

Na'-'aa-le' Video Project



Multimedia Production Tips

This is brief guide on how to create multimedia resources while learning and speaking your language. You can already find a lot of multimedia resources at www.siletzlanguage.org but creating more projects (such as videos, audio, and storybooks) is a valuable way to sharpen your own language skills and contribute to the progress of other speakers. This guide focuses on how to create short videos and audio recordings and on how to make existing recordings of elders and first-language speakers more available to other learners. We are just learners ourselves, and are new to this, so take what you can from this guide and leave what isn't helpful.

Things you'll need:

- A smart phone or digital camera with video capability
- A tripod (optional but highly recommended)
- A computer
- Someone willing to be in front of a camera

The Process: A Simple Way to Think About Making Multimedia Resources

Step 1: Settle on an idea

For our project, we picked domains that we thought would be easy to digest for learners from different levels, things that most people do, and things that are part of a daily routine. You might have a totally different set of priorities, like making comedy videos so that people can stay in the language while relaxing, or creating instructional videos in the language so that other people can learn how to fix a lawnmower in Nuu-wee-ya'.

Step 2: Write down all the language you'll need for the idea

Before you record anything, it is helpful to collect all the language terms you'll need. This is different than writing a script. We just mean that you should confirm that you're using the correct verb if you're talking about turning something off, or that you know for sure how a certain noun is pronounced. Our first time through, we tried to just wing it based on what'd we would say. This was useful in creating a free-flowing, conversational-type video, but not as much in teaching people a particular vocabulary. Both types of recordings can be valuable, but be aware that once you put a video out there, people will be using it to learn. It's important to do your best to say everything as well as you can but it's also important not to get so freaked out that you never make the video in the first place because you don't think you're a perfect speaker.

Step 3: Film it several times

Maybe we needed this step because we're bad actors--maybe you only need one take. But you'll probably want to shoot multiple takes, just to be safe. Some of the most common mistakes we made during filming were: awkward body posture while we knew we were being

filmed, shaky hands on camera, bad shots (can't see what's going on when we looked back at the film), laughing, forgetting what we're talking about, something interrupting us (e.g. a garbage truck driving by). Also, remember to give 3 seconds or more before and after shots so that you have something to work with when you're editing.

Step 4: Edit

Editing a video can be the most intimidating part. There is a ton of information about there, and many programs that will work to do simple video edits. This guide won't try to describe how to edit videos step-by-step, as there are already so many good, short and easy-to-understand guides out there (see below for an example).

Youtube has a really easy video editor, and is also a great way to get your videos out to other learners. Here's a great how-to on how to edit Youtube videos: <http://www.wikihow.com/Edit-Videos-for-YouTube>.

Step 5: Post it!

If you don't post your video up on Youtube, or a blog, or somewhere else for people to access, no one will ever be able to use it! So, you've got to post it!

Finding a way to make your videos accessible is equally important. If you have friends from language class, or a Facebook group, or just know a few friends who might get a kick out the video, make sure you send them the link to the video.

The Process: Making Existing Language Materials More Accessible

Sometimes we find a recording that is really helpful for us as learners, and want to pick out a certain section of that recording. The elder's speaking clips in our reclaiming domains videos were clipped from longer audio segments that are available from several universities. These recordings were made by linguists from the 1940-1970s and are invaluable, as they have preserved the words of many first language speakers from Siletz. If you find a recording and want to make clips from the video, here are some steps to guide you.

Step 1: Find video/audio

Lots of people listen to elder speakers to improve their speaking ability. It's a great idea! One big obstacle is that many of the recordings aren't in a format that is friendly for learners. Elicitations, where a linguist is prompting a speaker for individual words or phrases, are one common recording type. Often, words that might be related by theme (e.g. kitchen) occur all over the elicitation, which could be arranged alphabetically, by words that sound similar in the language, or any other way the linguist felt like. Splicing up these recordings and putting them back together in a way that makes it easier for learners is a really useful thing to do, but for yourself, and for others. To start, pick a recording and listen through.

Step 2: Tag and label clips you want

While you listen through your sound file, mark down the time stamp (e.g. 13:26 for minute 13, second 26) for each word or sentence that you want to learn right now, and note what word/sentence goes at what time. After you've gone through the recording and marked down all the areas that you want to pull stuff out, then re-open the recording in Audacity, a free piece of software that is super useful. Available here: <http://www.audacityteam.org/> (with a really good help page available here: <http://manual.audacityteam.org/>).

Most recordings of our elders are **elicitations**, or lists of words that linguists asked in English, and elders answered in Nuu-wee-ya'. Some of the recordings are stories in the language, with no translation. If you are clipping out words or sentences in our language and know what they mean, make sure you write the translations down as you go. You can either 1) make a list with all the words in Nuu-wee-ya' and English, or 2) write the translations next to each tag that you create. Either way, make sure that the information is available and that when you share the clip you share the translations.

Step 3: Cut and Paste Clips into a New File

In Audacity, you can easily cut audio clips out of a larger recording using the cut and trim tools (http://manual.audacityteam.org/man/edit_toolbar.html), under edit → copy and edit → paste in the tool bar on Audacity.

If you open more than one sound file in Audacity, each one will open as a new window, but you can cut and paste between the windows.

Here's an easy work-flow habit to get in to:

- 1) open (file → open) each sound file that you want to pull from
- 2) open a new file (file → new); this will be the blank file that you paste all the audio clips from speaker files into.
- 3) now, you can simply copy from one window (edit → copy or CTRL+C) into your new file (edit → paste or CTRL+P), placing each clip after the next.

If you make a mistake, you can always undo using CTRL+Z.

Step 4: Title Video and Save

To save a file, first you have to hit the stop button in the top left corner. Then go file → save as and save the project under whatever name you want. This will save a file that only Audacity can open, but it's good to have as a back-up. To make a sound file that anyone can use, go back into the file and go to file → Export. Then title the file, and save it as a .WAV file.

A menu will appear that asks Artist Name, Track Number and other information. This is called meta-data, or information about the file. You should fill this in to the best of your ability; jot down who the speaker on the clip is, where you got the clip, and list yourself as an editor.

Below is an example:

Tag	Value
Artist Name	Lucy Smith, Coquille Thompson
Track Title	Kitchen Vocab
Album Title	Marr and Harrington Recordings
Track Number	
Year	1940s
Genre	
Comments	

“Marr and Harrington Recordings” is a reference to the linguists who originally recorded the clips. This will help people to track your work. Be as specific as you can—if you only pulled from one recording, list the name of that recording. “Track Title” is what people will see as the file name.

After you save, you can see this meta-data by clicking on the .WAV file and clicking “properties” then going to the “details” tab.

Meta-data is really important to hang onto, so that you can remember who is speaking in the clips you create.

Step 6: Get it out there!

Make sure that you share your creations with anyone else who you think might use them. The more stuff we have out there, the more people we can get learning our language. Here are a few ideas of ways to get resources out here:

1. Facebook
2. Start a blog
3. Email chain with other interested learners
4. Bring resources to share at language class
5. Share with family/relatives

Moving Forward Together

As we move forward in speaking our language together, let’s stay focused on finding ways to support one another, and above all else, to continue speaking as much as we can. Language revitalization is a long process; it can also be a very rewarding process. Our people at Siletz have survived massive catastrophes and countless oppressions and are still here today. We can celebrate our survival, and our resilience, by continuing to pass down our cultures, traditions, and language to the next generations so that they can draw from that strength in their times of need, and so that they can pass those treasures down into perpetuity.