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Using eBooks to Transform Student Writing into Listening Practice

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English students in Japan often have a greater reading vocabulary than a spoken and listening vocabulary. Students may understand many words in writing, but fail to recognize those same words when spoken in a sentence. Because class time is limited, students need an inexpensive source of independent listening practice. One promising method is to use spoken electronic books (eBooks). Recent text-to-speech technologies enable computers to generate spoken sentences from written text. Teachers can easily create eBooks from their own materials, student writing, or by simplifying public-domain texts. This paper discusses eBook technology with a focus on Microsoft Reader™. It also presents a sample lesson, which utilized student writing and spoken eBooks for listening practice. Also included are references for eBooks and free eBook readers.

日本で英語を学んでいる学生は、しばしば、聞いたり、話したりする語彙力よりも、読書における語彙力を持っています。書面では多くの言葉を理解できますが、口によって伝えられた時、それらが同じ内容であるにも関わらず、認識できない場合が多いです。学校での授業時間が限られているので、学生はそれとは別に、低価格で行える、聞き取りを学ぶ機会・方法をみつけなくてはなりません。1つの有効な方法は、電子ブック(eBooks)を使用することです。近年の、テキストを音声へと変える技術によって、コンピューターは書かれたテキストを、語られたものへと変えることができます。教師は学生の資材、執筆、あるいは著作権の消滅した文献を簡素化して、簡単に電子ブック(eBooks)を作ることができます。本文献ではマイクロソフト・リーダー Microsoft Reader）に焦点を当て、電子ブックの技術について論議します。学生の執筆と、聴解練習のための電子ブック(eBooks)に役立たせるため、コンピューターラブでのレッスンが披露されています。また、電子ブック(eBooks)とその読者に向けた言及も含まれています。

Introduction

This article explains how a combination of student writing and eBook technology can provide listening practice for university students. The eBook reader that was used in this project was the Microsoft® Reader™. First, this article presents an example student story and its subsequent eBook (or electronic book).

Students listened to these eBooks in a computer lab. Next is a discussion of my teaching context and the results of a survey that motivated me to develop eBooks for my classes. This is followed by background information on eBook technology and reasons for and against using eBooks. Then a brief summary of the process involved in creating eBooks for a non-English environment follows. The article concludes that eBooks have potential as one method for practicing listening. Finally, the article indicates areas for further research. The appendices include information on how to use eBooks, a sample lesson, eBook-related resources, and additional details on the creation processes.

A Sample Story and its eBook

Figure 1 shows the beginning of a student's story that software then transformed into an eBook. This eBook was then combined with 23 other student-written eBooks and used in computer lab classes that combined reading and listening practice. Students watched and listened as the computer read their stories using a hyperlinked Word™ document. The left half of Figure 2 shows the Word™ document, while the right half of Figure 2 shows the Microsoft Reader™ displaying an eBook.

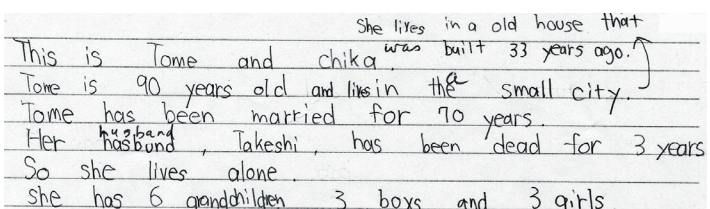

Figure 1: An Excerpt from a Student-written Story

Figure 2: Using a Word™ document to Read an eBook

The Teaching Context

I teach four classes of Freshman English (FE) at Asia University. FE is a required, year-long, integrated-skills course that meets 5 days a week with students for 45 minutes. My FE students' abilities range from high beginner to low intermediate in the areas of listening and speaking.

After studying course units on lifestyles and jobs, the students wrote and presented a short dialogue-format story. Students were given pictures of people and jobs from which to

create their stories. As the students listened to other students' presentations, they were asked to take notes. A survey (administered to see how much the students understood of what the other students were saying) gave the following results:

% Understood	% of Ss (n=75)
50%	32%
60%	1%
70%	3%
75%	32%
80%	3%
85%	21%
95%	8%

The reasons students checked for not understanding other students' presentations included: (a) they could not hear what the students were saying (many students spoke very softly), (b) they did not know the words, (c) they could not understand the pronunciation of the other students, and (d) the sentences were too difficult. These results clearly indicate that many of these students would benefit from extra listening practice.

The Problem: Providing Extra Listening Practice

There is often not enough class time (especially in an integrated-skills course) to give students the listening practice that they need. Although there are many excellent listening courses available, these courses tend to be expensive for students to purchase for their independent practice. Teachers need an inexpensive method of generating level-appropriate listening activities that are also perceived by students as interesting and related to their current studies. These activities should be something that students can do after class and in their own homes. One promising technology, with their Readers' text-to-speech capabilities, is eBooks.

What are eBooks?

EBooks are electronic books (and other documents) that can be read on desktop computers, laptops, handhelds, and pocket PCs, as well as dedicated eBook devices. EBooks include everything from public-domain texts written in the 1600s to the most recent best sellers. Project Gutenberg (a compiler of public-domain texts) has created 6,267 eBooks as of November 8, 2002 (p. 1).

EBooks are distributed via the Internet, as is the free eBook reader software. Some universities in the US are using textbooks in the eBook format so students need only to carry a laptop, rather than a stack of textbooks, to their classes. Reference books are also being made in eBook form. OverDrive (a company that both converts printed books to eBooks and sells commercial software to create eBooks) reports that there are about 450 publishers offering commercial eBooks (Reid, 2002, p. 1). The main complaint people have about eBooks is that they do not like reading on a computer screen. This problem can be reduced or eliminated by using the proper sized font and a flat screen monitor.

Why do People Like eBooks?

With eBooks, you can do most of the things you do while reading paper books. For example, you can highlight passages, make annotations, create bookmarks, and add simple drawings. EBooks also have advantages that paper books do not, which include allowing you to choose the size of the font you use while reading. If you are near-sighted, you can make the font quite large. Plus, you can quickly look up a word in the built-in dictionary. It is also easy to search the entire book for a specific word or phrase. If you want to know the first place where someone (for example, a character named *Ernest*) is mentioned, then you can quickly search the book starting with page 1.

Several eBook readers also include recent text-to-speech technology. This means that instead of reading a book or a document, you can now listen to the book read by the computer. For native (and near native) English speakers, this also provides an excellent way of proofreading a written text. Listening to text read by a computer can help you detect the little errors that are so easy to overlook in writing that has become very familiar.

What is Text-to-Speech Technology?

Text-to-speech technology has been available for many years. However, it became popular and more affordable as a by-product of the US 1998 Workforce Investment Act, which includes the Rehabilitation Act (GSA, 2002, p. 1). One result of Section 508 of the Rehabilitation Act has been the development of text-to-speech technology to enable the blind and visually impaired to freely access the information available via technology (ScanSoft, 2002a, p. 2).

Text-to-speech technology converts text into computer-generated speech using various algorithms. Advanced text-to-speech algorithms change text into "a phonetic representation with markers for stress and other pronunciation guides" (ScanSoft, 2002b, p. 3). The result is then converted into sound using actual recordings of "diphones," which contain all the appropriate co-articulation and vocalizations (ScanSoft, 2002b, p. 2). Depending on the sophistication of the software, the results can sound quite natural.

The text-to-speech algorithms included with Microsoft® Reader are not the most sophisticated, but they are comprehensible. I have noticed only a few instances where English words were mispronounced. In all cases, the words were homonyms and their function within the sentence had been misinterpreted. For example, the Microsoft Reader™ mispronounced the verb *"live"* in the sentence: *"So, now James and Grace live by themselves."* In this instance, it mistakenly interpreted this verb as an adjective, but properly interprets (and pronounces) it in other contexts. Uncommon foreign words (such as Japanese names) are pronounced using standard English phonetics, so they will be mispronounced.

For the remainder of this article, I will refer to playing and listening to eBooks using text-to-speech technology as "spoken eBooks."

Why use Spoken eBooks with EFL/ESL Students?

Spoken eBooks help students to associate sounds from spoken words with their written counterparts. Although electronic dictionaries are useful for learning the pronunciation of words in isolation, spoken eBooks provide the pronunciation of those same words within the context of a sentence. As an eBook is read, each word is highlighted to help students associate the sounds being heard with the individual written words.

Using spoken eBooks has the advantage of doing extensive

reading with the addition of building audio associations for the words in the books. As students spend time listening to eBooks, the vocabulary in those books should move from passive to active vocabulary. EBooks are read at a fixed speed of about 130~145 words per minute. This constant rate of speed can encourage students to continue reading when they encounter difficult words--rather than pausing to think about or look up those words--and help them learn to infer the meaning of those words from the context. That said, eBooks also allow students to pause and replay sections of the eBook whenever they want to do so. This is done independently of the teacher and other students. Individuals can choose to replay difficult passages as many times as necessary to understand them aurally. Using eBooks with headphones in a computer laboratory allows students to listen with fewer distractions, while using a volume that is comfortable for them. Students generally like using technology and might spend more time practicing listening this way than with conventional textbooks.

Teachers can easily author eBooks, customizing the content to their students' reading levels and course context. Higher-level students can even be taught how to create eBooks from their writing. They could then listen to their eBooks, and practice speaking with them before giving a presentation.

Why You Would Not Want to Use Spoken eBooks

The main problem with using spoken eBooks in EFL/ESL classes is that they take significant time to create and require a computer lab or a computer with Internet access for use. Further, it is not easy for teachers to predict which materials would be readily comprehensible to students. Finally, when computers read eBooks in certain non-English computer environments (as described below) they will produce non-standard English pronunciations. Nevertheless, once teachers have developed eBooks, they can provide a continuing low-cost source of listening practice.

The Microsoft eBook Reader

There are several providers of eBook reader software. (Web addresses for a number of them are included in Appendix D.) The main reasons I chose the Microsoft Reader™ for this project are as follows:

- It is a widely available eBook reader with free eBook authoring software;
- It has a text-to-speech add-in, making it possible to listen to eBooks; and,
- More importantly, I thought that it was very likely that the administrators of Asia University's computer labs would agree to have this software installed there.

Creating eBooks for use by Students

I used stories written by my students because:

- Students should generally be able to comprehend other students' writing. In other words, both the vocabulary and grammar used by other students should be comprehensible. Of course, since students' abilities differ, the grammar and vocabulary used by some students will be challenging to others.
- Students should have a high interest in reading their own and their friends' stories.

- Students should begin to realize that they are able to communicate using English.

The process I used was as follows:

1. I typed the stories into separate Word™ documents and inserted the pictures that students had used while writing them.
2. After downloading and installing the "Read in Microsoft Reader" add-in, I created the eBooks by simply clicking on the Microsoft Reader™ icon. (For details on creating spoken eBooks, see Appendix E.)

The longest of these student stories was 343 words long. It took about 10 seconds to convert this story from a Word™ document into an eBook. (Longer documents of about 3,000 words take only 20 seconds.) Once converted, it is easy to play and listen to the eBooks. (See Appendix A for details.) I also listened to these eBooks on a Japanese Windows ME computer and everything sounded fine.

Problems using a non-English Windows 2000 Operating System

I ran into problems when I listened to these same eBooks in my university computer labs. Instead of sounding like English, these eBooks were read by the computer with a Japanese (katakana-like) pronunciation. I contacted Microsoft about these problems via their Online Support website and learned that starting with Windows 2000, the text-to-speech engine has been embedded in the operating system. Apparently, the pronunciation algorithms are altered to go with the native language of the operating system. Thus, under the Japanese Windows 2000 (and later) operating systems, the number *90* will be pronounced as "*kyu-jyu*" and "*internet*" will sound like "*in-ta-ne-to*." Similar results would take place on other non-English operating systems.

A Solution: Using "AVI" Movie Files

The solution I chose was to make "movies" of the eBooks being read on a computer with an English operating system. I used TechSmith's Camtasia Studio to record an English desktop computer reading the eBooks. I then copied the resulting movies ("AVI" files) to a CD-ROM and transferred them to the computer lab. (For details on how to use Camtasia Studio to create these movies, see Appendix F.)

Student Listening Practice using eBooks

Next, I created a hyperlinked Word™ document in the computer lab to make it easier for students to access the different stories. (See Appendix B for copies of the Word™ document and the instructions students used in the computer labs.) Students watched and listened to these movie files using the Microsoft® Windows Media Player. (For details, see Appendix C.) They then completed worksheets that required them to give the story title, an evaluation of the story, and to write two sentences demonstrating their understanding of the story.

Final Survey and Conclusion

At the end of the second day of reading and listening using the computers, I asked the students to fill out a survey about these classes. The results, as shown in the tables below, were as follows: sixty-one percent said they understood 95% to 100%, and large percentages of the students also rated these classes highly and thought they were useful for learning English.

% Understood	% of Ss (n=68)
100%	21%
95%	40%
90%	1%
85%	28%
75%	9%
50%	1%

Rate these FE classes:	% of Ss (n=68)
Some of the best.	41%
These classes were good.	46%
Fairly Interesting	10%
Not very good.	3%

Can these classes help teach you English?	% of Ss (n=68)
Yes, definitely!	34%
Yes, I think so.	47%
Maybe a little.	19%

From these results, I conclude that spoken eBooks have the potential of providing high-interest listening lessons, which students can benefit from and use independently.

Areas for Further Research

It would be interesting to investigate whether other eBook software works correctly in newer non-English environments. An extension of this study would be to make the movie files accessible using a web page so that students could practice listening using their home computers. It would also be interesting to have a series of classes that use the Microsoft Reader™ and to do pre- and post-listening tests to see if students' listening skills actually improved. As a variation, since the Camtasia Studio has the option of altering a movie's sound, the Microsoft Reader™ software could be used for the video portion of the movie and then one or more native English speakers could read the text at the same speed as the Reader's highlighted words.

Note:

Earlier versions of this article, have appeared in the *CELE Journal Number Eleven* (2003, pp. 50-66 & 67-85), published by Asia University's Center for English Language Education (CELE), Tokyo, Japan. The articles were titled, *Developing students' listening using eBooks: Using technology to transform student writing into listening practice*, and *Creating spoken eBooks using Microsoft Reader.*

References

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ScanSoft (2002b). Scansoft RealSpeak™ family: The standard in text-to-speech. *ScanSoft Productivity without Boundaries Series.* Retrieved October 18, 2002, from <ftp://ftp.scansoft.com/pub/whitepapers/realspeakfamily.pdf > (www.scansoft.com/whitepapers/download.asp)

Appendix A: Using the Microsoft Reader

1. Start the Microsoft Reader™ by clicking on the Reader icon (an "r" with 3 green leaves above it). The Microsoft Reader™ will open and display the Library view. (See the left half of Figure 4 below.)
2. When using the text-to-speech component of the Microsoft Reader, use the Settings menu button on the lower left of the window (See Figure 3.) to make sure
   a. that the Voice settings (on page 4) do not have "Verbosity" checked, and
   b. that "Highlight text as it is read" is checked.
   c. It is also nice to have the Visual guides on page 3 checked.
   d. (See Figure 3.)

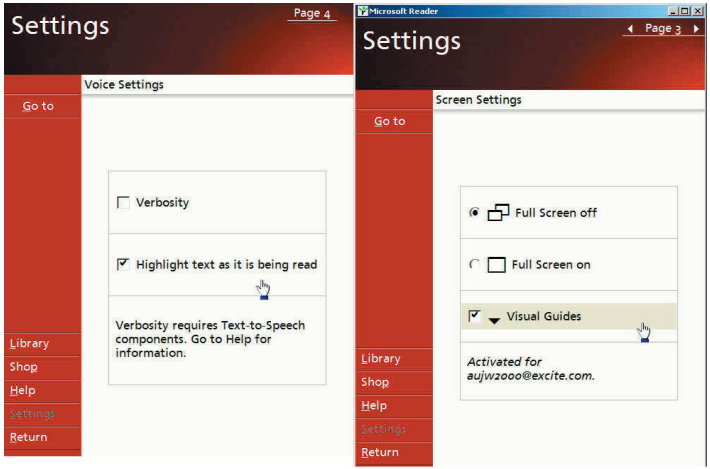


Figure 3: Microsoft Reader™ Settings

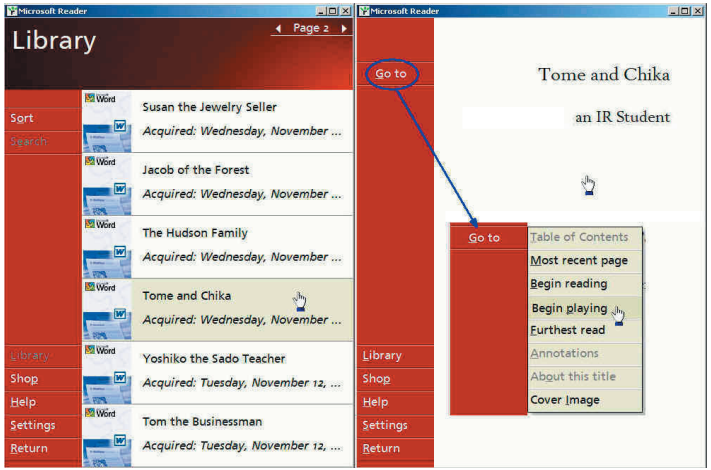


Figure 4: Starting the Microsoft Reader

3. From the Library view (the left half of figure 4), click on the title of the desired eBook. That eBook's title page is then displayed. (See the right half of Figure 4 below.)
4. You can either click on the title again or use the "Go to" menu to start reading the eBook. (See the right half of Figure 4 below.) The "Begin playing" menu option tells the Reader to start reading the eBook using the text-to-speech component of the Microsoft Reader.

eBooks can also be controlled using the arrow keys at the bottom of the window. (See Figure 5.) As the text is read, the Microsoft Reader™ automatically turns the pages and highlights the words as they are being read. To change to a different eBook, click on the eBook title at the top left of the window and select the Library menu option.

Figure 5 shows the complete student-written eBook (displayed as two pages) that was referenced at the beginning of this paper.

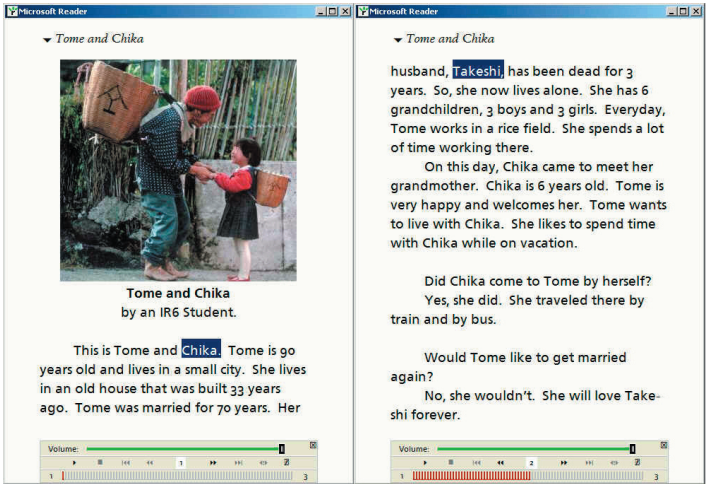


Figure 5: Reading an eBook (the current word on both pages is highlighted)

Appendix B: Handouts used by the Students in the Computer Labs

The following pages show the hyperlinked Word™ document and the instructions that students used in the computer labs.

FE Stories – Ctrl+Click the Title to Read

Title	Title
Anna the Biologist	Paul the Fisherman
David the Doctor	Richard the Mystery Man
Georgie Relaxing	Robby the Police Officer
Jack the Chef	Rosa the Computer Operator
Jacob of the Forest	Sad Nikita
James the Mailman	Susan the Jewelry Seller
Kayo and Aya	Susan the Sheepherder
Konoha the Woman Soldier	The Hudson Family
Maria the Bakery Worker	Thomas the Postman
Mark a man of Mystery	Tom the Businessman
Mark the Fireman	Tome and Chika
Nancy the Photographer	Yoshiko the Sado Teacher

Reading and Listening Using the Computer

1. **At the beginning of class:** Log on to the computer using your student ID (for example, b214999) and password.
2. Jean will send you a file. You will see an icon like this (one on the right) on your computer monitor. The icon has "ECOLE" as the start of its name.
3. Click on this icon. Word will open.
4. Look at the pictures and the titles. Choose a story to read. Press Ctrl and click the left mouse button. WAIT. *Windows Media Player* will start playing that story.

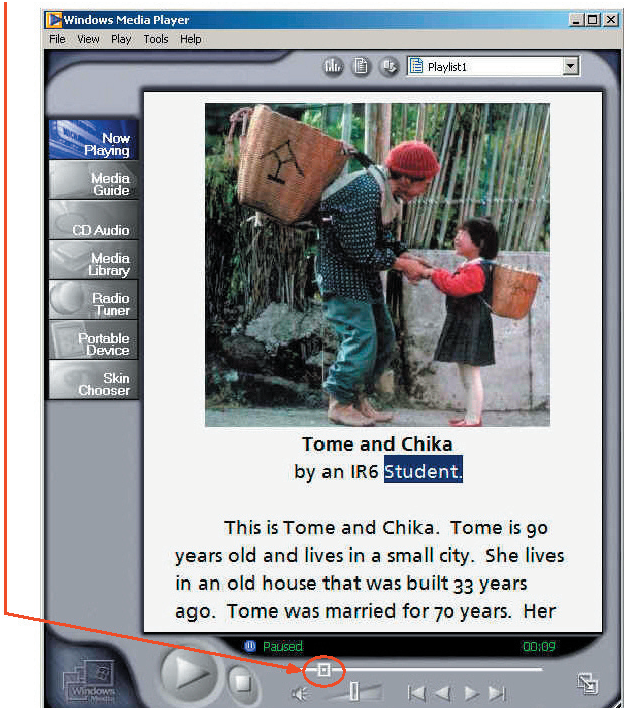
Ctrl+Click on a story Title to read and listen to that story.

	Title		Title
	Anna the Biologist		Sad Nikita

5. Click on the square box (on the right) in the upper right corner of *Windows Media Player* to make it larger and easier to read.
6. Hide the "Play List" in now playing. (This makes the window larger.)
7. Change the size of the *Windows Media Player*. Make it tall and narrow. It should look like this:
8. To change to a new story, click on the *FE Stories* document, or click on the **FE Stories** button at the bottom of your monitor.
9. **At the end of class:**
   (a) Log off of the computer. Click on the Start button, then "*Log off*" (or select "*Shut Down*" then "*Log off.*") Don't shut down the computer. Leave it running.
   (b) Do your Participation Points for today.
   (c) Give Jean your "*Computer Reading and Listening*" paper.

Appendix C: Watching Movies using the Windows Media Player

The Windows Media Player operates like a VCR. Use the larger (⏸) pause button to stop the video. Use the play button (▶) to resume playing. The square slider can be used to quickly move to anywhere within the movie.



Appendix D: Web Addresses for Reader Software and eBooks

This appendix gives some Internet addresses for eBook reader software. It is followed by Internet addresses for purchased and free eBooks.

Summary of Software Web Addresses

The software used in this project is listed at the top of the following table. It includes the software provided by Microsoft®, TechSmith®, and Hyperionics. Other providers of eBook readers are listed towards the bottom.

Company or Organization	Software	Address
Microsoft®	Reader™ 2.1 (for PC)	http://www.microsoft.com/reader/downloads/pc.asp
Microsoft®	Reader Activation	http://www.microsoft.com/reader/info/activation.asp
Microsoft®	Text-to-Speech 1.0 (add-in)	http://www.microsoft.com/reader/downloads/tts.asp
Microsoft®	Read in Microsoft Reader™ add-in for Microsoft Word	http://www.microsoft.com/reader/downloads/rmr.asp
Microsoft®	Windows Media Player	http://www.microsoft.com/windows/windowsmedia/download/default.asp
TechSmith® Corp.	Camtasia Studio (desktop recording software)	http://www.techsmith.com/products/studio/default.asp
Hyperionics	HyperSnap-DX™ (a screen capture and image editing tool)	http://www.hyperionics.com/index.asp?Page=hsdx/changelog.asp
Adobe®	Adobe eBook Reader	http://www.adobe.com/products/ebookreader
Benetech Bookshare	Daisy Reader & Victor Reader Software	http://www.bookshare.org/web/MembersDownloads.html
Global Mentor Inc.	Mentoract™ Reader (Java based)	http://www.globalmentor.com/software/reader/
ION eMonocle	eMonocle	http://www.ionsystems.com/emonocle/
Mobipocket	Mobipocket Reader	http://www.mobipocket.com/en/DownloadSoft/DownLoadReaderStep1.asp
OverDrive	Palm Reader	http://ssl.overdrive.com/partners/palm/DesktopReader.asp
OverDrive Inc.	ReaderWorks Standard 2.0 (creates Microsoft eBooks)	http://www.overdrive.com/readerworks

Sources of Free text and eBooks

Most of the eBook sellers on the next page have a selection of free eBooks. The following are additional sources of free eBooks.

What	Where
Alex Catalogue of Electronic Texts	http://www.infomotions.com/alex
Bibliomania (A collection of literary classics)	http://www.columbia.edu/acis/bartleby
GlobalMentor Publishing (OEB versions of the Project Gutenberg texts)	http://www.globalmentor.com/bookstore/
Globusz Publishing	http://www.globusz.com
Internet Public Library	http://www.ipl.org
ION Systems & Galaxy Library	http://www.ionsystems.com/emonocle/OeB_books
Project Gutenberg (public domain books, generally published before 1923)	http://www.promo.net/pg
Public Domain Reader	http://pdreader.org
Sunsite Berkeley Digital Library	http://sunsite.berkeley.edu
The Humanities Text Initiative part of the University of Michigan's Digital Library.	http://www.hti.umich.edu
University of Pennsylvania Online Books	http://onlinebooks.library.upenn.edu
University of Virginia Library (an extensive collection of eBooks)	http://etext.lib.virginia.edu/uvaonline.html

Some places where eBooks may be purchased

http://www.amazon.com
http://www.powells.com/ebookstore/ebooks.html
http://www.barnesandnoble.com
http://www.cokesbury.com
http://www.palmdigitalmedia.com
http://www.galaxylibrary.com
http://www.toptwentychristian.com

Sources for Useful Information about eBooks

In addition to the websites for the developers of eBook reader software, the following websites are particularly informative.

What	Where
Open an eBook	http://www.openanebook.org
Open eBook Forum	http://www.openebook.org

Appendix E: Creating eBooks using Microsoft Word

This appendix provides the instructions for creating an eBook using the Microsoft Word™ to Microsoft Reader™ add-in.

To create an eBook using Microsoft Word™, first download and install the "Read in Microsoft Reader™" add-in. (See Appendix D for the web address.) Then, for best results when reading eBooks on a flat screen monitor, format your Word document using ClearType™ fonts. The ClearType™ fonts that are used on the PC are Berling Antiqua, Frutiger Linotype, and Lucida Sans Typewriter (Microsoft, 2001, p. 8). Add any images after they have been appropriately sized as shown in the table below (Microsoft, 2000, pp. 10 & 39).

Recommended eBook Image Sizes	Width x Height
Image within an eBook (maximum)	400 x 600 pixels
Custom Cover Page	510 x 680 pixels
Bar Image, standard Title Cover Page	82 x 680 pixels
Thumbnail	99 x 132 pixels

As shown in Figure 9, images can be resized within Word by right-clicking on the image and selecting "Format Picture…." Images that are ten to eleven centimeters tall within a Word document generally convert well to the eBook format, leaving several lines of text to go with the image. If you select the Size tab and enter one of the dimensions, then the other dimension will change automatically.

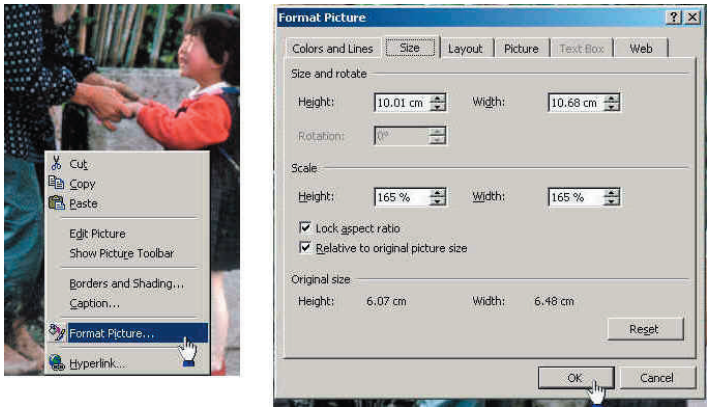


Figure 9: Formatting an eBook Picture

Images in spoken eBooks should also have an "Alternative text" description, which can be entered on the Web tab as shown in Figure 10. For example, in the Tome and Chika story, I added the description, "a Japanese grandmother and child." Otherwise, the eBook reader will say: "Graphic, no description available" as it comes to each image.

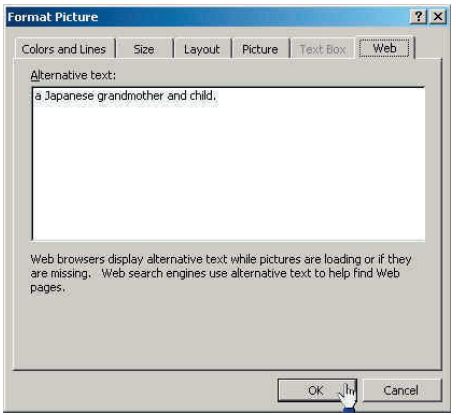


Figure 10: Adding an "Alternative Text" to an eBook Picture

Caution: I found that having a tab character followed by a new paragraph marker at the end of a Word file confused Microsoft Reader. Also, make sure that you have no more than two new paragraph markers at the end of your document.

As shown in Figure 11, to convert the Word document, click on the "Read in Microsoft Reader" icon.

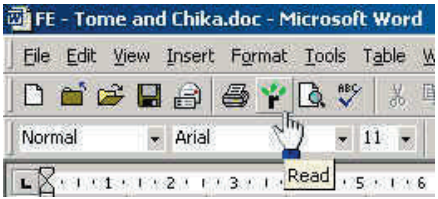


Figure 11: Converting a Word™ Document into an eBook

As shown in Figure 12, enter the title, author, and eBook filename in the textboxes provided, and click OK. You can allow the output ".LIT" file to be stored in the standard Microsoft Reader Library directory or specify a different directory (for example F:\MyDocs\MyLib). It takes about 10 seconds (for short documents) for the eBook's creation to be completed. Then a completion message will be displayed.

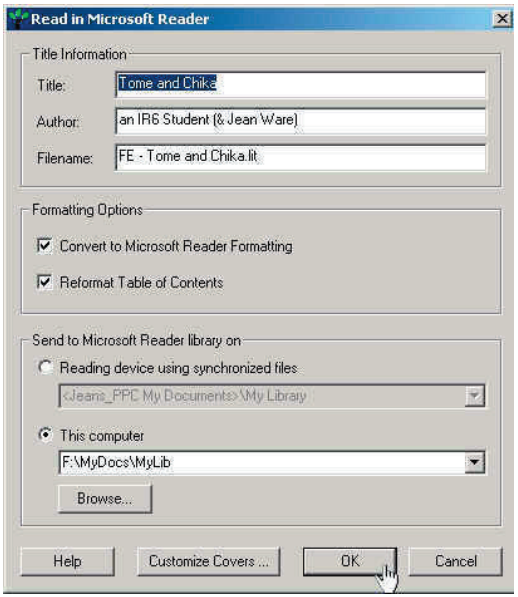


Figure 12: Specifying an eBook's Title, Author, etc.

Appendix F: Using Camtasia Studio to Record the Microsoft Reader

The following gives instructions for using TechSmith's Camtasia Studio to record the Microsoft Reader reading an eBook.

(Note: A free, fully functional version of Camtasia Studio is available for trial use for 30 days. It costs about $120 with their educational discount. You will also need an audio "y-connector" and an audio patch cable to properly record the sound on most computers.)

Criteria for selecting Desktop Recording Software

To obtain the best display of eBooks, your desktop recording software should be able to

1. Capture the computer screen at 100% video resolution, and
2. Play the resulting movies using Microsoft Windows Media Player without installing any additional software.

TechSmith's Camtasia Recorder met these criteria and was selected for this project.

Setting Camtasia up for Recording

(Note: Once Camtasia settings have been entered, it will remember them for future sessions.)

1. Start the Microsoft Reader. Then, run Camtasia Studio and select the Camtasia Recorder. Figure 13 shows its startup screen.

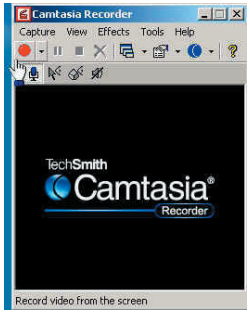


Figure 13: Camtasia Recorder's Startup Screen

2. Select Capture --> "Input" --> "Fixed Region…". Then click on Select to set the Image capture region and click on OK as shown in Figure 14. (I set the capture region below the eBook title and above the navigation bar at the bottom of the Microsoft Reader window. This allows the Windows Media Player to display the eBook at about 100% resolution, which provides an undistorted view of the text.)

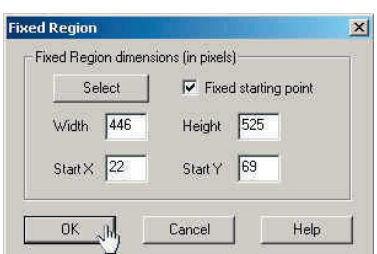


Figure 14: Creating a Fixed Region for Recording

Change the Video Options as follows.

3. Select "Tools" --> "Options…" and then the AVI tab. Uncheck the Auto Configure option, and then click on Video Setup as shown in Figure 15.

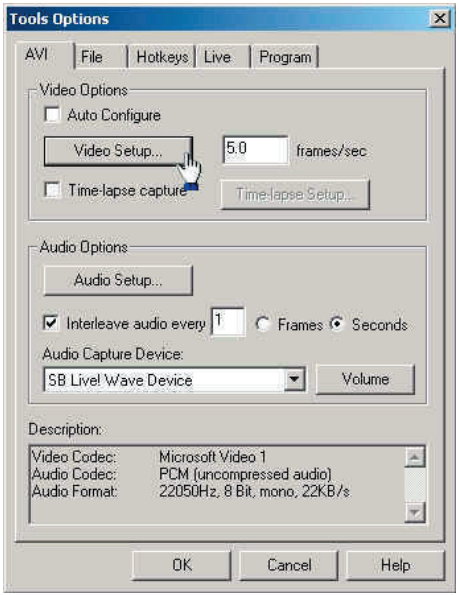


Figure 15: Changing the Video Settings

4. As shown in Figure 16, select "Microsoft Video 1" as the compressor (the video compression codec), and adjust the Compression Quality to 100%

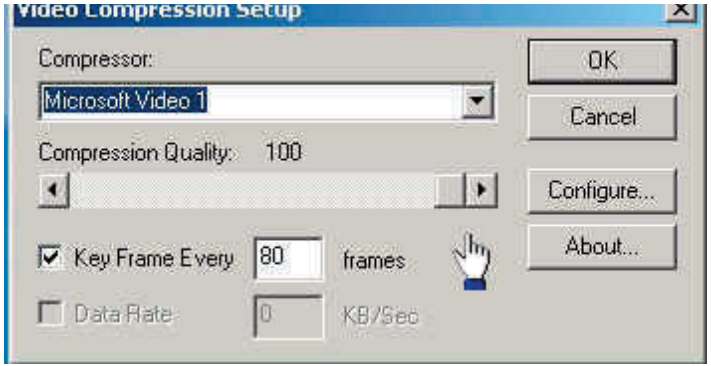


Figure 16: Changing the Video Compression Settings

5. Make sure Capture --> "Output" is set to "File."
6. Insert a stereo "Y-connector" into the "audio out" jack.
7. Connect the speakers to one side of the "Y."
8. Connect a patch cord to the other side of the "Y" and back into the microphone jack.
9. Set the microphone volume to a low level to keep the recorded audio from being excessively loud.
10. Disable any automatic microphone gain control.

Recording

Press the red button to start the recording session and the square button to stop the recording. Camtasia will then ask you to name the new movie file.