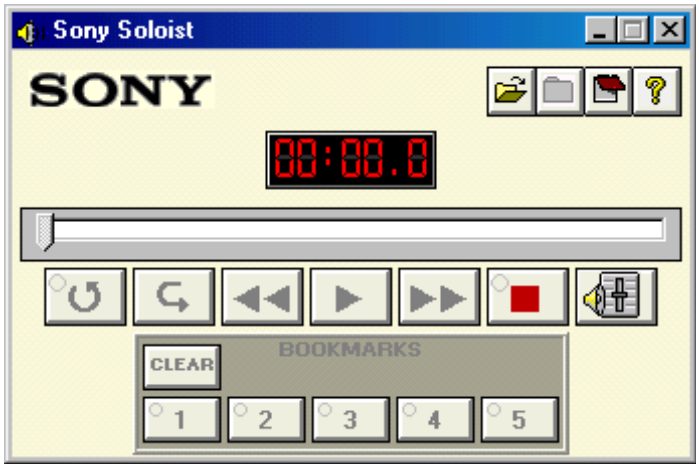
SONY sans

Basic Operations Manual

Soloist – Stand-alone



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TASK BASED OPERATING INSTRUCTIONS
FOR SONY CONDUCTOR AND SOLOIST SOFTWARE

SECTION I
BASIC OPERATIONS

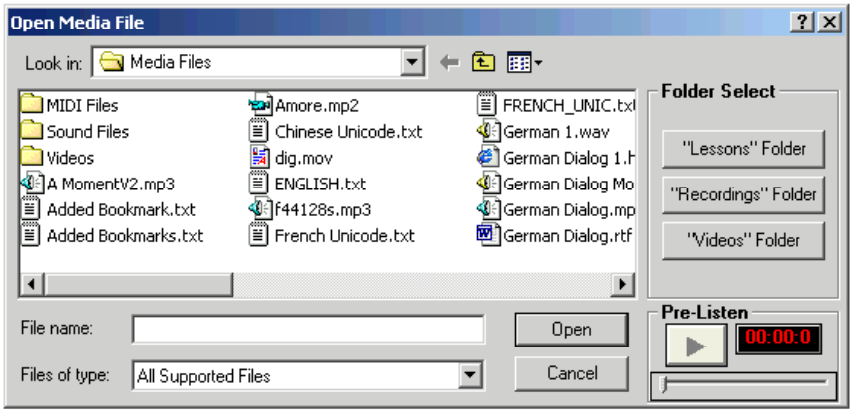
The following is a user manual for some of the most basic operations of the Sony Soloist Digital PC Recorder and Media Player when used in a stand-alone configuration (without Symphony or Virtuoso Learning System). It is not intended to cover every feature or function of Soloist, but rather to serve as a guide to new users. The information that follows is based on the Soloist Help Menus/Screens. The Help Files also describe additional functional operations and capabilities. The final authority for operations should come from Help files that are part of the operational software. For information on a few of the more advanced authoring features, please see Section IV.

1. OPENING FILES

Click the "Open File" button to open a previously recorded digital sound file, "zip" compressed sound file, video file, a MIDI (Musical Instrument Digital Interface) music file, an HTML (Hyper Text Markup Language) file, or a text file.

Soloist supports PCM formatted WAV sound files for playback and recording as well as MPEG Layer-3 sound files for playback only (or converting into a WAV file for comparative recording). Soloist can also open "zipped" (compressed) WAV files and "unzip" the file for playback and recording.

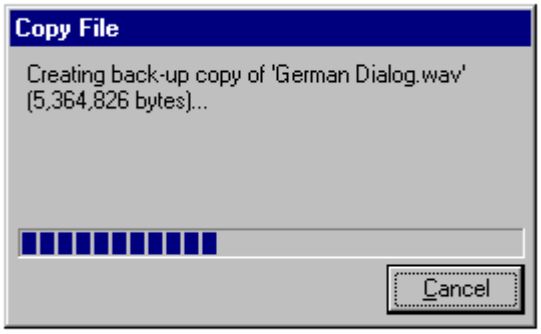
Soloist can open and play MIDI (Musical Instrument Digital Interface) music files, AVI and MPEG digital video files, and text file. You can record your voice while listening to MIDI files, watching video files, or reading text files – your recordings are made to a WAV format file that is synchronized with the MIDI, video, or text file.
If you've made any recordings before you click the "Open File" button, you will be asked if you want to permanently save your recordings.



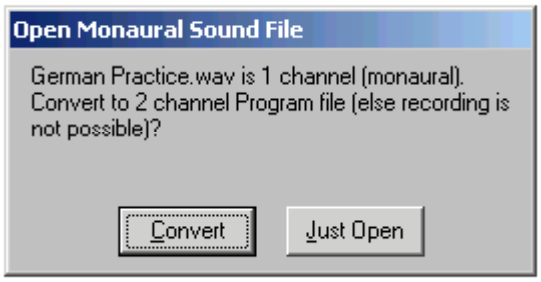
Depending on how your Soloist software is configured, you may not see the "Folder Select" and/or the "Pre-Listen" frames on the right side of this dialog. The "Folder Select" buttons will let you quickly go to pre-configured folders.

Your Soloist software cannot play or record files that are on a non-local hard disk drive (such as network, floppy, and CD-ROM drives). This is primarily for two reasons. First, access speed is very important since Soloist plays and records digital audio data in real time, and any delays is accessing such drives could cause "drop-outs". Second, multiple students may want to "work" with the same sound file at the same time. Obviously, only one student could actually "record" data to a single file at a single time.

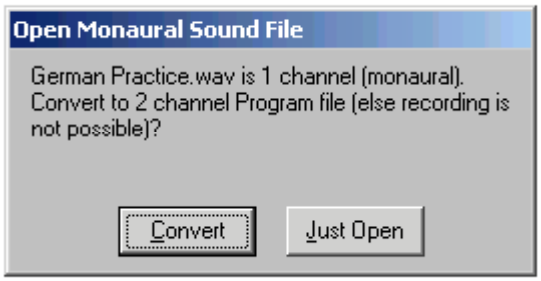
Soloist automatically copies any file selected for opening that is on a non-local hard drive to a temporary folder that your system administrator specified. Your system administrator may have also configured your software to automatically create a backup copy of any file that is opened from your hard drive(s). The copying is automatic, and you will see a dialog like the following while copying is in progress. (You can cancel the copy at any time). When you are finished with the file, it will automatically be deleted from the temporary folder (you will be given an opportunity to permanently save the file to another folder).



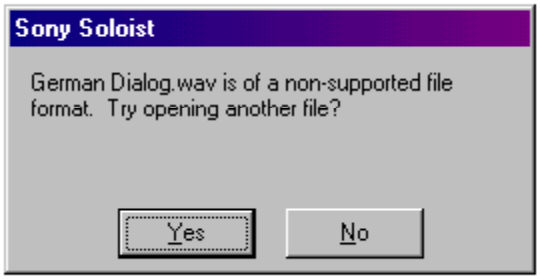
If the file you open is monaural (1 channel), you may see the following dialog (depending on how your software is configured). If you click "Just Open", your "Record" button will be disabled:



If you open a file on your hard drive that is marked as "Read Only", and your system administrator has not configured your software to automatically create a backup copy, you will see the following dialog. You have the choice to open it, allowing you to overwrite the file:

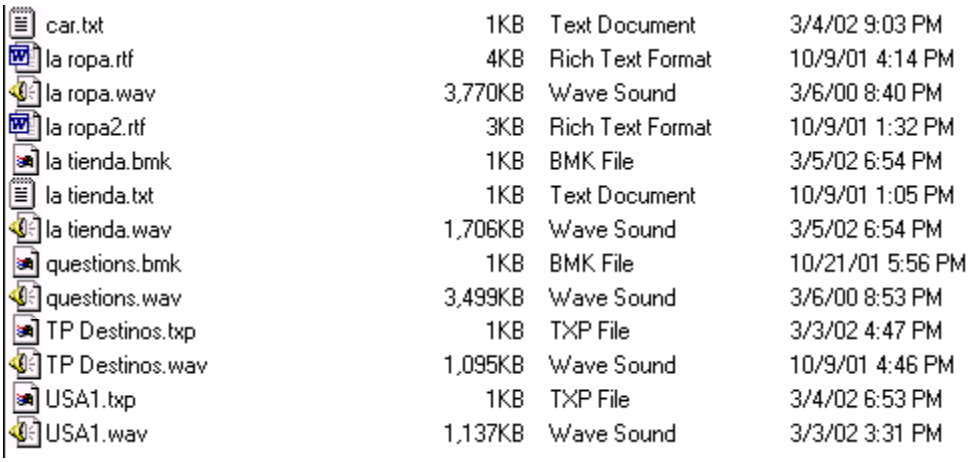


If you attempt to open a non-supported file (for example a file that is not a PCM format WAV sound file), you'll see the following dialog:



If a text file exists in the same folder as the sound or video file that you open, with the same filename but with an extension of either "txt" (ASCII text format) or "rtf" (rich text format), that text file will automatically be opened and displayed in the Sony Text Editor. (See "Incorporating Multiple Files" in Section IV)

If a "txp" or "rtp" text file exists (scrolling text file), that text file will automatically be opened and displayed in the Text Player. You can also open files with an extension of "txp" or "rtp" directly into the Text Player using "Open File" button in Soloist's main screen.



If a Hyper Text Markup Language (HTML) file exists in the same folder as the sound or video file that you open, with the same filename but with an extension of either "htm" or "html", that text file will automatically be opened and displayed in the Sony Web

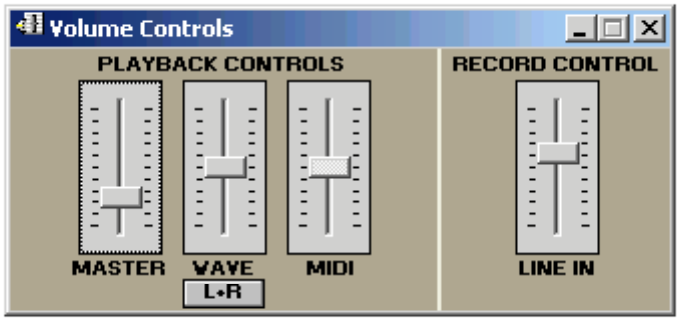
Browser/HTML Viewer. You can also directly open HTML files into the built-in HTML Viewer using Soloist's "Open File" dialog.

Once a file is opened, you can press one of the PC Keyboard Commands to see Format Information about the open file.

Note: You may also open files that have been created for Automatic Comparative Recording. (See "Automatic Comparative Recording Files" in Section IV)

2. VOLUME CONTROLS

Depending on how your Soloist Digital PC Comparative Recorder software is configured, you may see the "Volume Controls" button immediately to the right of the "Record" button. These controls adjust your PC's sound card input and output levels for the signals that Soloist uses. They are the same controls that you use to adjust the Windows "Volume Control" program.



When you click the Volume button, the Soloist Volume Controls window (above) will appear. This window can be moved to any location on the screen and unless your Windows Taskbar is disabled. You can also minimize it.

NOTE: Use extreme caution when adjusting these controls, as it is possible to generate very loud sound in your headset or to cause very loud feedback.

Since the capabilities of every sound card are different, you may or may not see all the slider controls as illustrated above. "Drag" a slider up to increase the volume, and down to decrease the volume.

Playback Controls
The left portion of the Volume Controls window is for adjustment of playback levels. The Playback Slider Control labeled "MASTER" is used to adjust the overall volume of "playback" sounds.

Since your PC is not connected to the Sony Symphony Multimedia Learning System, you probably see a slider labeled “MIC”. This slider is used to adjust your playback microphone level – it does not affect the level of your voice being recorded, rather it allows you to adjust the volume of your microphone so you can hear yourself talking when you are not recording.

The slider labeled “WAVE” is used to adjust the volume of the multimedia file while it is playing.

The slider labeled “MIDI” is only enabled if you have a MIDI music file open. It is used to adjust the volume of the sound card’s MIDI synthesizer.

Track Select
The button under the “WAVE” slider should be visible whenever a PCM WAV format file is open. This button can be used to select which track(s) are heard when playing back a file – Left (program) track, Right (student) track, or L+R (both) tracks. The track(s) selected will be heard during Play, Repeat/Play phrase, A-B Repeat, Cue and VariSpeed playback.

Record Controls
The right portion of the Volume Controls window is for adjustment of recording levels. You may see a slider labeled “MASTER” which adjusts the overall volume of sounds when you are recording. Using Soloist in a stand-alone configuration, you will probably see a slider labeled “MIC”. This slider adjusts the level of sound being recorded, including your voice.

Note that with some sound cards, adjusting a slider on the playback side also adjusts the corresponding slider on the recording side.

3. FILE PLAYBACK AND RECORDING CONTROLS

The “File Playback and Recording Controls” includes the controls you need to playback and record supported files.

Counter

The counter displays your current position within the open file (or new recording). The format is in minutes, seconds, and tenths of a second. If you have a file open, and hold the mouse button down on the counter, the counter will display the total length of the open file.

If you right-click on the counter, a pop-up counter will appear where you can enter an exact "time" to have Soloist position the file.

Also, along the bottom of the counter, you may see a bar graph meter showing the relative level of the audio material (this depends on the capabilities of your sound card). When recording, try to keep the green portion of the meter as high as possible without having the red portion light up.

You can double-click on the counter to display an alternative font for the numbers.

Position Scrollbar

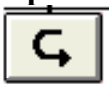
The "Position Scrollbar" is used to randomly access any position within the currently opened (or newly recorded) file. Simple click and drag the pointer to move to any position.

During "A-B Repeat" mode, you will see a blue area in the scroll bar indicating the area being repeated.

A-B Repeat

The "A-B Repeat" button allows you to have Soloist repeat any portion of the file indefinitely. Clicking the button once will mark the "A" time (if the file is not playing, it will automatically start). The light in the button will blink, and the blue bar in the Position Scrollbar will appear, until you click the button a second time (marking the "B" time). The selected area will then repeat until you click any button.

Repeat/Play Phrase



Clicking on the "Repeat/Play Phrase" button causes Soloist to scan backwards in the current file, either a selectable number of seconds or if you have a WAV file open, until it finds a period of silence, and then begins playing again. If this does not work as you expect, try adjusting the "Repeat Phrase Sensitivity" by clicking on the Sony logo and selecting this option under "Settings".

Click the right mouse button on the "Repeat/Play Phrase" button to begin playing the phrase. For WAV format files, Soloist will play until the next "silent" pause is detected. For non-Wav format files, Soloist will play a predetermined number of seconds.

The icon in the "Repeat/Play Phrase" button will change while it is playing a phrase. The adjustment of sensitivity used to detect "silence" (for Wav format files) or seconds to play (for non-Wav format files) is the same as that is used to for the "Repeat Phrase" function.

Rewind

Click this button to have Soloist rewind the current file. You will see the Position Scrollbar begin to move backwards (slowly at first, then at a faster pace). Clicking almost any other button will stop the rewind. Pressing the "<" key on your PC keyboard will also rewind the file.

If you double-click this button, Soloist will immediately rewind to the beginning of the file.

Play/Stop

This button is used to both start and playback the currently opened file. When the arrow is visible on this button, clicking it will start playback from the current position. After playback has started, a square is visible in this button and clicking it will stop playback. Pressing the space bar on your PC keyboard will also toggle playback and stop.

Your Soloist software may be configured to automatically stop playback when you start playing a tape in the optional Sony ER-8020 cassette tape deck.

If you are currently at the very end of the file, and you click this button, the file will be automatically rewound to the beginning and playback will start.

Play Sound

When you open a video file, this "Play Sound" button will appear along the top of the Position Scrollbar. By clicking this button, you can choose to listen to either the sound of the video file, or the sound of your recording (if you've made any). With some PCs, it is possible to play the sound of both at the same time (your Soloist software will automatically detect if your PC can do this). Note that this button only affects what you'll hear when you play the files. When you record with a video/MIDI file open, you will hear both the video/MIDI sound, and your voice.

Fast Forward/Cue

Click this button to have Soloist fast forward the current file. You will see the Position Scrollbar begin to move forward (slowly at first, then at a faster pace). Clicking almost any

other button will stop the fast-forward. Pressing the "**>**" key on your PC keyboard will also fast forward the file.

If you double-click this button, Soloist will immediately advance to the end of the file.

Hold the mouse button down on the "Fast Forward" button to "Cue" (play fast) the Wav file (does not apply to any other format) and it will play at two-times normal speed, allowing you to quickly locate points in the file. If the file was playing before "Cue" was started, playback will resume when it is released. The track(s) selected for playback will be heard during cueing.

Record

Click this button to begin comparative recording. If a sound file is open, you'll hear the original program material that is on the left track while your voice is being recorded on the right track (this is called Comparative Recording). If there is no file open when you press "Record," you'll start recording your voice to a new file on both tracks (the title bar will indicate "New Recording").

If you open a video or MIDI file, clicking "Record" will cause your voice to be recorded to a new WAV file that is synchronized with the video/MIDI file.

Note: This button is disabled if you open a sound file that is monaural (a single track), prohibiting you from recording over the original material.

4. CLOSING/SAVING FILES

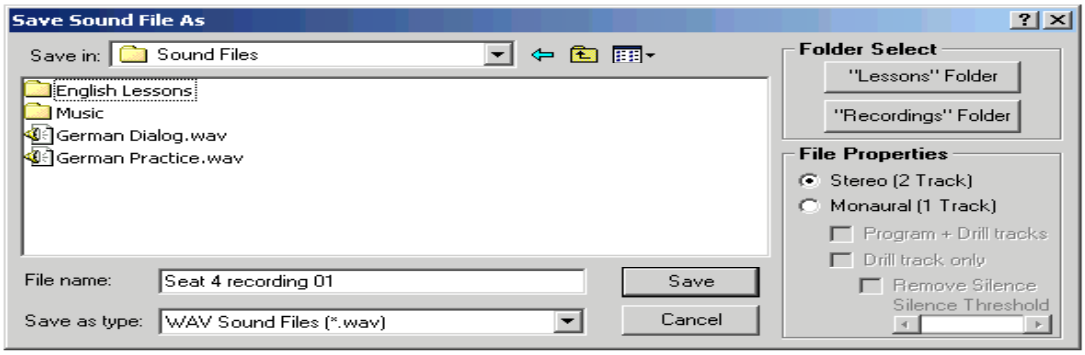
Whenever you start recording with your Soloist Digital PC Comparative Recorder software, digital audio data is constantly being written to a temporary file – it is always being "saved" (much like a cassette tape). Unless you "permanently" save your recording, the temporary file will be automatically deleted.

Close File

Click the "Close File" button (shown above) to close the PC digital audio sound file (if no file is open, this button will be disabled). If the teacher turns on "Lid Lock" this button will be hidden.

If you've done any recording before you click the "Close File" button, you will be asked if you want to permanently save your recordings:

Click yes and you will see the following dialog:



Depending on how your software is configured, you may not see the “Folder Select” and/or the “File Properties” frame along the right of this dialog.

(**Note for instructors:** When making a recording with Soloist (stand-alone) to be used as the master track for student activity, the recording should be save as a MONAURAL recording. When students access the recording, it will convert to two tracks so students can do audio-comparative recording.)

Enter a filename

Identifier recording XX.wav

“Identifier” - If you entered a User ID on start-up, that ID is used as the identifier. If not, the seat number of your Soloist position (as set by your administrator) is used.
“recording” – The word “recording” is literally used if you created a new recording. If you opened an existing program file and performed comparative recording, the name of the original program file is used.

“XX” – a two digit number (01-99). The first number not matching an existing file in the selected folder is automatically selected.

Examples are:
smithg German Lesson 3-1 01.wav
Seat B2 recording 54.wav

If you want to save your recording as an MPEG Layer-3 (MP3) format sound file, select "MPEG Layer-3 Sound Files" in the "File Type" drop-down list, or simply give your file an extension of ".mp3". While the file is being converted from PCM format to MPEG Layer-3 format, you will see a progress indicator. The conversion time will be dependent on the length of your recording, the speed of your computer's microprocessor, and the "Bit rate" selected in your configuration settings.

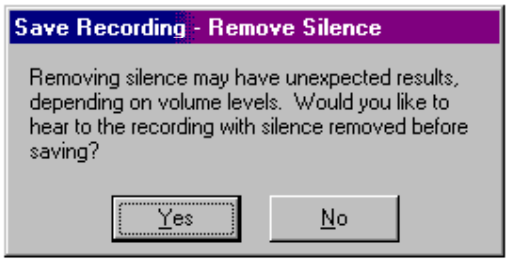
If you want to save your recording as a ZIP compressed file, select "ZIP Compressed Files" in the "File Type" drop down list, or simply give your file an extension of ".zip". While the file is being compressed, you will see a progress indicator. The conversion time will be dependent on the length of your recording and the speed of your computer's microprocessor.

If the "Folder Select" frame is shown, you can click these buttons to quickly return to the default folders for open lessons or saving recordings.

If the "File Properties" frame is shown, you can choose to save your recording as either a stereo (default) or a monaural file. A monaural file is a single track, which requires half the storage space of an equivalent stereo file.

If you choose the monaural option, you can then choose to save either a mix of both the "Program" track and your "Drill" track, or just your "Drill" track (recording).

If you choose the latter, you will then have the option to "Remove Silence" from your recording before saving. This feature will "scan" through your entire recording and attempt to remove (delete) all silent pauses between your vocalizations. Before the file is saved, you will have the option to hear the effect this has on your recording:

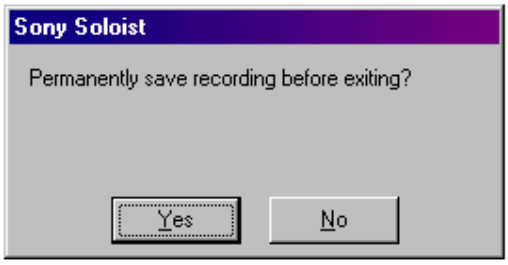


Note: You can use the "File – Save As" menu to save your recording at almost any time. This option is primarily meant to allow you to save an existing file as another format (as described above). For example, you could open a two-track PCM WAV format file and save it as a monaural MP3 format file.

5. EXITING SOLOIST DIGITAL PC COMPARATIVE RECORDER

To exit your Soloist software, you can click on "Close" in the Control Menu (which is accessed by clicking the icon in the upper left hand corner) click on the "Close" button in the upper right hand corner ("X") or press "ALT-F4".

If you have made a recording, you'll see the following dialog box that gives you the opportunity to save your changes before exiting.



If you haven't made any recordings, your Soloist Digital PC Recorder software will immediately shut down.

6. ADVANCED OPERATIONS - SOLOIST

In addition to the basic operations outlined in Section I, the Sony Conductor/Soloist Learning Lab has many advanced operations, functions, and capabilities. Below are listed a few of the most popular functions. We encourage you to explore the detailed Help Screens that are included in the Conductor Instructor Control Software and the Soloist Student Recorder for the detailed instructions of how to use these functions.

SONY TEXT PLAYER – See activity in Section IV

Soloist can open, display, and "play" the text in ASCII text format (".txt") and Rich Text Format (".rtf") files in its built-in Text Player window. Using Soloist's "transport" buttons, text files can literally be "played" and synchronized voice recording is possible.

While the primary purpose of the Text Player is to use text files as the "program" material, allowing you to record your voice while reading, it can also be used to synchronize text with sound, video, and MIDI program files.

(The Text Player should not be confused with Soloist's built-in Text Editor, which enables displaying and editing of text files by opening them via the "File-Open" menu in the Text Editor or when a "txt" or "rtf" text file exists with the same name as an opened sound, video, or MIDI file.)

AUTOMATIC COMPARATIVE RECORDING (ACR) – See activity in Section IV

Soloist includes the ability to execute comparative recording exercises automatically – a mode called "Automatic Comparative Recording". When any media file is opened (all supported formats), Soloist automatically determines if it includes an Automatic Comparative Recording exercise.

ACR exercises automatically play segments of the program material, can automatically record your responses, can re-play the program segment, can re-play your recording, and can repeat the process or continue to the next segment.

The length of time to record a response for a segment may be the same amount of time as the segment, some multiple of the length of the segment, or some fixed time.

When an ACR exercise is opened, you may be prompted that it is an ACR exercise, informing you of the ACR mode of the exercise. In addition, you may be given a choice to open the file as an ACR exercise, or to open it as a normal program file.

BOOKMARKS

Normally, the word "BOOKMARKS" appears above these buttons (except if your PC is connected to the Sony Symphony or Virtuoso Multimedia Learning System and the teacher starts a Response Analyzer Test). Whenever a sound file is open, clicking on any one of these buttons when its light is off will set it as a bookmark and its light will turn green. Clicking on a bookmark button when the light is green will cause Soloist to immediately set the sound file position to that bookmark position perform the selected action. The bookmarks can be set in any order you choose.

If your PC is connected to the Sony Symphony or Virtuoso System and the teacher sets a bookmark, the bookmark light will turn orange (instead of green), and the ToolTip will indicate "teacher set". You can name your bookmarks by simply right-clicking on the bookmark number and entering any name you like. The name will appear in the bookmark's ToolTip when you hold your mouse cursor over the buttons.

Any and/or all of the up to 10 bookmarks can have a verbal bookmark comment associated with it. When the bookmark is clicked, the comment is played first, then the opened media file plays from the bookmark position. This allows the instructor to pre-record comments, instructions, translations, or any other information related to the material at the selected position in the opened media file. Bookmark lamps are blue for which there is a bookmark comment.

VARIABLE SPEED PLAYBACK ("VARISPEED")

VariSpeed allows you to hear a Wav file either slower or faster than the original recorded speed. VariSpeed is adjustable from as slow as minus 50% (half speed) to as fast as plus 100% (two-times speed) in 1% increments using a "slider" in the VariSpeed window shown below. The window can be opened via the "Tools" menu or by pressing "Ctrl-V" on the PC keyboard whenever a Wav format file is open and Soloist is the active window.

TEXT-TO-SPEECH - TTS

If configured to do so, your Soloist software supports "Text-To-Speech" (where the computer literally speaks text) in two ways:

> **SPEAK:** Soloist will have the computer speak the text in the text editor window using the selected voice at the selected speed. Speaking will start at the current cursor location and continue to the end unless the user clicks SPEAK to stop or selects a different voice. If a selection is highlighted, only those words will be spoken. With SAPI 5.1 voices, each word is highlighted as it is spoken. With SAPI 4.0a voices, Soloist can optionally be configured to display a moving mouth as the words are spoken.

SPEAK TO FILE: The text in the text editor window, from the current cursor position to the end of the text, will be "spoken" directly to a monaural, 16-bit, 22,050Hz file, which can be saved as WAV or MP3. Soloist can then use the file as an audio program file.

TTS is made possible by Microsoft SAPI – Speech Application Programming Interface and both Versions 4.0a and 5.1 are supported.

SPEECH RECOGNITION

If your Soloist is configured to support Speech Recognition, it can be used for commands and control of Soloist. You can adjust settings for Speech Recognition via the "Speech Settings" dialog. Once Speech Recognition is enabled, Soloist will "listen" to you to say "Soloist" followed by one of the phrases from the designated list (the list can be displayed by clicking the "List" button in the "Speech Settings" dialog). The list can remain open once the "Speech Settings" dialog is closed.

COMPOSER CLIP SEQUENCE EDITOR

Your Soloist software can open, play and perform comparative recording with "Composer" (*.cmp) files. Composer files are small text files containing a list of filenames of existing program files to be played by Soloist in sequence. The start and end position of each file is pre-selected (a "clip"). The original files must exist in the specified folder when the Composer file is opened with Soloist (if any file in the list is not present, Soloist will skip over the file, not including it in the sequence).

Any combination of all supported sound, video, MIDI and Text Player format files can be included in a Composer file, and the same file can be used multiple times in a composer list. (For example, to display different portions of a video file at different times in the sequence.)

When a Composer file is opened in Soloist, the first file in the clip sequence is loaded. The time display is set to "00:00.0" regardless of where the actual start of the clip is relative to the beginning of the file, and the clip can be played until the end point selected. Soloist's random access slider can access any point within the clip.

If the you play, fast forward, or record to the end of the clip, the next file is automatically opened by Soloist, with the time display reset to "00:00.0".

Soloist can fast forward or rewind through all the clips in the sequences. Double-clicking fast forward jumps to the last clip, and double-clicking rewind jumps to the beginning of the first clip. Clicking play or record will play or record each clip in sequence, stopping at the end of the last clip.

When each clip is opened, Soloist will automatically open any file with the same name and in the same folder as the clip

If a Bookmark file exists, only those bookmarks that are within the clip are displayed, and the same for Bookmark Comment files – only those within the clip will be heard. The

Bookmark tool tip indicates the Bookmark position relative to the start of the clip (not the actual position from the beginning of the file).

SECTION II
FOREIGN LANGUAGE LINKS

The following links are provided to give you a start on the vast resources that are available through the World Wide Web. One of the criteria for listing these sites is that they lead to other links that can be used in with your foreign language students.

Language Resources
... contains a number of sample lesson plans for Spanish (mainly), French, and German—all involving the Web. There are also **foreign language** and **education links**. **...**
www.educationindex.com/language

FLTEACH WWW Resources
... for **Foreign Language** is an annotated listing with **links** to standards and frameworks from many US states and Canada. State Departments of **Education** and **Links** to **...**
www.cortland.edu/flteach/flteach-res.html

Topic Areas-**Foreign Language Education**
... to help the US **education** system recognize and **...** is your resource on **foreign language** learning in grades K-8 **...** University, this site **links foreign language ...**
www.cal.org/topics/forlang.html

Internet Activities for **Foreign Language** Classes, CLTA **...**
... Workshops of the California **Foreign Language** Project and the **...** and His Work - AP **Language**, Jairo Jimenez; La Perla **...** Teacher URL's - 480 **links** to teacher resource **...**
http://members.aol.com/maestro12/web/wadir.html

Foreign Language Lesson Plans and Resources for Teachers
... and is committed to improving **foreign language education** in US primary and **...** and projects, and provides **links** to useful **foreign language** Web **...**
www.csun.edu/~hcedu013/eslsp.html

FLTEACHERS' Web Pages
... TECHNOLOGY. Devin P. Browne: Technology in **Foreign Language Education** Tom Duggan: **Links** to FLTEACHERS' PowerPoint Presentations (Spanish) Joyce Dustin **...**
www.geocities.com/Paris/LeftBank/9806/flteacherspgs.html

Foreign Language Links on the World Wide Web
... General **Links** for **Foreign Language** Teachers: **Language** Learning Center at Michigan State University. Center for **Language Education** and Research at MSU. **...**
http://polyglot.cal.msu.edu/clear/internet/internetlinks.html

The Hall of Literature and **Language**
... Spain, Russia, Eastern Europe, Austria, and **foreign** press/media **links**; NCBE

Language and **Education Links** - National Center for Bilingual **Education**: teacher and **...**
www.tenet.edu/academia/lang.html

Dave's ESL Cafe
... is truth." Boake Carter. Contact us ESL Cafe News **...** Description: Extensive ESL site, including many useful **links** to jobs, resources, message boards, and chat rooms.
www.eslcafe.com/

Foreign Languages Department (Learning@Web.Sites) **...** culture and **language**, **education**, maps, travel and **...** the Spanish **language** and Hispanic **...** hot! Excellent Spanish **links** and more **...** Sciences Gateway: **Foreign** Languages hot **...** Description: Part of David Levin's Learning@Web.Sites, a guide intended primarily for high school educators who... www.ecnet.net/users/gdlevin/flanguages.html

Education Planet Linguistics and **Language** Arts Page **...** Multicultural **Education** Project Web Site - Information and **links**: TESOL, Linguistics, **Foreign Language Education**, English for Specific Purposes, English As A **...**
www.educationplanet.com/search/Linguistics_and_Language_Arts

The Official Web Site for the Test of English as a **Foreign ... ...** where English is the **language** of instruction. Educational Testing **...** drawn from the higher **education** community. The TOEFL test **...** Quick **Links**: **...** Description: Official site of the Test of English as a **Foreign Language** (TOEFL). Includes online tutorials, practice...
www.toefl.org/

Language, **Education**, Technology, etc **...** Amherst College; Great **Links** by Five College **...** for second and **foreign language** educators; **...** Association of **Language** Lab Directors; **...** for Higher **Education**; FIPSE (Fund **...** www.umass.edu/langctr/langlearn.html

MEL: **Language**
... for over 150 languages and **links** to 30 free translating sites; **...** to **Language** See Also: **Foreign Language Education** Resources See Also: English **...**mel.lib.mi.us/humanities/HUM-language.html

Spanish **Foreign Language Links** **...** including course information. **Education** WWW Servers in **...** Network Information Center **Links** to information on **...** to the MCPS **Foreign Language** home page. **...** www.mcps.k12.md.us/curriculum/lang/LinksSpan.html

Region 8 **Education** Service Center: **Foreign Language Links**
... WWW **Foreign Language** Resources. **...** J-**Links** Meta-Index: Categories. **Links** to sites of interest **...** including art, business, **education**, news, recreation, science **...**
www.r8esc.k12.in.us/Instruction/TeacherLinks/ForeignLang.htm

The Human-Languages Page is now iLoveLanguages - Your Guide **...**
... , **Foreign Language Education** Program University of Central Florida. Informational **...** areas of interest, research, and **links** to other sites. **...**
www.ilovelanguages.com/index.php?category=Schools%7CUniversities

CHAMPS-ELYSEES, INC. **Links** Page: audio magazines for **foreign ...**
... homework help, continuing **education**, professional re **...** English for **Foreign**-Born Professionals and **...** of French **language** and culture **...** a very useful "**links**" section to **...**
www.champs-elysees.com/html/links_language.php3

Language Related Sites
... Center for **Language Education** And Research (CLEAR **... Language** Learning.net; **Language Links** - University of Wisconsin; Netscape **Foreign Language** Dictionaries **...**
www.lmp.ucla.edu/wwwsites.htm

FLE 5876 Electronic Media in **Foreign Language Education ...** must have a user account to use this. UVIC's **Language** teaching clipart library is
a great resource **...** Address: http://www.dubravac.fau.edu/5876/**links**.htm.
www.dubravac.fau.edu/5876/links.htm

Internet-based **Language** Learning **...** of academic resources (**links**, bibliographies) for using ICT **...** at UK Higher **Education**. ReLaTe: Remote **Language** Teaching using **...** Web-based **foreign language** exercises **...** Description: A list of **language** learning projects which incorporate the internet. www.hull.ac.uk/cti/langsite/internet.htm

ADDITIONAL LINKS TO EXPLORE

For Students and Teachers:

Newspapers: www.onlinenewspapers.com

A variety of information www.languagebox.com
French resources: www.minitel.fr
Mayan Civilization: http://zapotec.agron.iastate.edu/maya.html
Incan Civilization: www.zinezone.com/zines/news/history/inca/index.html
Maps of France: www.maison-de-la-france/regions/ukcartefrance.html
Asterix in German: www.cologneweb.com/asterix/index.htm
Foreign Language Links: www.unc.edu/cit/guides/irg-28.html
French comics: www.coolfrenchcomics.com
French magazines: http://etext.lib.virginia.edu/fr-oth.html#FR3
España Cultural visits: www.madrilejos..net/
Madrid Zoo: www.madridzoo.com
Movie Works: www.movieworks.com
Monet's Home and Garden: http://giverny.org/gardens/index/htm
Mayan Culture: http://dir.yahoo.com (select society and culture, culture groups, and the Mayan)

National Geographic: www.nationalgeographic.com
Myths: http://tcfreenet.org/org/mythos/mythos.www/MLINKS.HTML
Spanish comics: http://pw1.netcom.com/~aedgpi/thumbnails.htm

For Teachers:
Ideas for office 2000: www.microsoft.com/education
Lesson Plans: www.eduniverse.com
Free Stuff for Educators: www.edufree.com/Freestuff.asp
More freebies: www.freestuffshop.com
Grade books on line: www.thinkwave.com

SECTION III
LEARNING LAB ACTIVITIES

They following activities are provided to help you to become familiar with using Soloist. They need to be tailored and adjusted to your specific lesson plan and objectives. In addition, your textbook most likely has many activities that could be adapted for use with Soloist.

Soloist Activity

Audio Journals

Have Students use Soloist for their Audio Journals. They can add to their entries as often as you determine that they need to do so. The subject of each entry can be left up to the students, or you may wish to direct the subject of some/all entries to target specific grammatical areas or vocabulary, or to target previous material in order to encourage the students to review.

Allow students to work independently for 10-15 minutes to record their entries on a regular basis. Intermediate level students should be as spontaneous as possible. In other words, they should not memorize what they want to say, or write it out and then read it. You may not want to give them the subject of the next entry in advance, but rather give it to them right before they begin.

Beginning level students may need some time to prepare in advance or specific guidelines, such as, "In 3-5 sentences, tell about your immediate family."

This activity can be a lot of fun for students. Encourage them to be creative. You may want to spot-check their recordings, but I would recommend that they not be graded. The goal is to have them speaking as spontaneously as possible and to assist them in gaining confidence in their speaking skills.

Web sites can provide an excellent resource for subject matter. Students could take a virtual tour of a city or museum, listen to a recording or music, or read a newspaper/magazine article and report on their observations and reactions.

At the end of the semester, these recordings will provide tangible feedback to the students concerning their speaking abilities. They will be able to observe that they have made real progress.

Using Soloist, students click on the red RECORD BUTTON, click on the center STOP BUTTON when finished, and save to a folder you have designated.

Soloist Activity

Daily Activities

This activity targets and reinforces vocabulary for daily activities. Other topic areas following the same format could be substituted. To target tenses other than the present, have students describe their daily activities during the past week or what they plan to do next week. You may want to have students prepare in advance and permit them to use notes (not write out everything and read it). You may want to give them specific guidelines as to the number of questions they should be prepared to ask/answer and the vocabulary they should incorporate. Another option, especially for lower level students, would be for you to record the questions and have the students listen and record their answers.

- Have students record their questions and save their files using a number you assign to them rather than by name. Assign each student a different file number. Each student records a set of questions. For example, Sue records ten questions and saves her recording as "12.wav," 12 being the number you assigned to her. Joe records his questions and saves his recording as "5.wav," 5 being his assigned number for the activity. Either the same day or another day, assign each student a different file and have each record his/her answers to the questions. Sue might be assigned "5.wav," and will answer Joe's questions. Joe might be assigned "12.wav" or another student's set of questions. The students do not need to know who recorded the original questions. Also, if some of the question files are not satisfactory, you do not need to assign them. One question file could be assigned to more than one student.

- Questions could include the following:
  What time do you generally wake up? Do you get up right away? Do you eat breakfast before or after you get dressed? Do you bathe (shave) in the morning or in the evening? Can you get dressed in ten minutes? What time do you leave home in the morning? Where do you usually go? What time do you arrive at school (university/work)? What classes are you taking? What days are your classes? What class do you like the most? The least? What time are your classes? Are they easy? Difficult? Do you study a lot? Where do you study? Do you have a lot of homework? Do you have to write many reports? When do you plan to graduate? What will you do when you graduate? Where do you eat lunch? At home, in the cafeteria, in a restaurant? What time do you leave school (university/work)? Where do you go? What time do you arrive home in the afternoon (evening)? What time do you eat dinner? What do you do after dinner? What time do you go to bed?

- Other suggestions:
  Create a list of questions for your students and, using the AUTOMATIC COMPARATIVE RECORDING EDITOR FOR SOLOIST, set a PLAY PROGRAM TWICE – RECORD VOICE or other appropriate option. Have students respond to the questions and save their recordings. You could then use the resulting student

recordings for evaluation and/or to provide students with feedback on their listening comprehension and oral skills.

Another version of this type of activity that students seem to enjoy is role-playing. Have students pick identities to assume and then record descriptions of the daily activities of those people using the first person. Students might choose to be teachers, waiters, lawyers, doctors, construction workers, and so forth, but they do not identify the role they are describing. They save their recordings to a specified folder. (This should be done with assigned numbers so that the students' identities are not known.) The students then access the assigned folder, listen to as many descriptions as possible, and see if they can identify the roles/jobs/careers described by their classmates. This would be more appropriate for upper level students.

Soloist Activity

Maps and Directions

Use city maps that you already have from an appropriate country, or access maps from a country's tourist bureau homepage for city maps.

- Option 1 - Give students a starting point and have them record directions to various destinations or a series of destinations using a map you have selected. Give students a copy of a map, project a map on a screen that can be seen by all students, or save a map to a file on the server. (It is easier for the students if they have a printed maps or one that they can view on their computers.)

- Option 2 – Select an appropriate map and record directions from one point to another on the map. Allow a pause for the students to record the name of where they will be after following your directions (a museum, shop, café, etc.), and then continue with a new starting point and second set of directions. You can save a map that will open with the audio recording when the students access the assignment. (See "Incorporating Multiple Files" in Section IV)

Soloist Activity

Video Segments

Begin with a short video segment (2 to 5 min.) without sound. The segment can be something very simple, such as people greeting each other, or something more involved, such as a news report on an accident. The segment may be saved to server and opened with Soloist. Students are able to control the video segment and may record their descriptions while watching the video or after they have seen it.

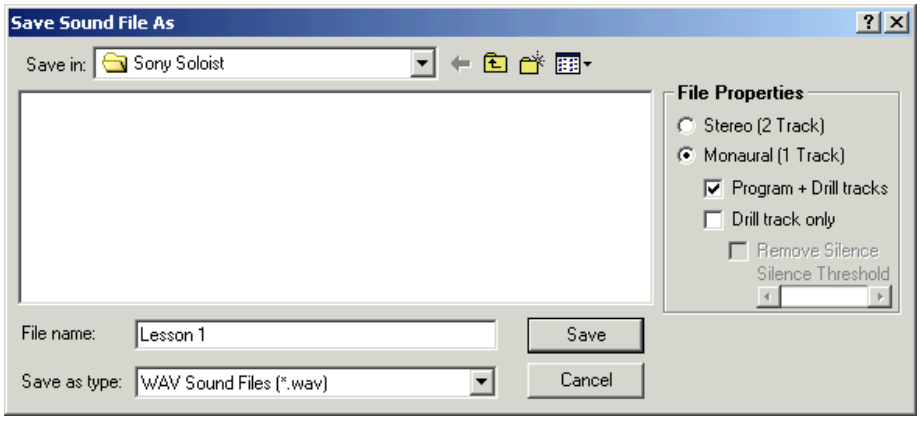
- Note:
  I allow students to be as creative as they want, as long as they don't contradict facts observed on the video segment. For example, they shouldn't describe someone as happy if on the video the person is clearly upset. However, they may invent explanations for what they observe or make up appropriate details. Language videos available from the various publishers are a good source of material. This activity may be used to target the past and/or present tenses.

- Guideline questions:
  Who is involved? (Number of people, ages, physical characteristics.) Where is the action taking place? (Physical description of the place and/or a name of the place.) What action is taking place? Students then may add fictitious details to the facts, such as names or ages of the people, why they are there, their relationship to each other, their occupations, etc.

- Video segments with sound can be used for evaluating students' comprehension. Select a video segment and save to a file. Record questions relating to the segment and have students record their responses.

SECTION IV
SOLOIST ACTIVITIES
INSTRUCTOR AUTHORING ACTIVITIES

Note: When making a recording with Soloist (stand-alone) to be used as the master track for student activity, the recording should be save as a MONAURAL recording.



Incorporating Multiple Files

Whenever Soloist opens a sound, video or MIDI file, it searches for files in the **same folder** with the **same name but a different file extension**. This allows you to create a variety of multimedia activities, such as an audio file supported by text and/or a photo, or video supported by text.

Example One

Create an audio file and then support it with a vocabulary list or grammatical explanation. The following shows a text file, "la tienda.txt," that was created to support the audio file "la tienda.wav". When the students open the wave file to practice their vocabulary the text file opens simultaneously.

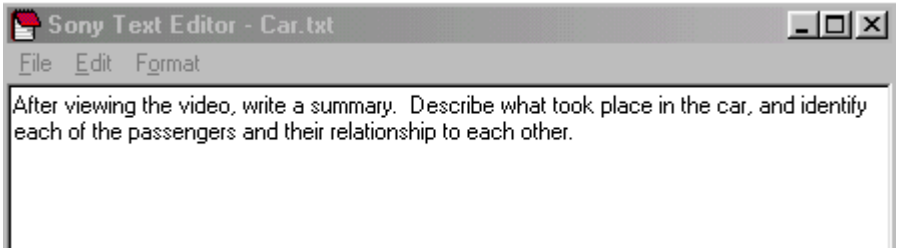
Students are able to practice using the vocabulary list, or they are able close it using only the audio file.

Example Two

Use a combination of audio, text, clip art, graphics, photo or video clip. In the following example, the student opens the video file "car.avi" and the supporting text file "car.txt" opens simultaneously with directions for a writing assignment that corresponds to the video.

(Incorporating Multiple Files con.)

Students have control of the video clip, as they would an audio file, through Soloist.



Soloist/Symphony Activities

Text Player

Soloist incorporates a “Text Player” which can open, display, and “play” the text in ASCII text format (“.txt”). Text files can literally be “played,” and synchronized voice recording is also possible.

PART ONE
The primary purpose of the Text Player is to use text files as the “program” material, allowing the user to record his/her voice while reading the scrolling text.

Using, for example, Microsoft Word, WordPad or Notepad, create a text file you want the students to practice and/or record. It could be a poem, song lyrics, or a reading passage from a textbook. On the first line you can enter information to determine the speed of the scrolling text (60 – 450), whether to display the text by word or by sentence, and the length of pause (0 – 10) between sentences. Press “Enter” and begin writing. After you have finished writing the file, save it as a ”.txt” file. (You might want to experiment with different scrolling speeds and choose one that would be appropriate for the level of your students.) The following is a short example of a text file to be used with the Soloist Text Player. “170” indicates 170 words per minute displayed one “word” at a time with a moderate pause, “5,” between sentences.

> **170 word 5**
> **The United States of America is bordered by Canada, Mexico, the Atlantic Ocean, and the Pacific Ocean. Including Alaska and the Hawaiian Islands, there are 50 states.**

The above sample was saved as “USA1.txt.” When students open this file using Soloist, the Text Player will open and will begin to scroll the text when the students click on the “play” BUTTON or red “record” BUTTON. The following shows the scrolling of the file in progress.

When students are finished recording and reviewing their work, they can save the audio file if they have been instructed to do so.

PART TWO
While the primary purpose of the Text Player is demonstrated above, it is also possible to synchronize text with sound, video, and MIDI program files. Whenever Soloist opens a sound, video or MIDI file, it searches for a file in the **same folder** with the **same name but an extension of ".txp"** (for ASCII text player files). If such a file exists, it will be opened in the Text Player.

For example, using Soloist, open the text file created in Part One, "USA1.txt." While the text is scrolling, record your voice along with it. Save the recording as "USA1.wav" in the same folder as the "USA1.txt." Using windows explorer, go to the file "USA1.txt," right click on the file, and click on the "rename" option. Rename the file **"USA1.txp."** If you are asked if you are sure you want to change the file extension, click on "yes."

Now the students are able to open the "USA1.wav" file using Soloist (the "USA1.txp" will not be visible as a choice), and the Text Player will also open with the appropriate text. Students can listen and follow the text. If the file has been created to allow for the students to respond, they can do so by clicking on the red "record" BUTTON. You may want to create a dialog text file, record the part for one of the people involved in the dialog, and have your students record the part for the second person using the scrolling script.

Settings for the Sony Text Player are located in "Sony Soloist System Configuration." Click on the "Edit/Other" tab.

For more details and information, please see "Sony Text Player" by clicking on Sony Soloist Help  in the upper right-hand corner of the Soloist Recorder.

Soloist/Symphony Activities

"ACR" - Automatic Comparative Recording Files

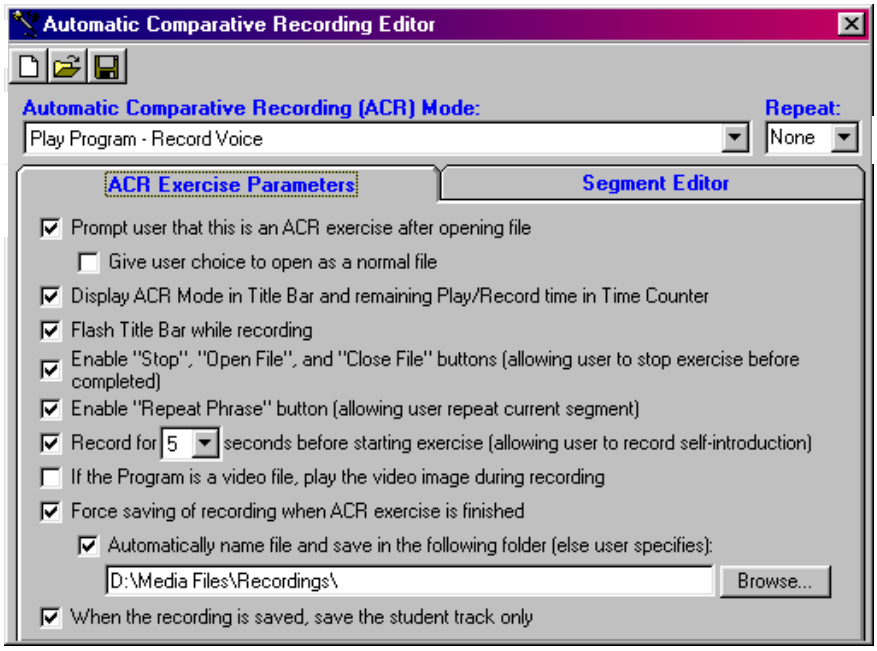
Soloist includes the ability to execute comparative recording activities automatically. You are able to select options that make it possible for Soloist to automatically play segments of the audio program, repeat each segment, record student responses after each segment, and replay each student response. When any media file is opened (all supported formats), Soloist automatically looks for a file in the **same folder** with the **same name but an extension of "acr"** (for "Automatic Comparative Recording). If the file exists, it is opened and the Automatic Comparative Recording exercise is executed according to the contents of the "acr" file. For complete information on the ACR Editor, please refer to the "Soloist Digital PC Comparative Recorder Features and Specifications" document and the Soloist "Help" screens.

If the built-in **"ACR Editor" (Automatic Comparative Recording Editor)** is enabled via the "Other" tab in the "System Configuration" dialog, Soloist's "Tools" menu will include a selection for "Auto Comparative Recording Editor" that opens the editor.

Part One - Overview

Click on the Sony logo on Soloist to view the menu, click on "Tools," and select the ACR Editor. The Editor will appear as below and you will be able to select the parameters you want for the ACR file you are going to create.

ACR Editor – Exercise Parameters Tab



(“ACR” - Automatic Comparative Recording Files con.)

1 Toolbar

- Click the “New (Clear)” toolbar BUTTON to clear all of the current ACR settings, returning all to factory defaults.
- Click the “Open File…” BUTTON to open an existing “.acr” file for editing.
- Click the “Save File…” toolbar BUTTON to save the current ACR exercise settings to an “.acr” file.

2 Mode

The “ACR Mode” defines what occurs for each segment in the exercise. The mode applies to all segments. The current ACR modes available are:

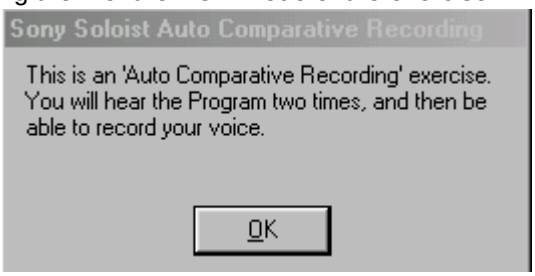
- Play Program Twice (No Record)
- Play Program – Record Voice
- Play Program Twice – Record Voice
- Play Program – Record Voice – Play Voice
- Play Program Twice– Record Voice – Play Voice
- Play Program – Record Voice – Play Program - Play Voice

3 Repeat

“Repeat” can be None, 1, 2, or 3 indicating the number of times to repeat the mode/pattern for each segment. This applies to all segments of the exercise.

4 ACR Exercise Parameters

- When an ACR file is opened, students can be prompted that it is an ACR exercise, informing them of the ACR mode of the exercise.



In addition, they can be given a choice to open the file as an ACR exercise, or to open it as a normal program file. (Not shown here.)

- The ACR mode can be shown in Soloist’s Title bar (the blue bar at the top of the main window) indicating the mode such as “Play”, “Record”, and “Review”. If this item is checked, the Time Counter in Soloist’s main window will count down the remaining time for the “Play” or “Record” segment, letting the user know how much time remains. In addition, the color of the Time Counter will be green during playback, red during recording, and yellow during review.

- Soloist’s Title Bar can be set to “flash” while recording, giving an additional indication to the students that they should be recording their responses.

- The “Stop”, “Open File” and “Close File” can be enabled while the ACR file is open, allowing students to stop the exercise, close the exercise, or open another file. If these are disabled, students must complete the exercise once it is started.

- The “Repeat Phrase” BUTTON can be enabled during the exercise. If students click the Repeat Phrase BUTTON, the current ACR segment will be repeated from the beginning (giving students the opportunity to hear the program again, and re-record their voices).

("ACR" - Automatic Comparative Recording Files con.)

- Students can be given the ability to record for 0, 5, 10, or 15 seconds *before* the ACR exercise starts. This provides an opportunity to record a self-introduction and/or other comments.

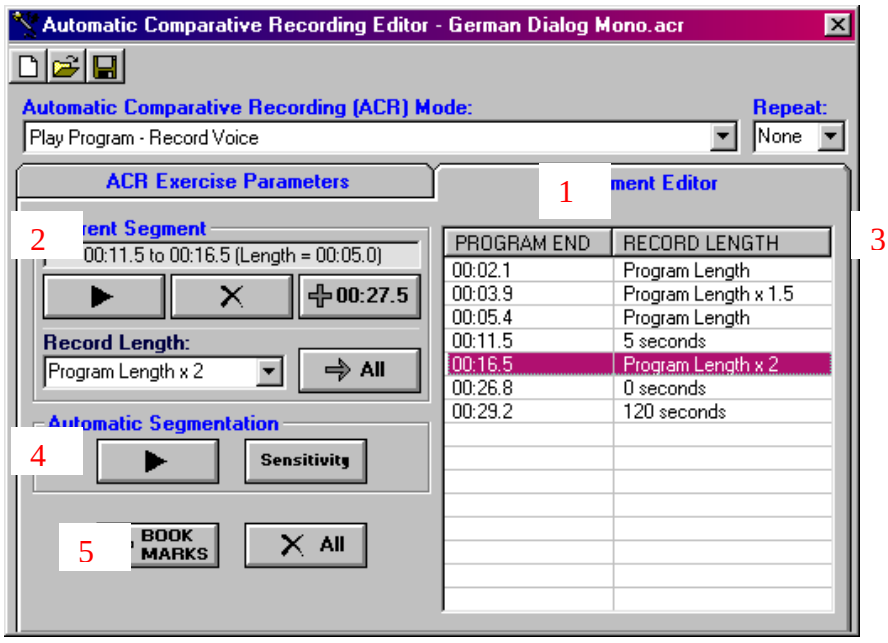
- If the ACR program file is a digital video file, the video image can be played while students are recording their responses. Typically, a segment of video is played, and students are given the opportunity to record a response. It may be useful to play the video image a second time while recording. However, if the record time for the segment is shorter or longer than the "play program" time (refer to ACR Segment Editor below), the video image will be shown during the entire recording time (which may not be desirable).

- The user can be forced to save the recording when the ACR exercise is finished. If the next item ("Automatically name file and save…") is not checked, the user must select a path and file name – the user cannot cancel this save operation.

- The forced saving of a file can occur automatically, with no user interaction. If a path is specified, the file will automatically be named and saved when the exercise is completed.

- When/if an ACR exercise recording is saved, it can be set to save the student track only.

ACR Editor – Segment Editor Tab



The ACR Segment Editor is used to segment the program material and set the corresponding recording lengths.

1 Segment List

The right side of the tab shows the Segment List for the ACR exercise – both the "Program End" time and the corresponding "Record Length". A segment always begins where the previous segment ends (the first segment begins at time

00:00.0). Clicking on any line in the Segment List "selects" the segment as the "Current Segment". Double-clicking will cause the segment to be played from start to finish and will apply the currently selected "Record Length"

2 Current Segment Frame

The Current Segment frame indicates the start and end time of the current segment, as well as its length.

Click the "Play/Stop" (">") BUTTON to listen to/stop the current segment. Once the end of the segment is reached, playback will automatically stop, and the next segment will be selected. This allows quick aural review or the beginning and end of each segment.

Click the "Delete" ("X") BUTTON to remove the current segment.

Click the "Add Current Time" ("+ 00:27.5") BUTTON to mark the end of a segment and add the current time to the Segment List. The time shown in the BUTTON is the same as the time shown in Soloist's main window time counter. The currently selected "Record Length" will be automatically assigned to the segment.

3 Record Length

The "Record Length" time for each segment can be set by choosing from the dropdown list. A record length of "Program Length" means the record time will be the same as the length of the that segment, "Program Length x1.5" means the record time will be one and a half times as long as that segment, and "Program Length x2" means it will be two times as long.

In addition, you can choose from the available fixed number of seconds or directly enter any number of seconds from 0 to 120. A record length of zero means students will hear the program, but not be able to record – this may be useful if the segment is the "answer" or correct pronunciation of the previous segment for which they were able to record.

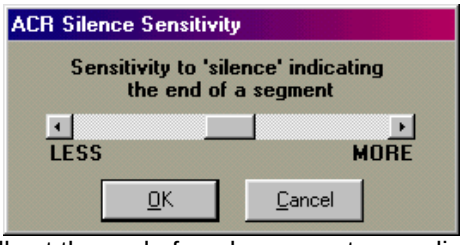
Click the "-> All" BUTTON to apply the currently selected Record Length to all segments.

4 Automatic Segmentation Frame

Click the "Start/Stop" (">") BUTTON to start automatic segmentation of the program file. Playback will begin from the current position, and segments will automatically be added whenever silence is detected (marking the end of a segment). Additional segments can be added (by clicking the "Add Current Time" BUTTON in the "Current Segment" frame") and Record Lengths can be changed while automatic segmentation is in progress.

Click the "Sensitivity" BUTTON to adjust the sensitivity while performing automatic segmentation.

(“ACR” - Automatic Comparative Recording Files con.)



The software will set the end of each segment according to pauses - “dead air time” – in the recording. If the file being segmented is being “chopped up” into fragments or not correctly sensing the correct place to end the segment, you may need to adjust the sensitivity “less” or “more” accordingly. It is always possible that a recording might not contain adequate pauses with “dead air time” to cue end of the segments. For this reason, automatic segmentation will mostly likely work best with commercially prepared recordings (such as the audio materials from a publisher).

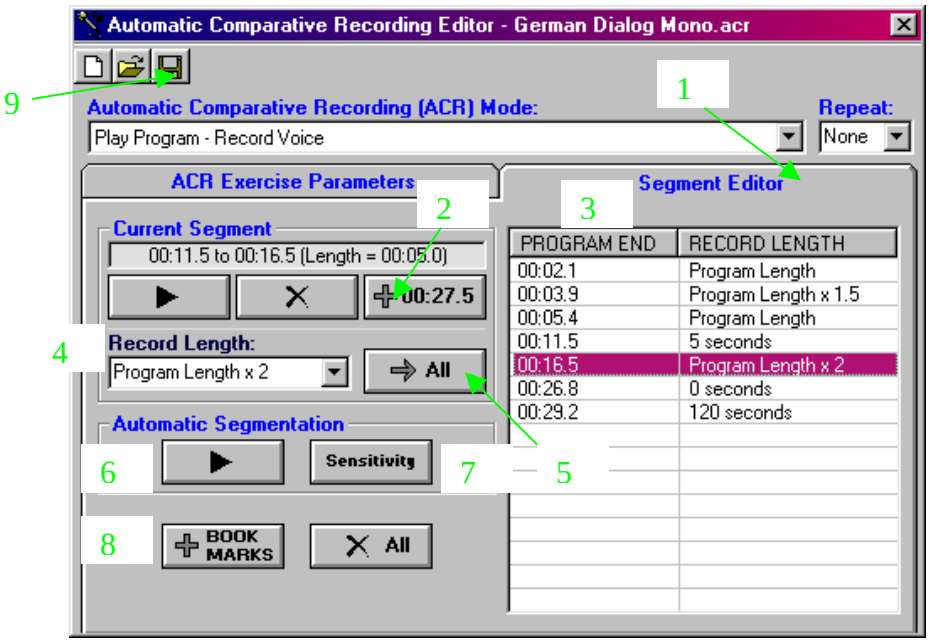
5 Other

Click the “Add All Bookmarks” (“+ BOOKMARKS”) BUTTON to add all bookmarks set in the file being edited in Soloist’s main window to the segment list (each bookmark will become the end of a segment).

Click the “Delete All Segments” (“X All”) BUTTON to delete all segments from the segment list.

Part Two – Creating an ACR File

- First, using Soloist, select and open the file (such as a “.wav” file) you wish to edit. Then, open the ACR Editor. (Start with a short, simple audio file and experiment with the various ways to segment it.)
- Set the desired parameters for the activity.



Manual Segmentation

- 1 Click on the “Segment Editor” tab.
- Using Soloist, begin playing the file to be edited.
- 2 In the Current Segment window, click on the “Add Current Time” BUTTON (+00:00:0) at the end of each segment (sentence/phrase/word) as the file is playing.
- 3 The end point for each segment will be listed under “Program End”.
- 4 Select the “Record Length” you wish to allow for the students to record their responses. For example, “Program Length X 2” would allow twice the amount of time as the length of the original segment. If the segment were 15 seconds, the students would have 30 seconds to respond. To set the “Program Length” individually for each segment, click on/highlight the segment under “Program End” and then select the “Record Length”.
- 5 To select the same ”Record Length” for all segments, click on the “All” BUTTON.

Automatic Segmentation

- As with the Manual Segmentation process, open the file to be segmented using Soloist.
- 6 Click on the Play/Stop BUTTON in the Automatic Segmentation window to start the segmentation of the selected file.
- 7 Stop the process and adjust the sensitivity if it is not segmenting properly.
- As with Manual Segmentation, determine and set the “Program Length” (4).

Bookmark Segmentation

- 8 If you already have bookmarks set in the file you are editing, you may click on the “+Bookmarks” BUTTON. The end point of each segment will be set according to the location of each bookmark in the file.

Save

- 9 Save your ACR File before exiting the ACR Editor.