This section is devoted to a discussion of the programs beginning users need to know in order to create effective multimedia language lessons. Each section addresses only those parts of the computer programs, which lend themselves to the presentation of language work for teaching, learning or documenting indigenous languages. The computer software we will include are the Internet, creating your own email using ‘Hotmail’, Microsoft Word 2000, Audacity, Adobe PhotoShop, PowerPoint, MaxAuthor, FrontPage and CD creation software. Some of these may not be on tribal library computers but are recommended for use with indigenous languages. Each of the programs presented have multiple uses. Our focus is on how these software programs can support language revitalization; additional tutorials are recommended in Part IV.

MEET THE WORLD WIDE WEB!

Learning to use the World Wide Web (WWW), also called the Internet, opens up unlimited possibilities for sharing and enhancing work with indigenous languages. Many tribal communities offer web pages for their communities and their languages. These web pages illustrate everything from dictionaries to multimedia interactive language lessons. The Internet offers you the opportunity to view what others have done and to share your own work. We will focus on four things:

1. Knowing the Language: CyberSpeak
2. Internet Safety & URL Resources

1 http://www.ftc.gov/bcp/conline/pubs/online/sitesee.htm#CYBERSPACE#CYBERSPACE
CyberSpeak – Learning the Language

You don't have to be a computer expert to book a trip into Cyberspace, but it certainly helps to know a few words of cyber-speak. Before long, you'll sound like a native and get around like an experienced traveler.

**BOOKMARK** – an online function that lets you access your favorite web sites quickly.

**BROWSER** – special software that allows you to navigate several areas of the Internet and view a web site.

**BULLETIN BOARD/NEWSGROUP** – places to leave an electronic message or share news that anyone can read and respond to. Marketers or others can get your e-mail address from bulletin boards and newsgroups.

**CHAT ROOM** – a place for people to converse online by typing messages to each other. (Once you're in a chat room, others can contact you by e-mail. Some online services monitor their chat rooms and encourage children to report offensive chatter. Some allow parents to deny access to chat rooms altogether.).

**CHATTING** – a way for a group of people to converse online in real-time by typing messages to each other.

**COOKIE** – when you visit a site, a notation may be fed to a file "known as a "cookie" in your computer for future reference. If you revisit the site, the "cookie" file allows the web site to identify you as a "return" guest — and offer you products tailored to your interests or tastes. You can set your online preferences to limit or let you know about "cookies" that a web site places on your computer.

**CYBERSPACE** – another name for the Internet.

**DOWNLOAD** – the transfer of files or software from a remote computer to your computer.

**E-MAIL** – computer-to-computer messages between one or more individuals via the Internet.
FILTER – software you can buy that lets you block access to web sites and content that you may find unsuitable.

INTERNET – the universal network that allows computers to talk to other computers in words, text, graphics, and sound, anywhere in the world.

ISP (Internet Service Provider) – a service that allows you to connect to the Internet. When you sign up (it takes special software and a modem), you'll be asked to enter a screen name, a secret password and your credit card number. Usually, online charges are billed to your credit card. Most providers allow you to review your monthly expenses online instead of sending you a separate itemized bill. If you note unexpected charges from your ISP, call for an explanation. If you're not satisfied with the explanation, or think you may be the victim of fraud, write a letter to your credit card company and your state Attorney General.

JUNK E-MAIL – unsolicited commercial e-mail; also known as "spam." Usually junk e-mail doesn't contain the recipient's address on the "To" line. Instead, the addressee is a made-up name, such as "friend@public.com." Or the address on the "To" line is identical to the one on the "From' line.

KEYWORD – a word you enter into a search engine to begin the search for specific information or web sites.

LINKS – highlighted words on a web site that allow you to connect to other parts of the same web site or to other web sites.

LISTSERV – an online mailing list that allows individuals or organizations to send e-mail to groups of people at one time.

MODEM – an internal or external device that connects your computer to a phone line and, if you wish, to a company that can link you to the Internet.

ONLINE SERVICE – an ISP with added information, entertainment and shopping features.

PASSWORD – a personal code that you use to access your account with your ISP.
**POPUPS** – advertisements which are like commercials that will direct you away from the site. Pop-up ads are a form of online advertising on the World Wide Web intended to increase web traffic or capture email addresses. It works when certain web sites open a new web browser window to display advertisements.

**PRIVACY POLICY** – a statement on a web site describing what information about you is collected by the site, and how it is used. Ideally, the policy is posted prominently and offers you options about the use of your personal information. These options are called opt-in and opt-out. An opt-in choice means the web site won't use your information unless you specifically say it's okay. An opt-out choice means the web site can use the information unless you specifically direct it not to.

**SCREEN NAME** – the name you call yourself when you communicate online. You may want to abbreviate your name or make up a name. Your ISP may allow you to use several screen names.

**SEARCH ENGINE** – a function that lets you search for information and web sites. Using a search engine is like accessing the main card file in a library, only easier. A few keywords can lead you almost anywhere on the Internet. You can find search engines or a search function on many web sites.

**URL** (Uniform Resource Locator) – the address that lets you locate a particular site. For example, http://www.ftc.gov is the URL for the Federal Trade Commission. All government URLs end in .gov. Non-profit organizations and trade associations end in .org. For example, http://www.naag.org is the URL for the National Association of Attorneys General. Commercial companies now end in .com, although additional suffixes or domains may be used as the number of businesses on the Internet grows. Other countries use different endings.

**VIRUS** – a file maliciously planted in your computer that can damage files and disrupt your system.

**WEB SITE** – An Internet destination where you can look at and retrieve data. All the web sites in the world, linked together, make up the World Wide Web or the "Web."
Activity 1: Internet Safety & URL Resources.

Getting to know Internet Explorer. **Double Click on the Internet Explorer icon on the screen.** This will open the Internet Browser and will connect to the World Wide Web.

**Uniform Resource Locator (URL)**

The address of a Web page allows people to find a page on the Internet. A Web page address is called a URL; that is an acronym that stands for uniform resource locator.

In the Address, type **http://pbskids.org/license/** this is also called an URL Address.

Hit the enter key on the keyboard, located on the right side or use the mouse and click on the green arrow that is next to GO at the end of the Address box.

You’ll be getting your Web License. This is designed for kids, but adults need to know this information too and monitor internet usage for their children. Just like visiting a new city there are places one needs to be aware of.
These rules are for my **safety**. I will honor them when I go **online**.

- I can go online at ________ (time of day) for _________ (how long?)
- It's ___ OK ___ not OK for me to go online without a parent.
- I understand which sites I can visit and which ones are off limits.
- I won't give out information about myself or my family without permission from my parents.
- My password is my secret. I won't give it to anyone.
- I will never agree to meet an online pal, or send my picture, without permission from my parents.
- I know an advertisement when I see one. I also know that animated or cartoon characters aren't real and may be trying to sell me something or to get information from me.
- I will follow these same rules when I am at home, in school, or at the library or a friend's.

**Now you are ready to use a search engine!** Type in one of the following Addresses

- www.google.com
- www.yahoo.com
- www.msn.com

Using the search engine, type in “your tribe’s name”.

- What do you see?
- Do you agree with the information?

Add another keyword “language” to your search inquiry.

- Is the information the same

Type in your name.

- Are you on the World Wide Web?
Most search engines have advertisements and the first listed web page could be there because the company paid for that spot. Google labels the paid sites as “Sponsored Links” and are located in a column to the right of the web page.

Activity 2: Book Mark your Favorite Sites.

Go to the toolbar click on Favorites and then click on Add to Favorites.

- Explore the Internet by visiting the following sites:
  - Cree for Kids: http://www.creeforkids.ca/frontintro.htm
  - Kumeyaay Site: http://www.kumeyaay.org/
  - Indigenous Languages and Technology: http://www.u.arizona.edu/~cashcash/ILAT.html
  - Sealask Heritage Institute: http://www.sealaskaheritage.org/flash/my_house.swf
  - The Tulalip Tribes: http://www.ttfculturalresources.org
  - Technology-Enhanced Language Revitalization: http://projects.ltc.arizona.edu/gates/TELR.html

Activity 3: Hoaxes, Etiquette & File Extensions

Before we sign up for an Email account we need to learn some etiquette and common hoaxes that come with email. In this activity we will also learn about file extensions.

We’ll use the Google Search Engine. Type “google.com” in the Address box. In the Google Keyword box type “hoaxes”.

- Hit the Google Search bar.
- Click on the link HOAXBUSTERS
- Read: What Are Internet Hoaxes and Chain Letters?
Now use the search engine to type in the keywords: “email etiquette”. Read the links and click on one. Reliable sites usually have an file extension of .edu or gov.

Tell Tale signs: File Extensions on URL addresses

These File Extensions are the tale end of the home of a URL address. They tell us if the hosting site is supported

- .gov
- .com
- .net
- .us

Can you think of more?

- Go Here to learn more: http://www.skeeterbytes.com/glossary1.htm
- Or use your new skills and keyword in a search engine “file extensions glossary”.

Activity 4: Establishing a personal email account

Email is a way to connect with people in remote areas, exchange research, share information, and create cultural exchanges between people globally. In this section we
will learn about Email Etiquette, Email Attachments, File Extensions and sign up for your own email account.

**Email Etiquette**

- Immediately delete email with attachments from senders you do not recognize. It is most likely "spam". Do not click open web links in messages from unknown sources.
- Never run an executable file (e.g., .exe) from an email. The university has security precautions in place for most of these situations, but computer hackers are getting more sophisticated all the time.
- Do not forward personal email without the author's knowledge and permission
- Do not forward chain letters. Delete them.
- Keep acronyms to a minimum. They can be confusing to your readers.
- Delete unwanted messages to conserve space.
- Never answer "spam". Your response will confirm your email address. Delete the message instead.

**Tell Tale signs: File Extensions on attachments**

Be cautious when opening any attachment, especially if you don’t know who the sender is. Attachments and images can inform the sender that an email address is good and that you opened it. With a little knowledge about what the file is you can see if you can read/open the attachment that your friends and family sends you. The next exercise will be a short quiz to test what you might already know!

File extensions can tell us what software program we need to view a file such as:

- Adobe Photo Shop *.psd
- Adobe Acrobat *._____
- *.jpeg or *.jpg
- *.gif

Which file extension opens an image file? _____

2 *.pdf
3 Adobe Photo Shop, *.psd
Which file extension opens a sound file?

- *.avi _____4
- *.mp3 _____5

Do not worry if you are not familiar with the file extensions, this is just to increase your awareness of file types. For the most part, the computer will find the correct program to open your attachments.

Techie skills:

These are what us nerds call, “keyboard shortcuts”. They are designed to be used when the mouse is not convenient for you. Remember there are many ways to navigate a computer. Your input tools (input tools are ways to interact with the computer) are the mouse and the keyboard. You can also set up a computer for verbal commands which assists people with vision problems or Star Trek fans.

---

4 Audio Video Interleave
5 audio
ESTABLISHING AN EMAIL ACCOUNT

We will use the search engine, www.yahoo.com, to create your own email account in ‘Yahoo’. Follow these steps:

1. Double-click on the Internet Explorer icon.
2. Type www.yahoo.com in the dialogue box and you will get the following screen.
3. Click on ‘Mail’, (follow the arrow!)
4. Click on ‘Sign up!’
5. This is the page that will open each time you log in to Yahoo! Mail...only the next time, you will need to use your Yahoo ID and password to ‘Sign In’...
6. On this screen, fill in the required information:

7. At the bottom of that screen, click on “I agree”....

8. The next screen welcomes you to Yahoo! Mail.... If you want to read your mail, click on ‘Inbox’ on the left of the screen. To create an email, click on ‘Compose’.
9. Type and Send a message to someone (the address below won’t work 😊)

That’s it! You are ready to join the world of email!!

**Exercise 1: Compose a Message**

Give it a try:
- Compose a message and send it to a friend
- Copy it to yourself! (Put your own address under the line marked as Cc:)

Important Email Addresses:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

“To never hold any book of his language:
the grammar a thesis, never published,
the words still slips, not a dictionary…”

Dell Hymes, *In Vain I tried to tell you.* (210)
MICROSOFT WORD 2003

This program, Microsoft Word, is the most widely used document-producing program for PC’s. For the purposes of working with language, you can use Word to write a language using special symbols found in the Unicode chart, you can create lessons and include pictures, you can write dictionaries or word lists, you can publish these documents to a web page and you can make your own language-advocate newsletter using a Word template! In short, you can create any document you need to support your efforts toward language instruction or documentation.

Step 1: Open Microsoft Word

- Click the START menu
- Click on Programs
- Scroll to Microsoft Word and click

![Microsoft Word interface with toolbars and menus highlighted.](image)
Let’s begin to write!

Exercise 1: Saving

- **Open Microsoft Word from the Start Menu** (you may have an icon already on the desk top).
- **Select ‘Start’, left click on ‘Programs’** and then **left click on ‘Microsoft Word’**
- **Point and click on the ‘new document’ icon** when the Word window is open. *(Note: You can also click on ‘File’ and then ‘New’).*
- **Type in some text** of your own on the new blank document
- **Click on the disk icon to ‘Save’**
- **Locate the box at the top of the window marked “Save in.”**
- Click the small arrow on the right to bring down the menu of choices.
- **Give the document a name** by typing in the ‘File Name’ box then click ‘Save’.

![File Type](image_url)
Exercise 1: continued

Look for ‘Save as Type’:
- For language work especially for those of you working with languages which have varied symbols, click on the small arrow on the right hand side of this box and then click on ‘Rich Text Format’ (RTF file) – this will save your work so that it is easily transferable to other formats.
- For English documents, simply saving as a ‘Word Document’ is ok for most use. You might also consider the value of saving as a ‘plain text’ document which will make your text readable for the HTML files used on web pages.

Exercise 2: Formatting

- Open a new word document
- Study the ‘format’ tool bar by moving the cursor over the different icons.
- Click on the ‘Format’ menu and scroll down to ‘Background’
- Choose a background color for your document
- Type in several questions you would like to raise about language revitalization!
- Save your document

Exercise 3: More Formatting

- Highlight one question from Exercise 4 by:
  - placing the cursor at the end of the question,
  - left clicking and holding the button while you drag the cursor over the question
  - release the mouse button when you have highlighted the entire question
- Experiment with the format toolbar:
  - Fonts allow you to change the style of type
  - You can also change the font size
- Save your changes

BE FEARLESS!

If you do not like the changes or made a mistake, go to ‘Edit’ and click on the first menu item, “Undo”. Or, you can also click on the undo icon.
Writing Your Language with Microsoft Word

Microsoft Word is quickly becoming one of the most widely used word processing programs today. However, as many of you are well aware, representing an indigenous language in a word document still remains a daunting challenge. Why is this? A common fact is that most indigenous languages in the Americas possess their own unique set of sounds that often require a unique set of characters to represent them. This is coupled with the fact that “font” makers, or those people who make character sets for others, simply do not take into account the character needs of small minority languages.

UNICODE

This is where “Unicode” comes in. Unicode is a system of encoding that allows the representation of a language in a Word document. For example, take a look below at the following two letters.

[ƛ] [Ł]

These two characters are common in many indigenous languages of the Northwest Coast and interior, however, they are very unfamiliar and hard to find in any font set that may be contained in a word processing program.

Thus, Unicode is a system of encoding that provides the ability to “encode” the characters of the world’s languages. What this means for many indigenous languages is that the possibility exists that Unicode will have some, most, or all of the characters needed to represent the full spectrum of sounds and how they are represented in a text document.
Unicode in Microsoft Word

Unicode is usually present in Microsoft Word in at least the two following “fonts.”
- Arial Unicode MS
- Lucid Sans Unicode

The means of accessing these “fonts” is pretty straight forward. Give it a try.

Step One

- Open Microsoft Word and a new document. From the “Insert” menu select “Symbol.”
- Once this is done, a menu will appear like the one below.

![Symbol Menu](image)

Step Two

Now search to see if “Arial Unicode MS” or “Lucid Sans Unicode” is listed. If they are, choose Arial Unicode MS to start with. Once you have selected Arial Unicode MS, a full range of characters will appear. On the right side scroll bar, scroll down to see what is contained in this set of characters.
Step Three

Once, you have found a desirable “character,” just click on it (it will enlarge and be highlighted in blue) and then click the “Insert” button to enter it into your Word document. That’s it! So every time you need a special character just repeat the above steps.

Exercise 4: Unicode

Haa’bsh2’ Din4k’ehj7b4eso dab7zhi’ b7ziahwiidil’11[.

- Open a new Word document
- Try typing a word in your native language—are special symbols needed?
- Click on ‘Insert’
- Click on ‘Symbol’ on the drop-down menu
- Explore this window: Try different fonts to access a different range of symbols.
- Click on the symbol you want and then on ‘Insert’ at the bottom of the window, to add the symbol to your word.

Another choice for working with fonts for indigenous languages is the use of Navajo Fonts described below by Gilbert Brown (Navajo) Ph.D. student at the University of Arizona.

Using Navajo Fonts

The Navajo font is from Chinle Unified School District’s #24 for PC users only. The font is free and downloads by the following the instruction after the ‘log on’ to the Chinle School District’s web address: http://www.chinleusd.k12.az.us/NavajoTR.

The Chinle School District is located in the central part of the Navajo Nation near Canyon De Chelly National Monument. The park has many cultural connections, and attracts visitors locally and nationally. Chinle School District has seven schools and 4000+ students and is the largest school district in the Navajo Nation. Chinle School
District supports and encourages Navajo language maintenance and their students take Navajo language and culture. One of the primary goals of the district is to increase the Navajo language and culture into all curriculum areas of their school district.

To download Chinle Navajo font, go to their web site listed below, find the Navajo Font button for PCs, and follow the instructions. http://www.chinleusd.k12.az.us/NavajoTR

It is recommended that if you do not have a directory named "downloads", you create one on your drive when you download this file, then use it for future downloads as well. Download Navajo Font File for Windows to "Downloads" directory.

Click on the left window to return to the drive where you want to make a download directory. Use the middle icon on the right to create a new directory.

Select this directory as where you want to put the downloaded font file. Once the file has downloaded, then do the following steps to install it.

1. Go to Start
2. Control Panel
3. FILE (Pull Down Menu, Upper Left)
4. INSTALL NEW FONT
5. Select Font by using the windows to select the disk and directory where you downloaded the font. The name of the Navajo Font should appear in the upper window when you find the correct directory.
6. Click on the font name to highlight it.
7. Make sure the option "Copy Fonts to Font Folder" at bottom of page is checked.
8. Click on OK
9. When installed, close all Windows!
10. To use the Navajo Font, go into a word processing application and select the Navajo Times Roman Font and the type size. Begin typing in Navajo!
Adding Graphics To Your Language Lesson!

There are a number of ways to add graphics (pictures or drawings) to your documents. The exercises below will include how to add graphics using the drawing toolbar and how to import graphics from web-based sources. We will also explore how to create boxes for text or graphics within a document. You can include your own artwork later by scanning it into your computer and then importing it into your documents. Let’s go!

**Exercise 5: The Drawing Toolbar**

- **Open a new document**
- **If the drawing toolbar is not on your screen**
  - click on ‘View’
  - scroll down to ‘Toolbars’
  - click on ‘Drawing’
- **Explore the drawing toolbar** by clicking on each icon

Click on ‘AutoShapes’ for extended choices on the drawing tool bar.
Exercise 6: Importing a Picture

- **Open a new document**
- **Create a text box** using the drawing menu:
  - Click on the ‘Text Box’ icon on the Drawing Tool Bar, or click on ‘Insert’ on the main formatting menu and then ‘text box’.
  - Place your cursor where you want the image to be
  - Left click and hold the button down while you move your mouse over the screen – make the box as small or as large as you want
  - Release the button and the text box should appear

- **Insert Word Art** – Put the cursor inside the text box, click, and type a word in your language. Highlight the word and click on the ‘Word Art’ icon. You can now choose from a variety of different word art styles.
- **Select a style then click ‘OK’**
- **Type in your own text on this window**

---

Insert Clip Art

- Put your cursor inside the text box again and click on the ‘Clip Art’ icon.
- You can now search for various types of clip art. You can even look online for many more images.
Exercise 7: More Clip Art from the Web…

- Open Internet ‘Explorer’ from the desktop
- Type [www.msn.com](http://www.msn.com) or [www.google.com](http://www.google.com)
- Type in ‘Clip Art Images’ and search.
- Search for an image (drawing or picture) of your choice
- Select the picture by clicking on it.

  - For the **copy/paste** menu, right click on the mouse
  - On the ‘File’ menu, click ‘Save As’ and put your picture into your own ‘Folder’ titled ‘(your name)_pictures’. Or, if you want to copy something directly from the Web into your document, and not save it in a picture file, you can ‘right click’—Choose ‘Copy’

- Return cursor to your WORD document and ‘Paste’ the picture in
Exercise 8: Scan in your own pictures!

- Set up the picture in the scanner
- On the ‘Insert’ menu, click on ‘Picture’
- Then, click on ‘From Scanner’
- Choose ‘Web Quality’ if you want to publish your document on the Web (this lowers the resolution-needed for online sources)
- Choose ‘Print Quality’ if you want to publish your document in a hard copy printed version (this allows for higher resolution).
- Edit your picture using Adobe Photoshop if needed.

Exercise 9: Inserting a picture into a document

- Open a new Word document and type a sentence or two about a picture you would like to use.
- Click the cursor on the place, within the document, where you would like the picture to be.
- Point to ‘Picture’ and click ‘From File’ on the ‘Insert’ menu
- Locate the picture you want
- Double-click on the picture to insert it.

Let us put our minds together and see what kind of life we can make for our children.

---Sitting Bull (Oglala Sioux Chief, 1834-1890)---
Inserting hyperlinks into a document. You can use the same process. If you want to send a Word document as an email attachment or publish it on a Web page, you can insert links into the document so the reader can ‘click’ on them and connect to the Web site directly.

Exercise 10: Inserting Hyperlinks into Word documents

- Click Insert > Hyperlink on the Standard toolbar.
- Under Link to File or URL, click Browse.
- Double-click on the file you want to link to and click ‘OK’.
- When the ‘Save As’ HTML dialog box appears,
- Type a name in the ‘File Name’ box and then click Save. Note that the text is now underlined, showing that it is a hyperlink.
- Move your pointer over the hyperlink. When the hand appears, click to go to the linked document.
Using MSWord Dictionary functions with Native Languages

“What is the word for dog in Mohawk?”
   *E-rar.* It is the sound of a dog’s bark
“What is the root of the word?”
   The sound of the bark is the root.
“What do you think of the word dog?”
   Woof, woof!
“Is there a word for coyote in Mohawk?”
   Not that I know of, so I’ll make one up:
   Ko-ko-ko-io-ti


Remember, Microsoft Word is the most widely used text creation and editing software. Built into MSWord are many functions to assist with the creation of accurate documents. Among these features is the **Spelling and Grammar checking** function. It can be accessed under the ‘Tools’ drop down menu from the MSWord toolbar. We will show here how to enable the MSWord spell check dictionary to recognize native language terms. This will only work if the native language being targeted is written using a standard alphabet, without extra diacritics.

When using the Spell checker, words that are not in the dictionary provided by MSWord will be shown in a popup window and will be as illustrated below. Suggestions for correct spelling of the term are given in a window at the bottom of the popup. If the correct choice is in the Suggestions, it can be highlighted and the Change button on the right side of the popup will replace the incorrect with the correct spelling.

To the right of the popup, there is also a choice of ‘Add to Dictionary’. This function is one way to create the ability of MSWord to include Native Language terms in the spell check dictionary. When the option is chosen when using spell check, the highlighted word is added to the ‘custom’ dictionary in MSWord.
There are two possibilities:

1. **Exercise 11**
   - With the spell check window open, click on the ‘options’ button. On the screen that appears, there will be a drop down window labeled ‘custom dictionaries’. The default custom dictionary is titled CUSTOM.DIC. When the ‘Add’ choice is made with the spell checker, the highlighted term is added to the CUSTOM.DIC dictionary file.
   - To create a native dictionary for spell checking in MSWord, run the spell checker and click on the ‘Add’ option for each term. (While this method will work, it could be time consuming if the number of terms is large.)

2. **Exercise 12**
   - Create a text file containing all the native terms
   - Import it into the MSWord spell checker, any number of native terms could be included using this method. The first and hardest part of this is to collect the terms to be used, taking into consideration that the spelling that is used for these terms will be considered the correct spelling by MSWord.
   - Open Notepad to create the text file that will be used.

---

Have a vision not clouded by fear.

--Cherokee Proverb--

If the terms are already in electronic format they should be copied into a Notepad file. If they are not in electronic format but only in print, they can be scanned and Optical Character Recognition (OCR) software can be used to convert the text to an electronic format.

**NOW TRY THIS!**
Exercise 15:

- **Open** `notepad`
- **Create a list** of words as in the above example. **Notice** that the file is named **Mojave.dic**. The file must have the `.dic` file name.
- **Save it** to the folder where the installation of MSWord has stored the CUSTOM.DIC file. (To find out where this is, go to the 'options' area of the spell checker and click on 'dictionaries'.)
- **Click on 'Add'** from this window.
- **Click on the down arrow** to locate the file path where the CUSOM.DIC file is stored. (Figure 3 shows that in our installation the file is stored on a folder called 'Proof' that is five folders in from the root folder. The location may vary with installation of MSWord. Make a note of the exact folder location for your installation.)
- With the location of the folder noted, **save the Notepad file with the .DIC extension to this folder**.
- From MSWord, **return to the spell check options area**, choose dictionaries, **Chose ‘Add’ and click on the .DIC file** that you created.
- **Click on ‘OK’**. The .dic file should now be in the “Custom Dictionary” window.
- Make sure that the box next to the new file is checked. **Click on OK**.

The custom dictionary is now active in the spell check for MSWord.
The Basics of Sound

We are immersed in a world of sound. What our ears hear as sound is simply the detection of vibrations and changes in air pressure in the surrounding air or what is otherwise known as a sound wave. Our inner ear converts this information into impulses which we then perceive and interpret as sound. Thus, from our own experience in hearing the world around us, we know that the human ear is an extremely sensitive and complex instrument.

Human hearing is concerned with two primary sound elements: its frequency and its pressure level. The measure of frequency in the amount of change in a sound wave is called its hertz (Hz). Similarly, the measure of the air pressure level present in a sound wave is called its decibel (dB). Each of these elements can be measured as a single unit of sound called a signal.

Acoustically, the human ear is capable of hearing sound in the range of 20 to 20,000 Hz. Human speech, on the other hand, occupies a much smaller range in this sound continuum and extends from 500 to 3,000 Hz. As sounds carry through the air, the frequency and decibel levels constantly change to reflect the signal variation. This signal variation can be visualized as a waveform, the plotting of a sound’s values across time.

Sound Considerations in Language Revitalization

Our interest in the basic characteristics of sound is important when we consider that one of our fundamental language documentation goals is to represent the varieties of human speech as accurately as possible. This includes the reproduction of live speech as digitized sound. This section looks at the basic steps that are needed to capture and represent sound in a digital environment.
Analog Sound

Recording live speech commonly employs technology such as a microphone and some type of recording device such as a cassette tape recorder or a reel-to-reel recorder. The input of live sound is captured by the microphone as a continuous electrical pulsation in the form of a sound wave. Recording sound in this manner is called analog recording and the recording devices are simply referred to as analog recording technology. The sound is later replicated for playback by means of a magnetic tape or as grooves in a vinyl record.

Because analog sources are typically transferred onto a physical, tactile medium (such as a tape), they are vulnerable to deterioration and degradation.

Digital Sound

The modern alternative to analog recording is digital recording. When sound is digitally recorded, the originating sound wave is converted from its analog form to its digital equivalent. Rather than capturing sound as a continuous electrical pulsation, digital recording replicates a sound wave in discrete chunks called bits, the basic unit of digital data. The manner in which these bits are replicated is a process is called sampling.

Digitizing Sound from Analog Sources

Transferring an analog recording to digital format is called analog-to-digital conversion. Analog-to-digital conversion is a three part process involving 1) the playback of the analog source recording or “live” speech event, 2) the sampling of the analog input, and 3) the creation of a new analog-to-digital audio recording. This three-part process can get complex very quickly, so it is always advisable to obtain technical advice both before and during your analog-to-digital conversion.
Step 1. In our first step, we can capture and digitize audio from two sources: playback or as a “live” audio signal. To do this, we must first capture and “sample” the electrical impulse that underlies the audio signal itself. This is done by interconnecting the analog recording device or a microphone directly to a computer with a cable plug.

Capturing an analog sample or playback from a tape recording is possible with bare minimum computer equipment, however, it is best to obtain additional devices (audio mixer and/or advanced sound card) that are designed specifically for this purpose.

Capturing “live” recorder speech, however, is much easier to obtain with only minimal equipment such as a microphone and a desktop or laptop computer. For purposes of recording speech for language documentation and language teaching, we highly recommend that you download Audacity (http://audacity.sourceforge.net), a free audio software. Once this software is in place and your internal record settings properly set, plug in a microphone and you are ready to record “live’ speech.

Step 2. Sample or assign values to the input audio signal. Sampling the audio input places a set of numeric values to the originating audio input. These numeric values indicate the sampling rate that is to be assigned to a raw audio signal. Keep in mind, the higher the sampling rate the better the sound. At the same time, higher sampling rates also mean bigger audio file sizes. Make sure you have dedicated storage space on your computer for your audio files.

When you are using the digital recording for language documentation purposes, it is desirable to maintain a high sampling rate in order to preserve the quality of the speech input. However, when you use a digital recording for multimedia or web-based applications, a high sampling rate is disadvantageous because of their large file size. It is desirable to apply a compression value which reduces the file size but maintains a reasonable quality of sound.

One such compression value is the MP3 standard. When applied to an audio signal or recording, the MP3 standard eliminates the overall redundancy of unnecessary sound frequencies contained in an audio signal. The result is a compressed audio sample that perceptually similar to the original but the file size is dramatically smaller.

Step 3. Create a new audio file. Once an audio signal is ready for capturing and a sampling rate chosen for the input signal, you are ready to create a new digital recording. If you are capturing audio from an analog source, operation of both the playback device (i.e. analog tape player or other recording device) and the audio editing
software (i.e. Audacity, SoundForge, etc.) must be timed to coincide with the start and end of the audio data that is being captured. Once the audio input signal is recorded, a new digital audio file is created.

A brief note on file types: Recorded sound is simply a digitized, audio recording of an actual sound. As mentioned previously, a digitized audio recording can be formatted in several file types. The most common audio file types are often represented by their file extensions .aiff (or .aif), .au, .wav, and .mp3. AIFF (Audio Interchange File Format) is the default uncompressed audio format for the Macintosh computer. AU is the default audio format for the Sun Microsystems computers and is widely recognized by most computer systems and browsers. WAV (Windows Wave Format) is the default audio format for Windows-based computers. The .wav format is the format of choice worldwide and is a common feature in most audio editing software. Finally, as mentioned previously, .mp3 is a compression standard that eliminates redundant sound frequencies from a .wav file or audio signal and creates smaller file sizes. In all likelihood, you may encounter each of these file types as you begin to create your own digital recordings whether they are recorded from analog sources or from “live” speech.

State's Indians uncover the past  
Mon, 14 Jun 2004 - By Jack Chang - CONTRA COSTA TIMES

BERKELEY - In front of hundreds of Indigenous people and linguists from around the world, California Indian Bill Combs held a sheet of paper in front of him Friday and nervously spoke the lost language of his ancestors. While his cousin Norma Yeager translated, he read the Wintun words for frog, deer and other animals, complete with the glottal stops, or deep-throated clicking sounds, that he had practiced all week.

The 34-year-old man wearing a T-shirt and shorts finished his presentation by looking up at the audience gathered in UC Berkeley's Pauley Ballroom and telling them in Wintun what he had recently learned to do after being denied the opportunity all his life.

"I am speaking my language."

For many "Breath of Life" conference participants, the experience has been emotional as they dig through the university's archive of language recordings to find traces of their lost tongues. In some cases, they have come across recordings of grandparents and other family members speaking their languages decades ago into the microphones of UC Berkeley anthropologists. Some have become the first people to speak their ancestral languages since the early 20th century.

Some Nomelaki words: Transcribed by California Indian Norma Yeager and UC Berkeley graduate student Jenny Lederer. Nomelaki was spoken among Northern Californian natives.

tree -- mee deer -- nopoom flowers -- kalal
bear -- waymahl jaybird -- chiek-chiek rabbit -- patkeele

Audacity

An Introduction

Audacity is open-source audio editing tool for creating multi-track digital sound recordings. As a free audio editing tool, Audacity can play an key role in supporting endangered language documentation and revitalization by recording and capturing “live” speech. Audacity can be downloaded onto any computer with a Mac OSX or Windows operating system. Just go to http://audacity.sourceforge.net/ to download.

Audacity can be used to record, play, and import audio sources such as: WAV, AIFF, and MP3 files. It can also be used to edit your digital sound recordings using Cut, Copy and Paste, mix tracks as well as apply sound effects to your recordings.

Audacity Screen Shot

When you first launch Audacity, the Audacity Control Toolbar is prominently displayed. The Audacity Control Toolbar is the main control which governs the playback of your audio file as you listen to and edit sound data. In this introduction, we will briefly look at the most basic elements in Audacity beginning with Audacity’s Control Toolbar which will enable you to begin editing an audio sample.
The Audacity Control Toolbar

- The **Selection Tool** is the main tool you use to select audio data in an opened audio file. You will notice that when you move your mouse pointer over a waveform, the selection tool automatically appears. Click inside a track to position the cursor, or click and drag to select a segment of audio.
- The **Cursor to Start** button places the cursor at the start of an audio file.
- Pressing the green **Play** button will play back the sound in an opened audio file. Playback will always start wherever the cursor is positioned. When a segment of audio is selected, playback will only play the region selected.
- Pressing the red **Record** button will record the input of “live” sound using the computer’s sound input device. Input can be recorded in stereo or mono and can be set at various sampling rates with 44100 Hz being the most common sampling rate.
- Pressing the blue **Pause** button will pause the playback of an open audio file. Press the **Pause** button again to continue from the current position.
- Pressing the yellow **Stop** button will stop the recording or playback of an open audio file. The cursor will return to its original position prior to recording or playback.
- The **Cursor to End** button places the cursor at the end of an open audio file.

Audacity Mixer Toolbar

- The **Mixer Toolbar** shows three controls, these are the Output Volume, the Input Volume and the Input Source. The Output volume is the volume heard during playback. The Input Volume is the volume that determines the input level of an audio signal. The Input Source determines how an audio signal is recognized in Audacity. For recording purposes, simply choose
“Microphone” and, to obtain a clear signal, set the Input Volume in the “+” range.

Audacity’s Edit Toolbar offers a visual access point to basic editing functions found in Audacity’s dropdown Edit menu.

Audacity Edit Dropdown Menu

Editing in Audacity is the process of manipulating and adjusting audio data using various editing actions. The primary editing actions are Cut, Copy, and Paste.

Using Cut allows you to select audio data and remove it from an open audio file. The “cut” audio data is placed inside the clipboard.

Using Paste allows you insert cut or copied audio data into an open audio file. Paste inserts whatever is in the clipboard to the current cursor position.

Using Copy copies the selected audio data and places it into the clipboard. It does not remove data from an open audio file.

Using Trim deletes everything outside of the selected audio data.
Using **Silence** erases any section of selected audio data and replaces it with silence.

Using **Undo** will undo the last editing action you performed on any segment of audio data. A unique feature of Audacity’s Undo is that it supports unlimited Undo until it reaches the last time the audio file was saved.

Using **Redo** will redo any editing action you performed on any segment of audio data that was taken using Undo. Redo is limited only to current editing actions.

Using the **Zoom** tools are not really editing actions. They are simply actions that apply to how your audio data is viewed within your work area.

Some additional functions are graphically represented here:

Once you become more familiar with recording and editing audio in Audacity, you will notice that Audacity has an internal file format which stores some audio files in a project “data” folder with audio files labeled as **.aup**. This type of formatting is unique to Audacity and is designed to allow highly optimized audio editing. Typically, Audacity’s .aup file type cannot be read or “played” outside of Audacity and it is necessary to export finished edited samples by using the “Export as WAV” or “Export as MP3” commands in the File dropdown menu.

Audacity also has a number of editing effects which allow you to manipulate an audio sample in various ways. Effects editing is simply the process of reconstructing the sound of an audio sample to obtain a desired effect. You can find the editing effect options in the “Effects” dropdown menu in Audacity as well as descriptions of each effect in the “Help” menu dropdown menu.
WORKING WITH GRAPHICS

Multimedia Graphics

Multimedia graphics refers to the technology and process of creating, modifying, and displaying 2-dimensional images in digital form. Graphics play a vital role in almost all multimedia environments because they not only allow for the display of visual information but forms the core framework for multimedia design and presentation.

2-dimensional images come in many forms. At the start, we must distinguish between non-digital vs. digital images. Non-digital images typically consist of photographs, drawings, and illustrations on paper. Digital images are computer-based images stored as an array of pixels, short for “picture element,” which are simply a series of points in a digital image. When a digital image is presented in a computer display monitor, these tiny pixels are arranged in rows and columns each containing their own color value. Because pixels are the building blocks of a graphic image, the general rule is that the more pixels there are the better the image quality.

Resolution and Bit Depth

Resolution refers to the way in which an image depicts fine, spatial detail. Resolution is measured as the number of dots per length, such as dots per inch (dpi). This is also referred to as pixels per inch (ppi). Bit depth refers to the number of bits (binary digit) a pixel can store. For example, pixels in a bi-tonal image will store 1 bit per color. A grayscale image pixel will contain 2 to 8 bits while a color image pixel will typically contain 24 bits or more.

True Image Formats

True image formats accurately store image values for future editing and use. The most common true image file formats are TIFF (Tagged-image File Format) and PNG (Portable Network Graphics). These two file formats are intended to replace the older BMP (Bitmap) and PICT (Macintosh-based format) true image file formats. Generally, true image file formats are bigger in file size due to the retention of all original image values. This is called ‘lossless data compression’.

Compressed Image Formats

Compressed image formats refer to the ways in which an image file is reduced in size with minimal image distortion. The most common compressed image file formats
are JPEG (Joint Photographic Experts Group) and GIF (Graphic Interchange Format). The compression consists of abbreviating the number of bits contained in an image using a standard compression algorithm. This is called ‘lossy compression’. This file format is ideal for creating graphics for the web, multimedia, and word documents due to their reduced file size and image quality.

Adobe Photoshop 7.0

Using graphics to support language lessons provides for a richer learning environment. While many graphics can simply be imported through Clip Art, using your own art work or working with actual photos is best done with Adobe Photoshop. The Photoshop topics covered here are the most basic. This is a powerful program capable of very sophisticated graphics work. Here we are most interested in establishing the fundamental choices you might need to make your image more interesting in terms of color, texture or size. First, here are some examples of the changes photos can undergo in Photoshop.

1. **Cropping** = Selecting the part of the photo you wish to use.

2. **Rotating the image**

3. **Adjusting levels**
4. Changing art styles

Understanding the Photoshop Screen:

Main Tool Bar  Work Area    Palettes

Main Tool Bar:

File  Edit  Image  Layer  Select  Filter  View  Window  Help
**Working with an image:**

To practice with the following exercises, you will have to have a picture scanned into a file and saved as a .JPG. .JPG files work with Power Point. Be sure you know where you saved your picture! If you can’t remember, use the ‘Find File’ function which you can locate by using ‘Help’ on the main menu.

**Step 1: Create a folder for your work**

First, create a folder on your desktop in which to keep your work.

- Right click while on desktop to get this menu: Click ‘New’
- On this menu, click on ‘Folder’ and give it the name ‘Work’.

**Step 2: Scanning into Photoshop**

**Key terms:**

**DPI = Dots Per Inch.** DPI means how much information is packed into every square inch of the image you scan. Computer monitors see everything at 72 DPI. Therefore, if you scan an image at 300 DPI, it will appear larger on the screen than the actual size. If you scan an image at a high DPI, then the file size is likely to be larger than you desire.

**USB = Universal Serial Bus.** The USB was developed to create a better serial port. Newer machines have these ports on either the back or front or both.

**SCSI = Small Computer System Interface.** Pronounced ‘scuzzy’, this is one of the oldest and fastest ways to transfer information on a personal computer. The machine should always be turned off before you plug an SCSI device in.

**Note:** The scanner should be turned on and connected. It is important that the connections are correctly in place. Unplug and re-plug if you have to. Re-boot if you are not using a USB.
Your images should be clear images. The size of your image is important. Factory defaults are 800 x 600 so keep your images below 760 x 450. The is particularly true if you want to use the images on a website.

**Checklist before beginning:**

- Is the computer on?
- Is the scanner connected?
- Is the power to the scanner on?
- Do you have materials to scan?
- Are you ready to scan?

Remember, there are many different types of scanners. The steps here are very general and you may have specific requirements for your particular scanner. Flatbed scanners are the best for use with graphics.

To start scanning:

- Open Photoshop
- Start Menu > Programs > Adobe Photoshop
- Click on ‘File’
- Choose ‘Import’

This will connect your computer to the scanner. Your scanner may have selections for you to choose from such as: Scan to Adobe Photoshop or MSWord, etc. Be sure to check the scanner for options. Your image should appear in the work area of the Adobe Photoshop screen.
Step 3: Within Photoshop
Click File on Main menu
Click Open

Step 4:
SAVE this first image in your ‘WORK’ folder on the desktop.

Step 5:
Three things are important for creating a picture that you will use in a document.

Size- set in pixels, inches or others.
Background- transparent, colored or white
Resolution- this determines how much information is in your document

FOR CREATING NEW IMAGES (not those imported from a scanner):

Click on File > New to get this window

Coloring with Photoshop using the paint bucket

Illustrations from the Mohave Coloring book, compliments of the CRIT Library
Photoshop Tools:

This tool bar will allow you to work with many aspects of your image. It is a very, very dynamic system. Notice the small arrows on the bottom right of some of the symbols. If you click on those, you will be given additional tool choices.

- **Marquee tools**: Make geometric selections
- **Lasso tools**: Make freehand selections
- **Crop tool**: Trims images for size
- **Healing Brush tool**: Repairs imperfections in images
- **Clone Stamp tool**: Paints with a sample of the image
- **Eraser tool**: Erases pixels and restores the image
- **Blur tool**: Blurs hard image edges
- **Path Selection tools**: Shows start points and direction lines
- **Pen tools**: Draw smooth-edged paths
- **Annotation tools**: Makes notes and audio notations that can attach to an image
- **Hand tool**: Moves an image within its window

Choose **Standard Mode** or **Quick Mask Mode**

Edit with **standard screen**
Edit with full **screen and menu bar**
Edit with **full screen**

Jump to **'Image-Ready'** (an image editing program which comes with Adobe Photoshop)
Things you can do:

**Manipulate your picture**

**Crop:** Cropping is used for selecting the portion of your image you want to work with. This tool helps you control the content of your image.

**Steps:**

1. Open your picture within Adobe Photoshop
2. Click on the crop tool icon
3. Using your mouse, click on the place in your picture where you would like to begin capturing your picture content
4. Hold the left click button down and drag the tool across the picture. You will see the selected portion outlined in dotted lines
5. Right click on the mouse and you will see this small menu
6. Left click on ‘crop’ if you like your selection

![Step 1, Step 3, Step 2 images]

**Rotate**

**Steps:**

1. Click ‘Image’ on main tool bar
2. Scroll to ‘Rotate Canvas’
3. Choose the degree and direction
   CW = Clockwise
   CCW = Counter Clockwise
   Arbitrary allows for finer tuning
Rotating allows you to change the direction of your image or scanned document.

**Use tools**

Photoshop tools allow you to make many changes in your image. Don’t be afraid to experiment...you can always undo.

**EDIT...Undo**

Do not forget this function! Every step you take in Photoshop can be undone. You can also use the key combination of ‘control’ and ‘Z’ to undo your work.

There are many tools and some have additional hidden menus. For instance, the ‘Paint Bucket' in Photoshop is hidden under the gradient tool. To access these tools, left click on the small arrow at the bottom right corner of the tool.

**Adjustments**

It is very useful to understand some basic adjustments. These will help you control brightness and contrast and more.

**Steps:**
1. Click on ‘Image’ on the main tool bar
2. Select ‘Adjustments’
3. Choose ‘Auto Level’ for quick clarity of your image
4. Experiment with brightness and contrast

*Illustrations from the Chemehuevi Coloring Book, CRIT Library*
Filters

Working with just one of many possible layers in Photoshop, you can affect many artistic changes in your image. The changes below are just a small sample of what is possible when you use the ‘Filter’ option on the tool bar.

Remember, as you experiment with these, to ‘Undo’ after each filter change. Otherwise, you will be placing a filter upon a filter—but then, that can be fun too! The ‘Filter’ option gives you the following menu of choices. Note the arrows on the right. Each of these options can be expanded.

You can use this same sequence to create other changes in your picture. For instance, if you choose Filter and then Sketch and then Torn Edges, you can create a ‘torn-edge’ effect.
One very interesting effect is called ‘Liquify’. Begin with ‘Filter’ on the main tool bar. This window will open.

You can choose the size of the brush stroke. Once you do, drag your cursor over the image to create the liquify effect. The result looks like this:
Text and Fonts

Be aware that text in Photoshop 7 behaves differently than it does in earlier versions. It is now postscript and is equivalent to Adobe Illustrator or Quark in printed appearance. It now behaves more like a word processor.

Adding Text:

1. Close any existing pictures
2. Open a new one that is 72 resolution, 250 x 600 pixels and has a transparent background
3. Select the ‘TEXT’ tool on the tool bar
4. Click on the picture
5. Type something
6. Select the layer your text is on
7. Select the text to be edited
8. Change the color of the text
9. Change the ‘font type’
10. Apply a bend
11. Move the text
12. Click on ‘OK’ - the check mark
**Saving Documents in Different Formats**

**Formats:**

- **.psd** – PhotoShop format which preserves layers
- **.jpg** – For the Web and PowerPoint
- **.gif** – For the Web, but best for text
- **.tif** – A cross platform format that preserves all quality for printing
- **.pct** – Another good format for print and cross platform

**Steps:**

1. **Open** your picture using Menu > File > Open to navigate to the document, click once on ‘OK’
2. **Save it** as Work.psd in a folder on the desktop
3. **Save it** again as Work.jpg
4. Try **Menu > File > Save as** – Now change the name and save to a different desired location (For instance, save as ‘My documents’).
5. **Click ‘OK’**

---

**Printing Your File**

**Steps:**

1. **Open** your Work.jpg file
2. Go to the Menu > File > Page Setup. When the window opens, make sure that the document will print to the printer of your choice
3. Choose ‘portrait’ or ‘landscape’ depending on how you want to orient your picture
4. Click ‘OK’
5. On the same menu, choose ‘Print’ and Click ‘OK’
Saving for the Web

Steps:

1. Open your Work file
2. Go to Menu > File > Save for Web. This opens a new window
3. Click on the 4-up tab. This option creates 4 images. The upper left image is your original and the others are examples of options.
4. What is most important is the format setting! Choose .jpg for image or .gif for text, then set quality and ‘OK’. The options should be practiced as the effects are many. Basically you must balance the file size with quality and format type. Quality is a combination of the numbers of colors and the quality setting.

Exercise 1: Let’s practice saving for the Web

- Open Work.psd
- Go to Menu > File > Save for Web
- Save a .gif that is 100k with the name of Work01.gif in your workshop folder
- Save the .gif in the ‘Work’ folder on your desktop
- Save a .jpg or 75k or smaller to the same folder. Name it Work01.jpg.
- Now go to your desktop folder and make sure the files are there.

Even if you don’t plan to have your own web page or to publish your work on the web, it doesn’t hurt to learn to save picture files in a variety of formats to insure quality reproduction.
When you feel you have mastered working on one layer, you might want to try bringing in more. Here are just a few pointers. See Part IV for recommended online tutorials for more advanced work with Adobe Photoshop.

On the layer palette, there are several useful features. One is the locking feature. At the top of the layer palette, notice several boxes with icons. Checking the boxes will lock features of layers on the active picture.

The features on the right make editing easier and help prevent common mistakes.

Making Videos with Your Camcorder

Language revitalization and preservation are greatly enhanced by the use of video. For those languages with few speakers it is so very important to video all levels of language use especially just everyday conversation. These tips for using a video were contributed by Julie Rackow who worked on the CRIT project. However, you don’t have to be a professional videographer like Julie to capture great video moments that can help preserve and inspire language use. Please see the segment on our website, http://projects.ltc.arizona.edu/gates/TELR.html, showing Johnny Hill’s amazing homemade video of Chemehuevi.
Video Shots: Tips to make shooting with your camcorder easier

- **Remember to take the lens cap off.** (Eh?) No, really, we’re serious. In the rush of setting everything up for a shot you would be surprised at the number of people who set the camera recording with the lens cap still on. Even the pros can do it –

- **Always record 5 seconds before and after the shot you want.** Editing decks need a bit of space to get the signal properly (called pre-roll) and they can muck their edits up if you don't have enough pre-roll.

- **Use manual focus if at all possible.** Autofocus hunts for stuff to focus on, so if someone walks through the shot it will try and focus on them, getting your subject out of focus. Autofocus also uses up a lot of battery power, so using manual focus and push focus (a button you can press for autofocusing) makes your batteries last longer. Whatever, make sure your subject is in focus. To be absolutely sure, zoom in on the subject, focus, and zoom out.

- **Leave that zoom rocker switch alone!** See that button that rests just underneath your fingers when you hold the camera? That's your ticket to bad film-making. Its sitting there, nuzzling you saying 'Hey press me! Zoom in, go on. Now zoom out! Smart'. Unfortunately when you come to watch your film most of your audience will be sick because the zoom is constantly tromboning in and out. There are only two occasions when it is OK to use the zoom during a shot.

1. You are interviewing a man who has just seen his daughter run down by a steamroller. Understandably its a heart-wrenching moment. So Mr. News Cameraman zooms in really slow (you barely notice it) so we capture that first tear perfectly (how they can do this I do not know).

2. Cheesy 70's cop movie. We have just ended the last car chase scene and we want to establish that they are now back in the cop shop.

   EXT. POLICE HQ - DAY
   FAST ZOOM IN on window of building.
   CUT TO - INT. POLICE HQ OFFICE - DAY
   SUPERINTENDENT ROBERTS is chewing the two rookie cops asses off who have just flunked the car chase. He's angry, he's mean and he's got huge sweat rings under his armpits.

OK, so you get the picture. Zoom for effect - not because the button is forcing you to. By all means use it to set up a shot when the camera's not rolling, but leave it at that.
• **Use a tripod** - If you want a steady shot then stick your camera on a stand (or a wall or something).

• **Don't use a tripod** - (umm...bit of a contradiction here - oops!) - If you want to give your film some energy dump the tripod, setting your camera up on sticks takes too long anyway. To keep it steady-ish, get as close to your subject as possible and shoot as wide-angle as possible to minimize shake. If you can, keep both eyes open (instead of just squinting down the viewfinder) so you can adjust the camera to follow your subject.

• **Check your white balance**, especially if you are in mixed lighted rooms. (White Balance? Mixed lighting? Eh?) White balance is essentially what color your camera thinks is white. Some cameras have buttons for this i.e. indoors, outdoors etc. Other cameras sort this out automatically (although they can make a botch job of it) and some allow you to set it manually (by sticking a piece of white card in front of it and saying 'Hey, this is white you dumb camera'. This all matters because not all light is the same color. Lights have different color temperatures. Sunlight is kind of bluey, artificial light (like light-bulbs and stuff) is orangey and fluorescent strip lights are greeny. Your eyes can sort this information out, but the camera tends to make everything look all one color if its on the wrong setting. Checking your white balance is okay if you've got a color viewfinder but you'll need to wire the camera into a TV if you haven't. Failing that sure the preset is right and hope its OK. So remember:

<table>
<thead>
<tr>
<th>Sunlight</th>
<th>Bluey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artificial Light</td>
<td>Orangey</td>
</tr>
<tr>
<td>Fluorescents</td>
<td>Greeny</td>
</tr>
</tbody>
</table>

• **Avoid Backlighting** - This is where your subject is standing with the sky or a window or white wall behind them. The camera goes 'Hey, loads of white I better set my exposure to that', so when you come to look at your footage all you can see it a silhouette of your subject and you can hardly see their face. Solution - turn around, and use the light from the wall/window to light your subject (Some cameras might have a BLC - Backlight Compensation button, but these tend to on the whole suck).

• **Try not to appear in your own film** - Unless of course you are Hitchcock or your actor has called in sick and you're having to play the role yourself you want to try and avoid appearing in your film as...the camera operator! Avoid fingers near the lens or long hair draping into shot. Equally be careful when
shooting through glass, mirrors or shiny objects not to catch a view of yourself. Use a polarizing filter to cut down on any reflection.

- **Switch the camera on before you take the lens cap off** - I don't know where I heard this, but apparently you can damage the camera's CCD chip if you take the cap off then switch it on – you know, cap off, light streams in, chip gets frazzled. Equally don't point your camera at really bright lights i.e. the sun, nuclear explosions etc.

- **Check your sound** - Most cameras have headphone sockets so you can monitor what the camera is picking up. Recording without checking your sound is like shooting and not looking down your viewfinder. Remember: your ears are great (they can filter out all that extra noise and focus in on just one voice) - your camera isn't, it'll pick up on every squeak and rumble.

- **Use an external mic if possible** - To get better sound get your hands on an good external microphone that plugs into your camera. This should cut down on operating noise from the camera (inside whirring etc.) and you can pick a mic for the job at hand. Doing street interviews? Get an unidirectional mic (y'know, the ones that look like ice creams) to cut down on all that traffic noise (if your camera has any kind of handle tie your flex around this, so if your interviewer yanks on the cord the mike isn't pulled out). Drama? Try a super-cardoid mic and mount it on a old broom and get a mate to stand there and dangle it in front of your actors.

- **Gag your microphone** - If you know you're going to be shooting in a windy place get a wind gag for your mic. Wind gags are basically furry things that fit over your mic (in the wild they can live up to 70 years), that cut down on the roar you will hear if filming in wind. The other day I stuck my camera out of a car window and the sound I got was like ground zero at a nuclear blast!

- **Protect your equipment** - You've got to keep it safe from two things - the environment and from it getting nicked. Keep your gear clear from dust and dirt (use a cover to protect it from the rain) and screw on a skylight filter to protect the lens. Clean the lens/filter and viewfinder using blower brushes, air jets etc. Security! Keep your camera close to you, make sure its insured and know its serial number if it does get pinched.

- **Tape Care** - Always use the best quality tape you can afford (usually metal evaporated). You can only capture an event on tape once. The great thing about tape is that you can record over stuff but be careful you may need footage again in the future. Remember, keep all your rushes!
- **Batteries** - Always carry fully-charged extra batteries, otherwise you can bet that you will lose power halfway through the most important shot of your film. Bear in mind that batteries have a shorter lifespan in the cold. Hug them to keep 'em warm (and show them that you love them).

- **Shoot loads!** - Tape is cheap. Use it. When you get around to editing you might just need a certain shot, so shoot everything. Shoot plenty of cutaways (shots to cut in at any point – close-ups, buildings, reactions of other people). Don't tell your actors, but shoot practice takes (you might need to put a bit of gaffer tape over the recording light) sometimes they are the best, most natural take.

- **Shoot with both eyes open** -- like the news cameramen do. It takes some practice but it allows you to see what's going on in the viewfinder as well as around you. (Jonathan Lewis)

- **Avoid the horns of Satan!** - Try to keep an eye on what is in the background of your shot. You want to try and avoid potted plants sprouting from people’s heads etc., not to mention trees & telephone poles. Especially steer clear of backdrops where there's visually exciting stuff going on - a videogame running in the background as you can guarantee that your audience will end of paying more attention to this than what the person is saying or doing. There's a classic clip I've seen where two policemen are talking about what a quiet night it had been with no arrests. Behind the officer, in the background, are two lads beating each other to a pulp.

- **Other things you may need for the shoot?** Boom mike’s, windsock for the mikes, lights, several heavy duty extension cords, more batteries for the camera, batteries for the mike’s, any props, back drops; this can be as simple as a black or colored bed sheet, and think of other things may you need? Better to be over prepared that to have to scratch a shoot due to lack of preparation.

- **Watch films of all sorts.** Films from the 50s to the mid 70s play to a more intelligent audience. Older films rely more on plot and character development than on special effects to get the point across to the viewer. Watch for creative pacing and character development, things that are lacking in most of the contemporary film. Avoid Hollywood block buster films, for the most part they are not artistic and without special effects do not have much else to offer. Watch PBS, NOVA, the Discovery Channel, A & E, the History Channel, and documentaries, critically analyze how the pro’s use the camera to help tell the story? How do they frame the subject matter to draw the viewer in? How do they highlight things by using audio or supplemental
footage; use music or silence to accent the tone, pace and tension in the
scene.
- And finally, **have fun!**

The Videomaker Handbook is a selection of excellent articles that explain all
aspects of video production in depth. Although very technical at times this is a really
useful book for anyone looking to get the most out of their video camera, covering
everything from scheduling your shoot, through all aspects of production to distributing
your finished video. From the writers of the USA's Videomaker magazine so you know
it comes from the experts.

*Julie R. Rackow*

*Edited by - dale@exposure.co.uk*

---

**Swinomish youth pick up cameras, tell their own stories**

Sun, 23 May 2004 - Tina Potterf - Seattle Times staff reporter

Native American youth are aware of the stereotypes that taint
their heritage. Ask a group of Native kids from the Swinomish tribe
near La Conner, Skagit County, about what it means to be an American
Indian, and you may be surprised by their candor and insight:
"You probably think I'm another stoned Indian. Well, you're
wrong. I'm going to become a lawyer."

[About] Native Lens. Later this month, the short digital films
created by Swinomish youth will be available for viewing online at
www.911media.org. ... Through Native Lens, Cladoosby said, "People can
learn more about our culture."

Robert Williams was one of only a few participants with prior
experience in shooting and editing videos. "I've tried sports, basketball
and baseball, and it didn't work out," Williams said, "So
I picked up a camera."

Williams, 21, has a penchant for short documentaries, mostly of
his buddies playing basketball or hanging out, set to an underground
hip-hop soundtrack. He hopes to build on and pass along the
experiences gained through Native Lens, a program he said "gives us
a chance to go back to the tribe and tell them what we have learned
and what we've done."

Getting the youth to think critically and creatively, and to
empower them to share their stories with others, is ultimately what
Native Lens is about.

"These kids are really good storytellers... ," said Tracy
Edwards, Swinomish education director. "I hope that they continue
with what they learned here and bring it back to the tribe.
"And if they have a story to tell, they can get it out to the
community."
To use language, the speaker has to know its real bones, guts, blood, spirit, mind, heart. He has to know its pain and its joy. He has to know its creation. And the only way he can is to know he is being created as he speaks it. He is a creator then of that language.

Simon Ortiz, *After and Before the Lightening*, 1994

**POWERPOINT 2003**

For beginners working with indigenous languages, PowerPoint allows for the creation of effective multimedia language lessons incorporating audio, graphics and text. Beginning students, sometimes affectionately called ‘newbies’, need very little training in computers before creating visually exciting slides which can support either oral language learning, literacy or both. Individually created slides are then organized into a full presentation or language lesson.

We see two important applications for PowerPoint for those who work with indigenous languages:

1. for language advocates to use as a support for public presentations
2. as a format for multimedia language lessons.

Best of all, PowerPoint is really easy to learn. Here is a brief overview of what PowerPoint has to offer:

- Presentations consisting of a series of slides you create which can be projected or used to create overhead transparencies.
- Handouts, outlines and notes can also be generated from these slides giving you dynamic language learning materials in hard copy.
- You can import audio files you have created in your language into a PowerPoint slide.
- You can import text files from MSWord – using Unicode or other fonts appropriate for indigenous languages.
- You can add graphics – from your own scanned-in drawing, or from clip art or from web-based sources.
- You can upload your presentation to the web, save it to a CD or send it to a friend.

We will start by showing you an example of a single multimedia slide. This single slide is part of a larger language lesson on animal names in Mohave. This slide was created by importing a sound file of a Mohave speaker (Robert Martin, 1969 tape recording), a picture from the Mohave coloring book and text from the Mohave
Let’s Begin!

**Step 1: Opening the program.**

There are two ways to open the PowerPoint program on your computer:

1. Double click on the Microsoft PowerPoint icon on the desktop **OR**
2. Click on Start --> Programs --> Microsoft Power Point

*When the program opens, you will see this window:*
Choose one of the following, each for a different purpose:

1. ‘Open...’ if you are looking for an existing Power Point OR
2. ‘Create a new presentation’ if you want to make a language lesson or a public presentation.

Note: If you have already been working on a presentation select the ‘Open...’ button – Then select your presentation – and then click on OK – your named and saved presentation should be there!

Step 2: Choose ‘Create a new presentation’ to begin constructing your multimedia language lesson.

This window opens automatically when you choose ‘Create a new presentation’ button.
Step 3: Choose a Slide Layout

This menu is located on the far right of your screen. It provides information and previews of your presentation. This window gives you some formats to choose from. Just click one of the layout images and the menu will change to show different layouts that you can choose.

For Example, if you choose ‘Blank presentation’, the following screen will appear:

You can then scroll up and down with the menu on the far right of the screen to choose a layout. If you choose ‘From design template’ different choices will appear in the menu on the far right of the screen:
**Step 4: Apply a design template or background color**

Applying a design template is an easy way to make your lesson(s) colorful. To apply a template, click on one of your choice. It will then be posted on the screen. If you want to change the template simply click on the next one of your choice. If you want to use the template for all of your slides, move your pointer to the right of the template design and click on the down arrow. A small drop down menu will appear where you can select ‘Apply to All Slides’.

Apply a background color:

If you want a different color scheme, click on the ‘Color schemes’ button and choose your colors by clicking on your choice:
To create different color schemes, click on ‘Edit color schemes’ which is located at the bottom of the Slide Design menu.

First, the Edit Color Schemes box will appear, then, click on the ‘Change color’ button. The Background color box will appear as shown above. Then, you can choose between a Standard color or a custom color.

The background of your presentation can also be changed with ‘Fill Effects’. Choose Format from the menu bar, then click on ‘Background…’. The screen below will appear and you can adjust Gradient, Texture, Pattern and Picture.

You now have many, many ways to make your slide bright and engaging – GO FOR IT!
Step 5: Understanding the PowerPoint Screen from the *Normal View*

Exercise 1: Time to Practice!

- Open Power Point
- Choose ‘Create new presentation’
- Apply either a ‘design template’ or a background color
- When you want to add another slide, click on ‘Insert’ and this menu will appear

- And you are ready to build your presentation or language lesson!
There are two ways to access views of your slides:

- Click on ‘View’ on the main tool bar which gives you this menu
- Choose a symbol from the bottom left corner of the PowerPoint screen

**Normal View:** This view shows the presentation outline on the left, the slide in the main window and allows for notes at the bottom.

**Slide Sorter View:** Slides can be ordered and sorted from this screen. Just click on a slide to select it and drag it to where you want it placed.

Click the Slide Show button on main tool bar to view the complete show on the full screen!

**Remember: BE FEARLESS!**

As in Microsoft Word, there is always the command, “Edit….Undo”. This process will reverse your mistakes, so don’t be afraid to try anything…
Step 6: Inserting a Graphic Element

There are many sources which can be used to bring graphics (pictures, drawings, even videos) into a PowerPoint slide. Using Adobe Photo shop, you can enter your own pictures or drawings and scan them to your computer. You can then import them into PowerPoint. You can also use ‘clip art’ already handy on your computer or available from a number of online sources. You will need to become familiar with the ‘insert’ menu:

Let’s begin by inserting a picture from ‘Clip Art’ located on the drawing tool bar

Notice that there is also ‘Word Art’ available

Resizing Pictures:

Pictures and other graphic elements are marked by small boxes on each side. You can resize pictures by clicking on these boxes and dragging them – a double arrow will appear. A Plus sign, +, means you can move the whole image.
Exercise 2: Working with Clip Art

- Open a new slide under ‘Insert’ on the menu tool bar

- Locate the cursor on your open slide where you would like to insert a picture
- Click on ‘Insert’ on the menu tool bar
- Choose ‘Picture’ *(You may have to extend the menu)*
- Choose ‘Clip Art’
- Select a picture *(NOTE: you can choose a picture available on your computer or select to go online to find more clip art.)*

- Click on a picture and it will be inserted into your slide.
  – You can resize the picture if you select it once it is inserted
  – You can also move it if you are working with a blank slide.

Step 7: Inserting Text

PowerPoint allows you to type directly into a slide by inserting a ‘Text Box’. Go to ‘Insert’ on the main menu and select ‘Text Box’. Using the mouse, put your cursor where you want the text to appear and click within the box to begin typing. You may also import text material from other software programs like Microsoft Word, see exercises below.
Step 8: Inserting Sound Elements

There are several ways to bring sound into a PowerPoint slide:

- You can create a sound file using PowerPoint itself
- You can create sound files on other software, like Audacity, then import the sound files to your PowerPoint lesson.
You can import sound files from outside sources, like old tape recordings. In this case, you need to bring them into Audacity, for instance, and create wave files to save for use in language lessons. To use files from outside sources like audio tapes, see the section of these materials using Audacity software.

Using PowerPoint as a recording source for sound files

Exercise 4: PowerPoint for sound files

- Place your cursor anywhere on the slide you are working on
- Click on the ‘Insert’ menu
- Click on ‘Movies and Sound’

- Click on ‘Record Sound’
Exercise 4 (cont.):

- You will now have a small window which looks and acts like a tape recorder.

- Point and click on the red button and \textbf{‘Record’} a word to match the picture you have chosen
- Click on the center button to \textbf{‘Stop’}
- Click on the left arrow to \textbf{‘Play’}
- A sound icon \ding{202} will automatically appear on your slide

Inserting Sound from files

If you have been working with Audacity or any other sound software, you can add your saved sound files to your PowerPoint.

Exercise 5: Sound from PowerPoint files

- Click on the \textbf{‘Insert’} menu
- Select \textbf{‘Movies and Sound’}
- Click on \textbf{‘Sound from File’}

- And you will see a list of the sound files you have \textbf{saved as wave files}
- Select the file you want and click \textbf{‘OK’}
As PowerPoint pulls sound into your slide, you will see this window.

You are given the choice of hearing the sound automatically or of having to ‘click’ on the icon to hear it. For language lessons, either mode can be interesting and engaging. Although, making the user ‘click’ makes it more interactive.

The resulting slide will show a **sound icon** which you can then place near the text or picture if you want by clicking and dragging.

**NOTE:** **Video clips** can be inserted into PowerPoint slides in much the same way: Just choose ‘**Movie from File**’ to import your own movie, once it has been captured.
Once you select ‘Movies from File’, you will get a window like this. Choose the file you need then click on ‘Open’. Once you are into your file of videos, select the specific one you need and click on ‘OK’.

**Step 9: Adding Animation!**

**Exercise 6: Animation!**

- **Create** a new slide
- **Add** a graphic element of your choice
- **Click** on the ‘Animation Schemes’ link

To use Custom Animation, choose ‘Slide Show’ from the menu tool bar and the screen below will allow you to create a number of exciting effects to animate and add unique sounds your slide!
Congratulations! You have just made a multimedia slide for use in a language lesson!

Here are some reminders from Part I about creating language lessons:

- Think of a single lesson only in the context of a larger unit of study
- Be sure the data is accurate
- Plan carefully before beginning
- Think ‘Immersion’ – use the native language as much as possible
- Make it bright, active and fun!

Once-dying Chinook language finds future in voices of children
Tue, 8 Jun 2004 – Nancy Bartley – Seattle Times staff reporter

GRANDE RONDE RESERVATION, Ore.

To Tony Johnson, the Chinook jargon widely spoken by his ancestors was not just a second-class language used for trade but a language of tribal rituals, family gatherings and courtship. Until recently, it was almost extinct.

Now, due largely to the 33-year-old Johnson, who regards each word of his ancestral tongue as an heirloom, the jargon also known as "Chinuk-wawa" has become a language of the future. In the seven years he has worked for the Confederated Tribes of the Grand Ronde to revitalize the language, Johnson, who grew up in Raymond on Willapa Bay, has developed a teaching program that has become a model for tribes around the region.

What makes the program successful is the traditional master-and-apprentice approach, in which students learn from elders, then become teachers themselves. That's coupled with the more modern-day concept of language immersion, in which students speak Chinuk-wawa in and outside the classroom. ...Now the Grand Ronde program is so successful..., children here use Chinuk-wawa to keep secrets from adults.
**PowerPoint examples:**

These first few examples show how PowerPoint can be used to support public presentations about language.

---

**Mohave Sentence**

\[ \text{S} \] \[ \text{NP} \] \[ \text{VP} \]

- 1st person subject verb stem tense

- **inye--ch** matapoi=k
- **inyech** matapoik

*I am hungry*

---

**Subject Marker on phrase**

- Morphemes: small units of meaning
  - *ny* = the
  - *kw ..ny* = [one] that (like adding -er)
  - *ch* = subject marker
  - *k /-m* = verb marker

- **Humar poshny kw a’av ch Joe iyunm**
  - child cat that heard Joe sees
  - *The child that heard the cat sees Joe*

---

**Overview: Creating a Language Lesson for Your Community**

- This presentation will try to help you answer these questions:
  - What is a lesson?
  - Who is your audience?
  - What is your purpose?
  - What are some ways of designing effective lessons?
Below are sample slides done by CRIT participants and students from the American Indian Language Development Institute. Most have audio files attached. Active samples can be seen on our website at www.

Vangie Warwick, White Mountain Apache

Amelia Flores, Mohave

Delphine Tsinajinnie, Navajo

Lonnie Wilder, Hualapai

Tracy Williams, Oneida

Candace K. Galla, Hawaiian

Vangie Warwick, White Mountain Apache
Kristin Walker, a teacher from San Carlos Apache schools worked with a tribal elder, Joycelene Johnson and illustrator Jason Dillon to revise this earlier book by Jack L. Crowder. It presents seven Apache verbs acted out by ‘Cactus Boy’ and supported by oral language only.

Rhonda Antone, Cathy Ross and Yolanda Two Two worked together to create a presentation for teachers new to their community and to the Tohono O’odham culture and language.

Arlene Joyce Hughes, Akimel O’odham and a teacher at Gila Crossing School in Arizona created this original art and story to support an Indigenous language lesson.
MICROSOFT PUBLISHER 2003

Microsoft Publisher is a desktop publishing application from Microsoft. This entry-level desktop publishing application provides the user to create a variety of materials, such as books, brochures, business cards, calendars, certificates, newsletters, invitations, and much more. Publisher 2003 is bundled with Microsoft Office 2003 Small Business and Professional Editions.

For this exercise, Creating a Storybook, you will learn how to create a book that can be printed at your home, office, or school setting to be reproduced at your leisure, without the hassle of trying to find a publisher who will not compromise your story.

Exercise: Creating a Storybook

Setup

Step 1: Open Microsoft Publisher
- Click on the Start menu
- Click on Programs
- Scroll to Microsoft Publisher and click

Step 2: Open a New File
- Under the File menu, choose New.

Step 3: Page Setup for a Booklet Layout
- Under the File menu, choose Page Setup (A Page Setup screen will appear)
- Click on the Layout tab and under the publication type, click Booklet.

Step 4: Click OK
- Under Printing Options – Orientation, click on Landscape. Set the width to 5.5” and Height to 8.5”.

Step 5: Layout Pages
- Once you have completed your page setup, this dialogue box will appear. Click Yes to automatically insert 3 pages.

Don’t forget to save your work periodically!
At the bottom of your screen, you will see this page layout.

It is recommended that when you add pages to your book, that you add pages in multiples of four.

- Try this exercise – Take a piece of paper and fold it in half. Starting with the front page, number it page one and continue until page four. You will notice that from each folded sheet of paper, you are essentially creating four pages total.

Step 6: Adding Pages

- We want our book to have 8 pages total (remember we need to add pages in multiples of four), so we need to add 4 additional pages.
- Go to the Insert Menu and click on Insert Page (An Insert Page screen will appear).
- Type in the number 4 into Number of New Pages. For this example, we will indicate that we want to insert blank pages after the current page.
- You will now see this page layout at the bottom of your screen.

Inserting Text and Graphics

Step 7: Inserting Text

- To insert text, click on the textbox icon (found on the vertical Objects toolbar to the left of your screen)
Now, click anywhere on the page where you would like your text.

- A text box will appear on your page. In the text box, you will see a blinking cursor. Begin typing your text.
- To resize your text box, position the mouse pointer over one of the handles (small shapes displayed around an object when the object is selected) and then drag the mouse.
- TIP: If part of your text does not appear in the text box,
  - Enlarge the text box larger
  - Change the text size
  - Delete some of the text

Step 8: Inserting Graphic Objects
- To insert a graphic object, click on the Insert menu, find Picture, and then click on Clip Art... or From File... (see section on Microsoft Word and/or PowerPoint)

Printing & Finishing Touches

Step 9: Printing
- Once you are done editing, it is time for you to print your storybook. Depending on the capabilities of your printer, you may be able to do duplex printing (printing on both sides of a sheet of paper). You will need to review your printer manual. If your printer is not capable of duplex printing, you can print out each page one by one and manually feed your printer. This may take some trial and error, but it will be worth it.

- Go to the File menu and click on Print (a Print screen will appear). Click on Properties. Again depending on the capabilities of your printer, you may or may not find an option that allows you to do duplex printing. If you do, click on it and click OK until you are back to the Print screen.

- If your printer allows for duplex printing, a screen may appear that will guide you through your printing process and may require additional steps.

Step 10: Finishing Touches
- Once your storybook has been printed, fold in half and bind using a long reach stapler.

Enjoy reading your storybooks to friends and family!
Under the direction of Scott Brill and in conjunction with the Critical Languages Program, the University of Arizona Computer Aided Language Instruction Group (UACALI) has made freely available for non-commercial use its MS-Windows and Internet based multimedia CALL authoring system. MaxAuthor has been under development for 14 years and was used by authors nationwide to create the recently published Critical Languages Series CD-ROMs. Without any programming, MaxAuthor lets you create language instruction courseware for Chinese, Japanese, Korean, and 44 other languages, including several Native American languages. MaxAuthor requires Windows 95/98/NT/2000/Me/XP, 486 (or better), 16MB RAM minimum, SVGA (or better), sound card, speaker, 9MB disk space, microphone recommended. In this section, you will be introduced to the basic MaxAuthor capability. For more information, see the full description of MaxAuthor at www.cali.arizona.edu.

Capabilities:

MaxAuthor works just like a text editor with tools that add audio and exercise material; there is no programming or scripting necessary. The author records separate audio for both sentences and words and has the option of recording audio in the training language only, but can also record translations or paraphrases. The author selects one of the 5 authoring views: Word, Sentence, Multiple Choice, Footnote, or Cloze (Vocabulary Completion). The tools within MaxAuthor let you play, record, or edit recordings. When the Record All menu choice is selected, MaxAuthor sequentially records each word or sentence. Once you record audio for your lesson, the student can immediately use MaxBrowser, Listening Dictation, Pronunciation, Vocabulary Completion, and Audio Flashcards without further customization. By adding more information to the lesson such as multiple choice questions, multimedia footnotes, and custom Vocabulary Completion blanks, you can enhance the richness of the student's interaction with the lesson. It's up to you, the instructor, to decide how much time you want to invest in your new lesson.
MaxAuthor treats lesson text as a collection of sentences, words, footnotes, multiple choices, and cloze blanks. The instructor records separate audio for both sentences and words to allow the student to hear the contextual differences between words spoken in isolation, and words spoken in sentential context. MaxAuthor differs from other multimedia authoring packages in that it is specifically built for teaching languages: there is no scripting language; you graphically attach exercise elements to specific parts of the text and there are no programming languages to learn.

The Indigenous languages currently supported by MaxAuthor include Navajo, Chemehuevi, Southern Paiute, Yaqui, O’odham, Luiseño, Nahuatl, Ojibwe (Chippewa), Hupa, Lummi and Mohave.

“All over the world, all peoples have their language. And anyone who has no language is lost….There are some people who have their own language, but they do not love it. And those people become nothing. We do not want to end up like that. We want to carry forth our language and make it grow. There are some people who rejoice at speaking their language. And from this, these people do great things.”


Let’s begin!

To access Max Author and to begin construction of language lessons, open ‘Internet Explorer’ and type [www.cali.arizona.edu](http://www.cali.arizona.edu) in the dialog box.
Tutorial 1: Creating your first lesson with MaxAuthor

Step 1:

- Select File > New from the MaxAuthor main menu to bring up the Create New Max Project dialog.
- Type in a project name (less than 8 characters with no spaces or file extensions), pick English as the written language for your first lesson, and select a directory for the new project (MaxAuthor creates a new directory for each project).
- Then click OK to bring up the Enter New Lesson Information dialog.

Step 2:

- Type in your name, a short lesson description, and add an audio language (American English) that you will record later.
- Then click OK to start editing your new lesson.
Step 3:

- Type in one sentence for your lesson: "The brown dog likes the beach." MaxAuthor acts like a text editor that has several layers (or views) of information. Initially, you will be in Word View. For non-English text, you can click Help > Keyboard Mapping to see how to type characters in the written language of the current document.

Step 4:

- Add a text footnote to your lesson by clicking on View > Footnote Segments on the main menu. This switches you to Footnote View, and you will notice that the green F button is now depressed on the toolbar. (Tip: you could also have just clicked on the F button directly to switch to footnote view).

Step 5:

- Then, highlight the word “beach”, and choose Segment > New from the main menu, and for the type of footnote, choose A text footnote. A window will appear where you can type your text footnote: “Most towns permit dogs on the beach”.
- When you are finished, click the “Close Window” box on the upper right hand corner of the footnote window.
Test your lesson to see what the student will see. Make sure your new lesson is the active window. Click on Test > Student Max on the main menu. You will be prompted to first save your lesson, click OK.

**Step 6:**

- The MAX Student application then starts up using your new file.
- You will see your text footnote underlined in green, and when you click on it, your footnote text appears at the bottom of the screen.
- Click on File > Exit to leave the student view and return to MaxAuthor: Don't forget that each MAX application (MAX Student, Dictation, etc.) has extensive help available from the main menu.

---

### Preserving Languages

**Sunday, May 16, 2004 - By W. JAMES HONABERGER - For The New Mexican**

Santa Fe, New Mexico

Despite the seemingly vibrant demonstration of Indigenous languages, the idioms are in danger of being lost. According to linguists, if tribal members -- most especially the youngest generation -- do not learn to speak their languages, the next 60 years might see the silence of more than 150 of the remaining 175 Indigenous languages in the United States.

"Many people are using the computer to create tutorial programs, and we're finding that those are very powerful tools," said Inee Yang Slaughter, institute director. As Native Americans fluent in their language grow older and take Tewa, Hawaiian or Choctaw to their graves, efforts to cultivate younger speakers are helping.

[Tessie] Naranjo said language and culture have a symbiotic relationship. "Behavior is embedded in the language; language reflects what the values of your community are," she said. "If you don't know your language, you won't learn how to be a good Tewa person ... or a good anything person."

http://www.santafenewmexican.com/main.asp?Search=1&ArticleID=44796&SectionID=2&SubSectionID=&S=1
Tutorial 2: Add audio to your MAX lesson

Step 1:

- MaxAuthor provides an easy way to record audio for each word and each sentence of your lesson. Although audio recording is optional, it is highly recommended. First, you need to delineate the boundaries of words and sentence segments.
- Switch to View > Word from the main menu or click on the W toolbar button.
- Highlight the first word of the lesson using the mouse or the cursor keys while holding down the shift key.

Step 2:

- Click on Segment > New (or click on the Add toolbar button). The word now becomes underlined red with dots to show you that it is an unrecorded word segment.
Step 3:

- Do the same for the next word. Note that you can double click on a word to highlight it. There are two cursors in MaxAuthor, the text cursor (a blinking vertical line) and the segment cursor (a heavy black horizontal line). The segment cursor may not be visible if the text cursor is not on top of a segment.
- If you misplace a segment's boundaries, you can remove it by clicking once on it and selecting Segment > Delete and trying again. You can also tweak a boundary by using Segment > Boundaries. Note that segments of the same type must not be overlapping.

Step 4:

- A quick way to segment is to highlight an entire section of text and choose Automatic Segmentation. MaxAuthor provides its best guess for the segment boundaries that you can later fine tune.
- Highlight the rest of the sentence that is not segmented so far and click on Segment > Automatic Segmentation.
Step 5:

- To record the word segments in your lesson, make sure your microphone is working, click on the first segment and choose Audio > Record All Segments.
- The MAX Audio Recorder dialog box will pop up.
- Click on Record to start recording the underlined word segment. Recording continues until you click ‘Stop’. Then, ‘Play’ your recording, re-record it, or ‘Save’ it. After you have saved it, you will automatically be prompted to record the next word, and so on.

Note: on some versions of Windows, the Windows Taskbar can obscure the MAX Audio Recorder and other input windows. We recommend that you set your taskbar option to Auto Hide.

Step 6:

- When you are about to record a word that has already been recorded, MaxAuthor plays the already recorded word and you can elect to Borrow the previous recording or record a new one.

Note that the segment changes from a dotted line to a solid one once you have recorded it.
Step 7:

- Switch to View > Sentence Segments and create the sentence segment. You should include trailing punctuation as a part of the sentence. When you create a sentence segment, you are prompted for Dictation Presentation Order (starting from 0). In this way, you can control the order of presentation for each sentence in the Listening Dictation Exercise, or choose ‘Don’t Use’ if a sentence is too long, too short, or otherwise not appropriate for a listening dictation exercise.
- Click OK.
- Record the sentence segment by clicking once on it and choosing Audio > Record All Segments.

Step 8:

- Click on Test > Student Max to test your lesson. The student has 3 views of the lesson text: Word, Sentence, and Footnote. When in Word View, the student can click on your words to hear them. Note that the Dictation, Flash card, and Pronunciation exercise buttons are now enabled because word and sentence recordings have been created. Try out these exercises to see how they utilize your recordings.
- Select File > Exit from Student Max, returning you to MaxAuthor.
Tutorial 3: Add a multiple choice exercise to your MAX lesson

Step 1:

- MaxAuthor provides an easy way to add an optional multiple choice exercise to your lesson.
- Click on View > Multiple Choice or click on the M toolbar button, and highlight the word “beach”.

We are attaching the multiple choice to this word because we want to draw the student's attention to the word when we ask the multiple choice question.

Step 2:

- Click on Segment > New and the Multiple Choice Edit dialog box appears.
- In the Optional Multiple Choice Question Prompt box type “what is the color of the beach?”
- This is the question that will be asked of the student. This question can be written in the target language or in English.
Step 3:

- Click on the ‘Add’ button and type “Red” and click on OK, then add “Brown”, “Green”, and "Unknown”.
- Now click on “Unknown” and then ‘Select Answer’, and you will see the A designator move to it. This is the correct answer that the student will hopefully select.
- Click on OK to dismiss the dialog box.

Step 4:

- Now, test your lesson by choosing Test > Multiple Choice.
- Select OK to save your lesson.
- Click on File > Exit to return to MaxAuthor.

*Note that the student can keep trying the ones incorrectly answered until they are all correct.*

Step 5:

- To further edit your multiple choice question, either click once on the segment and select Segment > Properties, or simply right click on the multiple choice segment to bring up the Multiple Choice Edit dialog box again. You can right click on almost any type of segment (footnotes, word, sentence, etc.) in MaxAuthor to view or change the segment's properties.
**Tutorial 4: Add a fill-in-the-blank (Cloze) exercise to your MAX lesson**

**Step 1:**

- MaxAuthor lets you add an optional Fill-in-the-blank exercise to your lesson. This is also called a 'Cloze' or 'Vocabulary Completion' exercise. The student's job is to type in the correct character(s) for each blank or, alternately, select the proper answer from a choice list.
- **Click on View > Cloze Segments** or click on the C toolbar button.
- We could use automatic segmentation to place Cloze blanks every Nth word, but in this case, we will place the segments manually. To create your first Cloze Segment, **highlight the word “dog”**. This is going to be the word we 'blank out'.

**Step 2:**

- **Click on Segment > New** which brings up the Cloze Segment Properties dialog box.
- There are two properties of a Cloze segment that can be changed, the Question Format and the Answer Judging. The Question Format is either `<<student types in answer>>` (the default) or the name of a choice list that the student will pick from. Choice lists can be shared between Cloze segments, which can save a lot of typing.
- For this segment, we will just accept the defaults, so just **click on OK**.
Step 3:

- For the next cloze segment, we are going to present the student with a few choices that they can select from, so they don't have to type in the answer directly.
- Highlight the word “brown”, and click on Segment > New, and in the Question Format box, click on the ‘Edit’ button.
- In the Cloze Question Format dialog box, click on the ‘New’ button.

Step 4:

- In the List Name box, type “colors”. This name is only used for the author’s benefit, it is never shown to the student. Other list names could be: "nouns", "adjectives", etc. Notice that “brown” is already in the list because it is the correct answer and must be a choice that the student will have.
- Click on ‘Add’ to add a new color (distractor) to the list, and type “red”.

Step 5:

- Now click OK, and you will see that the “colors” choice list is now associated with the blank you’ve been working on.
- Click on OK to dismiss the Cloze Question Format dialog box, and then OK to dismiss the Cloze Segment Properties dialog box. Test your lesson by choosing Test > Cloze and select OK to save your lesson.
Step 6:

- The student is shown two blanks and if they click on the first blank they have to pick from two choices: red or brown. If they click on the second blank, they have to type in the answer.
- When they click on ‘Check’, the student's answers are compared to the correct answers and displayed.
- Click on ‘Back’ to return to MaxAuthor.

**Student’s View**

![Image of the MaxAuthor interface showing two blanks and options to select a choice or type in an answer.]

**Food for thought:**

Does the language we speak shape the way we view the world?

“...Navajo classifies objects into a variety of categories, depending on such characteristics as shape and rigidity ...for example, round object, long rigid object, long flexible object, flat flexible object...and so on. Therefore, the category to which an object belongs determines which verb stem is used in talking about it. [Therefore] the verb for ‘pick up’ will be different in sentences such as “I pick up a cigarette”, I pick up a blanket” and I pick up a rope.”

(Silver and Miller, 1997:72)
Tutorial 5: Export your MAX lesson to the Web

Chemehuevi Lesson, featuring Johnny Hill, Jr., on the web at www.cali.arizona.edu

Step 1:

- MaxAuthor lets you export many aspects of your lessons for web delivery so they can be used on PCs using Microsoft's Internet Explorer 4.0 or greater. (See cali.arizona.edu for examples and options are detailed in the MaxAuthor Manual available through the same website.)

- Click on File > Export HTML and you will see this dialog box. Now, click on the ‘OK’ button to convert your MAX lesson to HTML format. Note that several HTML files are created in the same directory that your MAX lesson is in. These files control the web delivery and should not be modified.

- After MaxAuthor creates the HTML files for your lesson, you have the option of viewing the files in your default browser. If you say ‘Yes’, MaxAuthor instructs your browser to load the top level HTML file created for the lesson which in this case is the local file: c:\tempd\maxnet\eng\myfirst\myfirst.max.
Step 2:

You can try out all the lesson activities the student will see (except for Flashcards which must be accessed using an http: URL). The left hand frame is used for navigation and the right hand frame for the various views and activities of the lesson. Since the lesson's name was myfirst.max, the file to point your students to is myfirst.htm. If you want to put the lesson files on your web server, copy (or FTP) the entire lesson directory to your server. In this case you would copy the directory C:\temp\maxnet\eng\myfirst to your web server.

Let's say your web server's name is http://myschool.edu/ and your subdirectory is me, and you copied your myfirst lesson directory and all files to me, then the URL of your lesson would be: http://myschool.edu/me/myfirst/myfirst.htm

Note: Each lesson must remain in a separate directory (you can't copy more than one lesson's HTML files into one directory because of file name conflicts).

If your web server has case-sensitive filenames, you may need to set your FTP program so the filenames are forced to be lower case when transferred. Shown at right is the Options screen from WS_FTP as an example. We hope you've enjoyed this tutorial! Mail comments to: brill@arizona.edu
FRONTPAGE 2000

If you are anxious to publish your materials on the Web, using FrontPage is a very easy way to do it. To begin, you need to contact your Internet provider. They will create an account and give you information about how to log in. You can also create your web page and files without publishing them. That is, you have a choice, within FrontPage, of working locally (the “C” drive) or working while connected to the Web (either Internet Explorer or Netscape). We recommend working while on the Web if possible.

Ten steps to get you started with FrontPage:

Step 1: Open FrontPage

- Go to ‘Start’
- Go to ‘Programs’
- Click on Microsoft FrontPage

![Microsoft FrontPage interface](image)
Note: Not all Internet Service Providers (ISPs) provide Web space and only select ones provide FrontPage extensions that allow you to work directly on the server. If the server does not have FrontPage extensions, you cannot drag and drop files on to the server. You would have to use FTPs (File Transfer Protocols) to transfer files.

**Step 2: Work on the Web**

- Choose File > Open Web

Note: If you do not choose ‘Open Web’, you will be working locally and no one will see your page except you, unless you upload it.

When the window opens, **type in the URL of your Web Folder**. Then you will be asked for your username and password.

**Step 3: Create ‘Index’ or ‘Default’ page**

- Go to File > New > Page or Web

Choose ‘Index’ or ‘Default’

This is the basic page the Web browser will look for. If you do not have a page with either of these names on it, nothing will appear on the Web. FrontPage labels these pages as .htm.
Step 4: Views of your page

There are several ways to view your page. It is important to understand the active editing views versus the online views.

a) Views Tool Bar

- **Page** – actual editing page view
- **Folders** – what you have already saved
- **Reports** – how many pages with broken links, folders that take too long to load
- **Navigation** – charts for creating links and ways to organize your page information in a hierarchical fashion
- **Hyperlinks** – shows graphically which files are linked to other files (NOTE expanded + and - signs)
- **Tasks** – allows you to assign jobs to others working on the site

b) Editing View Tool Bar

- **Normal View** – view in active editing
- **HTML** – to see the html code
- **Preview** – shows how it will display on the web

“It’s scary how important language is... If I only had someone from my school to help me, this is what I would do: Make a curriculum to benefit the students from kindergarten to eighth grade, speak just in my native language to the kindergartners, and repeat this system every year until the kindergarten children are in the eighth grade.”

Bilingual teacher /AILDI participant.

*Teaching Indigenous Languages*, Jon Reyhner, ed.
Step 5: Internet Explorer and Netscape

To be sure that your page can be viewed through either of these browsers,

- Go to Tools > Page Options > Compatibility
- Choose ‘Internet Explorer and Navigator’ by Clicking on the downward arrow on the right under ‘Browsers’
- Choose Version 4.0 or later (Do not worry about the bottom-checked boxes.)
- Click on ‘OK’ (This prevents some tools from showing that are not available in Netscape)

Step 6: Create a Page

- Go back to File > New > Page or Web
- Choose ‘Index’ if new
- Choose ‘Blank Page’

You should be working in Normal Mode.

To save the information, simply go to File > Save. If you are working on the Web, the information will be instantly available.
Step 7: Designing your page

There are several ways to do this. You can choose any of the following: Frames, Shared Borders or Tables. Here, we will use ‘Tables’ because it gives you more individual control and is easy to learn.

a) Begin by going to Table on the main menu: Go to Table > Insert > Table

Choose 1 Row and 1 Column for now
Choose 0 for borders
Set at 100% - if the browser screen shrinks, your page will shrink with it.
b) You have now created one row on your page.

c) Type something, anything, within that row. Notice that if you hit ‘Enter’, it will drop two spaces (this is a FrontPage feature which treats each ‘Enter’ move as creating a new paragraph. This is good to do if you are formatting paragraphs differently. However, within the row you just created, if you want to single space hit ‘Shift – Enter’.

d) Tables within tables

- To isolate items within your page, insert a table *within* the table you just created.
- You can center things within a given table field by using the page alignment menu on the Format tool bar.

Your page design will be based on the changes in color, fonts and graphic images you put into your tables and on the way you choose to arrange your tables.
The page below has two rows and two columns:

### Step 8:

If you ‘right click’ you will bring up this menu:

- Click on ‘Page Properties’
- You can also choose Table or Cell properties

You can now make color background changes for your whole page, just the table or just a cell within the table.

You can also choose colors for hyperlinks and fonts.
**Step 9:** Some things you might want to do:

1. **Create email contact:**

   On your page, type in ‘contact (web page owner)’
   Highlight what you just typed
   Go to ‘Insert’ > Hyperlink

On the window, type the email address you wish to be contacted at in the bottom box.

At left:

Web page under construction showing hyperlink to owner as seen in ‘Normal View’ for active editing.
2. Upload documents from Microsoft Word or elsewhere.

- You must first send the information to the server.
- Minimize your FrontPage window  
  - Open Windows Explorer from the Start menu
  - Go to Programs then > Accessories
  - Select your file
  - Right click and choose ‘Copy’
  - Go back to FrontPage and click ‘Paste’

3. Create a hyperlink to another site.

- Just as you did to create an email contact:
- Type in the URL information for the link you want
- Highlight the link
- Click on ‘Insert’ go to ‘Hyperlink’

4. Insert an image

As in other Windows Programs, inserting a picture is done by

- Go to ‘Insert’ on the main tool bar
- Select ‘Picture’ > Choose ‘Clip Art’ or ‘From File’
- Select your image
- Click ‘Insert’

**NOTE:** Graphic files for Web pages are best if saved as a JPEG (.jpg) for quick downloading. Otherwise, it might take forever just to open your page!

**Step 10:** Save your work!

- Go to File > Save
Recommendations:

- If you are a beginner, avoid working with ‘navigation’ view.
- Work on the Web if possible. If not, things saved in the local folder (working off line) can be uploaded to the Web in the same way as any other file by using Windows Explorer and dragging to the location.
- Although it is easy to write documents in MSWord and upload them, it is better in terms of html code levels to type right in FrontPage if you can.
- Be aware that very savvy internet users can access your folders unless you put everything that is sensitive to you into the folder marked `-private`.

Native Americans Strive to Retain Vanishing Heritage
12 Jul 2004 - By Deborah Block - Browning, Montana

For the Indigenous peoples of America, the Lewis and Clark expedition brought publicity that led to a massive influx of people into their native lands. The Blackfeet Indian nation of Montana is one of those native American tribes trying to teach its children about their language and culture, before the old ways completely disappear.

Ernie Heavyrunner, says since so many Blackfeet no longer speak the language, efforts are being made to reach the children, even at a young age. "It's important for their identity," says the teacher. "It's important for them to know who they are, where they came from, and their language helps them to know this."

The children sing in the Blackfeet language at a private elementary school on the Blackfeet reservation in Browning, Montana. The school, which is part of a non-profit organization known as the Piegan Institute, hopes to revitalize the language.

Darrell Kipp "The fact is that our students come here and speak our language exclusively each day - English isn't allowed in the classrooms during the day. So all instruction is in our language," says Mr. Kipp. "Yet, our students are more articulate and better English speakers than their public school peers."

http://www.voanews.com/article.cfm?objectID=C03EAA9D-8CB0-49BB-88095305F37D3F85#
If your work contains sound and images, you will want to save it on a CD. Here are two common ways to easily do that: 1) Windows Explorer and 2) Roxio Easy CD Creator.

Burning CD’s in Windows Explorer

Among the currently available Windows operating systems, Windows XP is the first operating system to have a built-in CD writer that allows you to create or “burn” a data or audio CD (Compact Disc). Writing or “burning” a CD is the process of optically recording data to a CD via a laser beam using a computer’s CD-ROM Drive. Once the data is recorded, the now portable CD is optically “read” and digitally transferred to your computer as stored files and folders.

Steps:

1. To begin, open My Computer (or Windows Explorer) and right click on the CD Drive.
2. Once the menu appears, select **Properties**. Choose the **AutoPlay** tab, and make sure that **Blank CD** is selected. Also make sure that the button is selected in **Prompt me each time to choose an action**. This setup ensures that every time you insert a blank CD, you will be asked to choose an option such as “Burn CD” or “Open writable CD folder using Windows Explorer”.

![Image of CD creation process in Windows Explorer](image-url)
3. Next, with your CD Drive (D:) Properties screen still open, choose the **Recording** tab, and make sure the **Enable CD Recording on this drive** option is turned on. Now, click OK.

4. Next click on your CD Drive (D:) to open and drag your folders or files that you wish to “burn” onto the open work space.

5. Under the File menu choose **Write these files to CD**.

6. The CD Writing Wizard screen now opens. Notice that you have the option of naming your CD. Go ahead and do so and follow remaining instructions to complete this process. Creating or burning audio CDs follow a similar process as above. This short tutorial assumes that you have created language-based sound files using Audacity and have created a sound in your ‘files’ folder.

7. After inserting a blank CD, open **Windows Media Player**.
8. Under the File menu, select **Add to Media Library** and navigate to **Add file**. Locate your language sound files folder and click on a sound file to add. Once you have added as many sound files as needed click on **Copy to CD or Device** to view your sound files listing.

9. The sound files or songs listed under **Music to Copy** are ready to be written to your CD. Your playlist can be modified by checking or unchecking the box next to the title of your recording.

10. Once you have a complete listing, you will notice that each recording has a **Status** report note such as **Ready to Copy**. Next click on **Copy Music** button in the upper right. All the tracks in your playlist will be written to CD. Congratulations, now you have an audio CD of your audio recordings!
Roxio Easy CD Creator

A commonly used software is Roxio Easy CD Creator. To ‘burn’ a CD using this program, just follow these steps. Easy CD Creator can also be used for music CD’s, but to copy material with language text, sound and graphics, make a ‘data CD’.

Steps:

- Go to start button on bottom right of screen
- Go to program button
- Go to CD writing software
- Go to Easy CD Creator- This will open a window called ‘Select a Project’
- Choose to make a DATA CD Project

When the window appears, choose the folder that you want to copy

- Click on Add button
- Click on Record button
- Click on Options button
- Click button next to finalize session, not CD.
- If you do not want to add more to the same CD, go to options and click dot next to finalize CD
- Click on Record

**NOTE:** Use a CD-R or CD-RW with at least 24x or above for speed.
UNIVERSITY OF ARIZONA TECHNOLOGY SUPPORT FOR INDIGENOUS LANGUAGES

There are two technologies which lend themselves to work with Indigenous languages now being used at the University of Arizona: 1) The MOO and 2) the MBS or OLÉ board.

1. The MOO: The MOO is largely text-based and can incorporate digitized tapes. It is asynchronous system designed to support class work online. However, the MOO is unique in that it has a split screen. One side is for typing text and the other is for the organization of objects (class room spaces and discussion topics). This space, however, also allows you to use anything that is on the internet. For working with Mohave, we used the MOO by putting a digitized tape in the Web-friendly side and then carrying on text-based discussions about this tape online between the U of A and the CRIT library. Tribal elders at the CRIT library could listen to the tape in segments at the same time as the linguist working in Tucson. They could then chat about the content of the tape. As well, the entire typed conversation can be recorded and archived. For those working on translating tapes, using a digitized segmented version is a big improvement over working with cassettes and constantly having to rewind even when not working online.

   You are welcome to log on as a guest in the MOO and experiment with the environment. You can’t create objects this way, but you can get a feel for it. For more information about the MOO, contact Jean Kreis at the Learning Technologies Center (jeank@u.arizona.edu.) There is no cost associated with this and you may be able to use the MOO for your language work. Brief directions for MOO use are on the following page.

2. The University of Arizona has also developed an online language lab. Please see our site at www.ole.arizona.edu. The MBS (Multimedia Board System) or OLÉ Board, is listed under ‘tools’. This is an asynchronous system which allows for voice, video and text to be used online. There are several possible choices for working with this system. While it is still under construction, several people are working with it to support Indigenous languages. It will allow speakers from many different community locations to access oral language examples or language lessons online at their convenience. Information is posted much the same as one might do with email and can be opened at anytime. Tracy Williams, Oneida doctoral student in Language, Reading and Culture and Paul Lyddon, doctoral
student in the Second Language Acquisition and Teaching Program have been working together to design a number of online lessons in Oneida. Tracy has contributed the results of her work in the section below. We welcome others who would like to try this technology. For more information, contact Garry Forger, Assistant Director of the Learning Technologies Center at the University of Arizona at gforger@u.arizona.edu.

The Moo

Steps:

1. **Logging on:**
   - Click your Start menu
   - Click on ‘run’
   - Type in the URL: [http://oldpueblomoo.arizona.edu](http://oldpueblomoo.arizona.edu)
   - Click on ‘connect’
   - Log in as a guest (Click on ‘log in’)

   The first page that comes up asks you for additional information (you don’t need to give it...)

2. **What you will see:**
   - The MOO has a split screen unlike all other programs. These define the virtual ‘spaces’ in the MOO. The right side is web-based (anything from the Web can be put in this space; users can also create ways to organize this space.).
   - The left side of the page has two parts: The top part just explains what is going on within the MOO and tells you who else is on-line. The bottom part is the ‘chat’ window.

3. **To get around in the MOO:**
   - On the right side, click on objects which have an arrow beside them. You will move to wherever the arrow leads you...
   - On the left side, two commands are important:
     - @go and the name of the place (no space between @ and ‘go’). For example: @go the fountain. This also works for URLs @url [http://oldpueblomoo.arizona.edu](http://oldpueblomoo.arizona.edu)
     - @join and the name of the person (no space again). For example: @go jeank or @go susanp
4. To ‘Chat’ in the MOO:
   - On the lower right side, near the center of the screen, click on the ‘say’ button.
   - Type what you would like to say and press ‘enter’
   - You can read peoples responses in the box on the upper right side.

5. The ‘LOOK’ Button: use to go back or to see where you are in the MOO.

The MBS Board System:

URL: [http://ole.arizona.edu](http://ole.arizona.edu)

Tracy Williams, Oneida:

I am interested in online language lessons and teaching because it works across great distances. I am a student in Arizona and my language is spoken primarily in Ontario, Canada, Wisconsin and New York. I think this device is an important tool and is part of growing technological force that can be used to teach languages.

The above screen is the starting point for the Multimedia Board System (MBS). MBS is an asynchronous, interactive language teaching program with video, audio and text.
Choose MSN or Google search engines and type in http://ole.arizona.edu. And click **ENTER**. The next page has information about Online Language Environments (OLÉ). Then, click on **TOOLS**.

**TOOLS** will take you to several choices for language teaching. One is called the *Ole Board*, it is also referred to as the MBS. Both names are used on the website.

![OLÉ Board](image1)

Click on **OLÉ Board**. This will take you to a new page with the Username/password dialog box. You will have to obtain a Username and password from Gary Forger, Learning Technology Center, University of Arizona (gforger@u.arizona.edu) to enter the board.

![Login Screen](image2)

This is the login screen. This login screen can be accessed using the Web URL: http://oradb.faccenter.arizona.edu/mbs5/mbsclient.html.

![Username/Password Dialog Box](image3)

There are two types of Usernames/passwords: 1) for use by instructor or 2) for use by student. To the right is the instructor page.
Conference Listing. A conference is the same as a class. The instructor would then click on the correct Username.

After clicking on your username, the next page allows you to ENTER the class or check PERMISSIONS. Permissions are set by the instructor for the student. The permissions allow students to perform selected operations specified by the instructor. The permission page is only accessible to the instructor.

The instructor can select what kind of characteristics the student Messages will have. For example, the instructor can specify a limit to the number of characters that a student can type in the text box. The instructor can also signify how long the audio and video response can
last. Once, the permissions are selected, **click on SET PERMISSIONS** and return to **CONFERENCES**. Below is what the student Conference Listing looks like. The only difference is that the Username is identified in parentheses as **student**. Then, **click on the USERNAME** for student access and then, **ENTER**.

After clicking **ENTER** on either the instructor or the student conference listing, the above page will be displayed. The topics or lessons to be used are listed and the instructor or the student can choose which ever one has been assigned. The blue circles with the plus sign (+) next to it means that there are other choices located within that particular lesson. When you click on the blue circle, the original lesson is displayed with video, audio and text (you can also use just audio and text ). When you click on the plus sign (+), you can add responses to the lesson(s).

In order to **create a new lesson**, click on the capital letter ‘T’ that is located within a circle at the top of the screen. This allows you to record new audio or video and type what you need in a text box.

A **Flash Macromedia dialog box** will automatically pop
up. **Select the ALLOW** check mark. This will enable the audio and video. Once the new screen is ready, click on video or audio or both and then make sure to **click on the 8KHZ drop down arrow and select 44KHZ**. This will ensure the best sound recording. When you are ready to record, click on the record button (the red button). It is possible to re-record as many times as needed. At this point, the text box can also be utilized to represent what was recorded or to write messages to students. When the lesson is complete, click **POST** and the new lesson will be added to the choices in the conference listing. Below is an example of a screen that is ready for recording.

I enjoyed working with this technology and I think it is very promising. I will use it as a supplement or support for language immersion lessons. One of the main reasons I like it so much is that the student can hear and see language lessons as many times as they want or need and, as the instructor, I can develop lessons that pertain to my student’s needs.

This is the first lesson in Oneida language taught by Tracy Williams, Ph.D. student in Language, Reading and Culture at the University of Arizona from Oneida, Wisconsin. The video, audio and text are displayed. The student can replay this lesson as many times as they want.