

**Report**

**About**

**Sabbatical Leave Project**

**Fall 1999 Semester**

**Barbara Vigano**

**Professor of French**

**Department of Foreign Languages**

**MEMO**

TO Salary and Leaves Committee  
FROM Barbara Vigano, Professor of French  
DATE January 6, 2001  
SUBJECT **Reorganized Report about my Fall 1999  
Sabbatical Leave Project**

The report itself was not revised.

But I made the following organizational changes:

- I added a Table of Content
- I added a copy of the Sabbatical Project Proposal
- I placed the Illustrations, together, into a separate section.
- I added a copy of Appendix 3 to the second copy of the Report.

I hope to have complied with your requests.

And I will be happy to make a short presentation about my Sabbatical Project during the Board Meeting of February 28, 2001.

*Barbara Vigano*

**Report About**  
**Sabbatical Leave Project**  
**Fall 1999 Semester**  
**Barbara Vigano**  
**Professor of French**  
**Department of Foreign Languages**

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Barbara Vignano  
Foreign Language Department  
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## **PURPOSE AND GOALS OF SABBATICAL**

The purpose of my sabbatical leave during the fall semester of the 1999-2000 academic year is to focus on two aspects of the same issue of current interest to the Foreign Language Department:

1. Creation of a detailed digital database of French language materials available in the new Language Learning Center (LLC) to be opened in the fall of 1999.
2. Initiation of the creation of detailed digital databases of materials available in all languages in the LLC with the help of student assistants.

### **Background**

At the present time, the content of language learning materials at the disposal of the students in the LLC is provided in hard copy format, available in a single copy and kept in a binder on the main counter of the language lab. None of the LLC personnel is an expert in second language acquisition, nor computer literate enough to create digital databases.

Once the new LLC opens, probably at the beginning of the Fall '99 semester, students should be able to research, from their networked computers, digital databases created for each language so that they can find information about and easily locate learning materials corresponding to their specific wishes and needs.

### **Goal 1: Creation of a Digital Database of French Language Learning**

#### **Materials**

Using the new cataloguing and management software which will become available with the computers to be installed in the LLC, I want to start the cataloguing in digital format of all learning materials available for French students.

#### **Research**

As soon as the decision about the new hardware and software which will be installed in the new LLC has been made, I will spend some time locating and talking with other users of a similar system. That will help eliminate unnecessary duplication of effort and reduce the learning curve.

## **Time Line**

The decision about the vendor of the new system(s) will be made during the Fall '98 semester. I will try to become familiar with the cataloguing and management software during the Spring '99 semester so that the actual cataloguing of French materials can begin in August 1999.

All preparatory research and actual work will be coordinated with the LLC Committee and individual faculty interested in the project.

## **Goal 2: Initiation Of The Creation Of Detailed Digital Databases For All Other Language Materials Available In The LLC With The Help Of Student Assistants.**

As soon as a satisfactory format for the database has been created for French materials, I will train student assistants to start a similar cataloguing of the materials available for other languages, including ESL and AMLA.

For the work with Chinese, German, Italian, Japanese, and Spanish materials it is imperative that the student assistants be bilingual so that they can continue to work on their own with the foreign language materials once they have learned the software and cataloguing system.

Since I am fluent in French, German and Italian and understand Spanish, I can get the cataloguing started and train students fluent in any of those languages to continue the work.

### **Value to Foreign Language Department and the College**

The projected work will be useful to my department and the three other language acquisition departments using the LLC (ESL, AMLA, Sign Language) in the following ways:

1. A digital cataloguing method will be created by a language expert who is conversant in several languages and who has prior experience in developing digital materials.
2. Previously acquired materials for French will be catalogued according to their detailed content so that students can research from their computers all materials available to them.
3. Student assistants conversant in at least two languages will be trained so that the cataloguing of materials available in other languages can be undertaken nearly simultaneously.

**Report About**  
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**Title of My Sabbatical Leave Project**

Create a searchable digital database of all materials available in the Language Learning Center (LLC) for the study of French, using proprietary software entitled "Library Pilot" provided by Tandberg Educational, the vendor of the new language practice equipment installed in the LLC.

**Reason for the Sabbatical Leave Project**

The situation in the Language Learning Center was comparable to the situation in a book library that decides to switch from the traditional card catalogue contained in drawers to a digital catalogue available from computers.

When the LLC decided to switch from traditional (analog) audio cassette players and VCRs to the digitized form of the audio and video language learning programs loaded on servers, it became imperative to create a digitized form of the catalogue of materials available to students so that students could locate the desired material from their individual computer stations.



As the name implies, "Library Pilot" is database software that imitates a library catalogue in digital format and guides ("pilots") users towards the materials that they are looking for. It allows for the organization and the management not only of the learning materials available in the Language Learning Center, but also for the tracking of its users and the amount of usage made of specific materials.

My work, therefore, consisted in creating not only the link between a title line that the student sees on his/her computer screen and the actual material, but also a detailed description of that material.

The search capacity of the software is only as good and useful as the description of the material provided with each title is detailed and accurate.

Once the materials available for language study have been catalogued with "Library Pilot" and described in detail by people who understand and know the materials, locating material for a specific purpose is simplified for potential users. If the material is available "online", i.e. in digital format on a server, a click of the mouse on the line describing the material is sufficient to make it available for study.

I included a great many details in the description of the material so that students can search by content, down to the study of specific points of grammar and particular items of vocabulary.

The database also allows for detailed descriptions of traditional analogue material (such as audiocassettes, video tapes and books) that students have to check out at the Front Desk.

## **Background Situation**

On August 16, 1999 Alan Newsome, the Tandberg Technical Representative responsible for the installation of the new equipment in the LLC at Mt. SAC, gave me a CD-ROM used by Tandberg reps to demonstrate their "Library Pilot" software.

I installed the CD-ROM on a Mt. SAC laptop previously made available to me (through ED TECH) for the creation of multimedia and distance learning materials.

For two weeks, I worked my way through the different programs available on the CD-ROM without any help. On August 30, Alan Newsome spent half an hour with me in the LLC, explaining how "Attributes" are created to categorize materials.

Since the "Library Pilot" software was unknown to all Mt.SAC personnel and nearly new even to the Tandberg personnel, I had to find on my own a way to make the "Description of the Material" both easy to understand and complete enough to be informative for the students.

When I realized that there were a myriad of possibilities for creating that structure, I asked to share my insights and discuss different possibilities with language acquisition colleagues. Both Helen Bauch, Professor of Spanish and member of the LLC Committee, and Mary Bradshaw, LLC Supervisor, refused my request for a meeting with the LLC committee (see Appendix 1, Sabbatical Diary, August 17 and September 2, 1999). Consequently, the structure of "Library Pilot" used at Mt. SAC is my creation alone.

*[It has been praised by Tandberg representatives from Finland, the company headquarters, during their visit on December 7 and 8, 1999 at Mt.SAC. I was asked by Tandberg to demonstrate and explain the Mt.SAC "Library Pilot" organization at an Instructional Technology Conference held*

*at Cal State Monterey Bay on March 23 –25, 2000. For programs, please see Appendices 6 and 7.]*

### **Working Conditions in the LLC during the Sabbatical Semester**

The working conditions in the LLC were not ideal, to say the least. On several occasions, I had to explain and justify the usefulness of my project to Mary Bradshaw, LLC Supervisor, and to Chris Schroeder and Bill Rawlings, technical assistants from IT. It took most of the semester before they stopped viewing my presence in the LLC as a nuisance and imposition.

The less than forthcoming support from the Tandberg personnel did not help the situation in the LLC, which suffered from an inordinate amount of installation difficulties.

Six times during the semester my access to the servers had been eliminated overnight. That meant that I had come from Orange County for nothing since I could not do any programming work on the servers. Sometimes the “service” was restored within several hours, sometimes I had to wait several days—and even two weeks—before access to the servers was again possible.

### **Actual Data Input Work in the LLC**

In order for me to be able to create descriptive entries in the database, the following conditions had to be met:

1. The actual materials had previously been digitized and loaded onto the two servers. (One server is reserved for digitized video material. Another server is reserved for digitized audio material and text files.)

2. I had to have access to the servers with the help of a specific password.

Having those two conditions fulfilled turned out to be a real challenge.

- Alan Newsome promised to borrow at another California college the already digitized video versions of two language programs used at Mt. SAC: “French in Action” (a world-famous French program used in 32 countries around the globe) and “Destinos” (a very successful Spanish program used in Spanish Honors classes). It took several weeks of waiting until his promise became a reality.
- Although the hourly LLC staff had digitized the audio portions of those same two programs in August 1999, the Mt. SAC technical staff waited until October 18 to finally transfer them from the digitizing equipment onto the audio servers.
- As indicated earlier, five times during the semester I had no access to the servers, sometimes for a few hours, sometimes for a few days, one time for two weeks.
- Please see attached Diary of Sabbatical Leave Semester, Appendix 1.
- Whenever the actual Library Pilot programming work was not possible because there was no access to the servers, I did other work such as help French and German part-time instructors get acquainted with the new technology available in the LLC and write detailed “User Guides” and “Description of Content” of CD-ROM programs. (Please see examples of the “Description of Content” of CD-ROMs, Appendix 2.

When everything was working, the actual “programming” (more accurately: data inputting) consisted in creating a path or link between the description of the material visible in the database window and the physical location of the corresponding material on the server.

A title had to be chosen for each individual segment of learning material, be it an audio, video, or text element, the path to the physical location of the learning material on the server had to be found and entered into a given window. Then the description of the learning material had to be completed with as many details as possible.

For a complete list of all French materials entered by me into the Library Pilot database, please see Appendix 3. [This list is a printout made by the “Library Pilot” program. It was provided by the Language Learning Center.]

If somebody in the IT department decided that the initial location on the server was not good and changed it (as happened in the case of the “French in Action” video segments), the work had to be done all over again.

## **The Most Important Components of the Library Pilot Software Package**

### **“MediaFinder”**

The most important and useful student-focused component of the “Library Pilot” package is “MediaFinder”. This organizational tool resembles a digital catalogue database of all the learning resources available in the language study center, classified and defined in a manner that is particular to each individual self-study center.

With “MediaFinder” learners can

- view a list of all the learning resources in the media library. This list may contain both digital and analog media, Internet references, texts, books and magazines, and practice tests,
- read detailed information about any of those learning resources,
- search any media by specific attributes (such as language level or specific content),
- preview a selected digital file to check its appropriateness,
- launch selected media for individual study,
- download selected digital materials onto the hard drive,
- print out a media information sheet or grouped media lists.

### **“MediaManager”**

*MediaFinder* cannot be functional for self-access learners before a database of learning materials is made by those of the staff who are responsible for the self-access facility (teachers, administrators, staff). “MediaManager” is the application used to create a catalogue of the resources with all the details that are necessary for browsing, searching and retrieving the resources.

With *MediaManager* the database administrator can define attributes, values and settings for each and every media resource so that lab users can easily identify and access them.

Setting up a detailed and comprehensive database of resources is not an easy task. It is a project that requires insight into the nature of the learning materials to be catalogued and that takes time. The database can be organized in many different ways, according to priorities established by institutions or wishes expressed by individual teachers.

## Organization of the Database in the Mt.SAC Language Learning Center

Materials are organized, in alphabetical order, in three tiers of so-called “Attributes”, as follows:

- Families
  - Names
    - ❖ Values

The only directive that had come down to me from the Language Lab Committee was “Kiss”, i.e. “Keep it simple, stupid”!

Since the “Library Pilot” software organizes the access to *all* materials available in the LLC, the first obvious level of organization, the “Family” level, was the list of nine departments that use the LLC, i.e. by *language area*, as follows:

- AMLA / American Language
- ASL / American Sign Language
- Chinese
- ESL / English as a Second Language
- French
- German
- Italian
- Japanese
- Spanish

See Illustration No. 1



It was decided informally that the second most important division of all available materials was according to *media type*, as follows:

- Audio
- CD-ROM
- Internet
- Text
- Video

See Illustration No. 2

When they become available, more *media types* will be added, such as

- DVD
- Media Objects i.e. learning “objects” created by faculty (through the combination of two or more media types) with Tandberg software called “Partner Tools”.

### **Detailed Description of the Materials**

By far the most challenging aspect of the programming work was the decision on how to organize the third level of Attributes called Values, involving the *description of the materials*.

Here are a few examples, to illustrate the challenge.

Language learning materials can be categorized in many different ways according to their “values”:

- ❖ By textbook titles (“French in Action”, “The French Experience”, “Destinos” etc.)
- ❖ By publisher and year
- ❖ By author
- ❖ By chapters and/or units
- ❖ By learning and/or teaching goals (listening, speaking, reading, writing, culture)
- ❖ By content (themes and subjects, vocabulary, grammatical categories, cultural information)
- ❖ By class level (1, 2, 3, 4, etc. or beginning, elementary, intermediate, advanced).

Some teachers would like to see the materials organized by class level because many students only go to the language lab to practice items that they are presently studying in class and that were specifically assigned by the teacher.

Other teachers consider the language lab a place for autonomous, self-paced study where slower students can review materials longer and more often than in class and where motivated and gifted students can get ahead on their own and/or explore learning materials not currently studied in class.

Another criterion that seemed important to me was the immediately available space on the screen for the description. By reducing the number of descriptive items to 6, all descriptive lines fit into one window and students do not have to resort to scroll bars to read further explanations.

Before coming to a final decision regarding the organization of the “Description of Material”, I practiced and experimented first on paper, then on the laptop. After several weeks of preparation, I started doing my work online, i.e. working directly on the servers.

At Mt.SAC, the “Description of Materials” encompasses the following six “values”, all visible in a single screen:

- ❖ Language
- ❖ Media Type
- ❖ Topics / Vocabulary
- ❖ Grammar / Structures
- ❖ Cultural Topics
- ❖ Remarks / Comments
- ❖ Class Level or Number

See Illustration No. 3

### **Justification for That Organization**

The origin of the material, i.e. the title of the textbook or CD-ROM, and the chapter or unit where the material is studied, is contained in the Media Name, under Media Info.

- ✓ *Language and Media Type* are mandatory categories since they correspond to our first and second organizational tiers.
- ✓ *Topics and Vocabulary, Grammatical Structures, and Cultural Topics* are the three most important types of content in language acquisition textbooks and methods.
- ✓ *Class Level or Class Number* is extremely important categories for most students and many teachers.
- ✓ *Remarks / Comments* was first created so that students could be warned that the item in question had to be checked out at the Front Desk. Since then, that space has proven to be useful for many other purposes, such as URLs and referrals to other related materials.

## **Benefits of a Detailed Description of Materials**

At the *programming* stage, i.e. the input phase, the software for the cataloguing and the description of the available materials is called "MediaManager".

When the students *access* the same database to *search* for materials for their language study, they see a series of windows grouped under the title of "MediaFinder".

They can *find* materials if they use the same categories or entries as those that the programmer created to catalogue and describe them.

Rather than looking at long lists of all audio or video materials available online for a specific language, students can retrieve materials by using the details of the description. The more detailed the description of every item of learning material at the programming stage, the better the chances that the student will find the material in his/her search.

For instance, they can look for a specific verb and find that that verb is studied in chapter 5 of Textbook A and in chapter 6 of Textbook B and also in Unit 4 of a CD-ROM available for checkout at the Front Desk. If the material exists online in digital format, a click of the mouse on its description suffices to get it "going".

The challenge on the part of the "programmer" is to include as much detailed information about the material as possible so that the person who uses the software as a search engine has the data necessary to make an informed choice. Often only the teacher who has ordered and/or who uses that material has that detailed information.

See Illustration No. 4

## **Internet Addresses**

For several years I have subscribed to a "list" entitled FLTEACH. This is similar to a professional organization for "Foreign Language Teachers", but on the Internet. Thanks to that list, I had collected hundreds of Internet addresses related to the study of French. I organized those addresses (URLs) into the following groups and transferred them one by one from diskettes to the Library Pilot database:

- A Way to Improve your French: The Mt.SAC French 1 Site
- All-inclusive French sites
- French Art
- French Literature
- French Search Engines
- Geography of France and other Francophone countries
- History of France
- Learning French
- Linguistics
- Miscellaneous Cultural Sites
- Music
- News Media
  - Magazines
  - Newspapers
  - Radio
- Tourism

Under each heading, there are a few or several dozen sites available. One of the all-inclusive sites was created by the most active French professor on the web. His work encompasses about 10,000 (ten thousand !) links all related to the study of French.

See Illustration No. 5

By clicking on the description of the sites, the URLs are “loaded” in a few seconds’ time and students can discover a new world related to French studies.

In many cases the sites contain authentic material in text and sound from around the world. In other cases the sites contain language learning materials and interactive exercises created by French instructors.

This is a truly wonderful complement to the study of language, especially when the language is not available in the immediate environment as is the case for French.

I myself have created an interactive tutorial web site for Mt.SAC’s French 1 students (<http://vclass.mtsac.edu/french1>). It is, of course, included in the above list under “Learning French” and by clicking on “A Way to Improve your French: The Mt.SAC French 1 Site”.<sup>1</sup>

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<sup>1</sup> A second interactive tutorial web site created by me for French 2 has since been added to the list.

## Text Files

A considerable amount of learning materials are not available online, but in the form of CD-ROMs, videotapes and audiotapes.

This is so for several reasons, among them:

- The publisher is not willing to grant Mt. SAC the right to digitize the material
- The price quoted by the publisher for potential digitizing rights is exorbitant
- The material is used only by a very limited number of students (for instance because it is at a very advanced level)
- The server space is limited and reserved for the most commonly used materials.

The database still needs to show the students that these *other* language study materials are available in the LLC. And the students need to be able to read about the content and usefulness of those materials. I have therefore created **User Guides** and detailed descriptions of the **Content** for all CD-ROMs and videotapes that students need to request in person at the Front Desk.

These “User Guides” and “Descriptions of Content” are available under the sub-section “Text”. They are also available in the form of hard copies that the LLC staff uses for their software demo workshops. [For examples, please see Appendix 3.]

Some songs and poems are available online on the audio server. In order to facilitate understanding of the songs and poems, the corresponding texts are also available under the sub-section “Text.”

In some cases, the texts are so-called “cloze” passages. That means that spaces have been created where students are expected to fill in missing words in order to

encourage them to listen to the same song or poem several times, until they really understand all the words.

### **Tutoring Provided for LLC Staff**

Twice during the semester I spent some time showing Donna Melone, a part-time assistant in the LLC, what I was doing so that she could take over the task of inputting the "Description of Material" for other languages. Because Donna has extensive experience in working with databases and on networks, she learned impressively well and fast. She catalogued the materials available in English for AMLA and ESL classes.

### **Programming the Database in Languages Other than French**

I created a few descriptions of Spanish materials for "Destinos". I also inputted several Internet sites for German, Italian, Chinese and Japanese.

### **The Future of the "Library Pilot" Database**

The cataloguing and describing of all materials in the LLC is far from done. During my work, it became apparent to me that it should be done by language experts. In order to be able to create a good description of the materials, the "programmer" should be thoroughly familiar both with the language of the material and, if possible, also with the method in which it is used in every particular case.

The temptation, on the part of a programmer who is not an expert in the language, is to include only basic information such as title, language, and class level. If the



programming is done by a lab assistant, that is the only a priori information that may be available to him or to her.

Ideally the database, to be complete, is created by faculty teaching with the material. But, except in cases like mine, where a sabbatical leave was used for that purpose, what faculty has the time and patience to do this work "on the side"?

The Tandberg representatives, both here in the United States and at their headquarters, in Finland, are aware of this problem. They were very impressed by the fact that I recognized the importance of the programming job of "Library Pilot" in order to make it more than just a simple *list* of available materials.

Mt.SAC should find a way to reward *faculty* (with release time and/or with money) for creating detailed descriptions of the materials available in their respective languages. The better the input, the better the use the students get out of the "Library Pilot" Media Finder.

### **"Library Pilot" as a Management Tool**

When "Library Pilot" is used to its full potential, it can also become a valuable management tool, both for language teachers and for the LLC administrators.

The software is capable of tracking the individual student's use of the learning materials ... on the condition that all possible language lab users have been entered as potential individual users and that they log onto the system with their individual ID and password.

It would be of great benefit for the teachers to know that student 1 spent a given amount of time studying subject A and that student 2 spent a certain amount of time studying subject B.

At the present time, that capacity of "Library Pilot" is not being used at Mt. SAC. The students' time in the LLC is measured only in "seat" time, through a check-in and check-out system at the Front Desk, rather than through logging-on and logging-off certain programs at their computer.

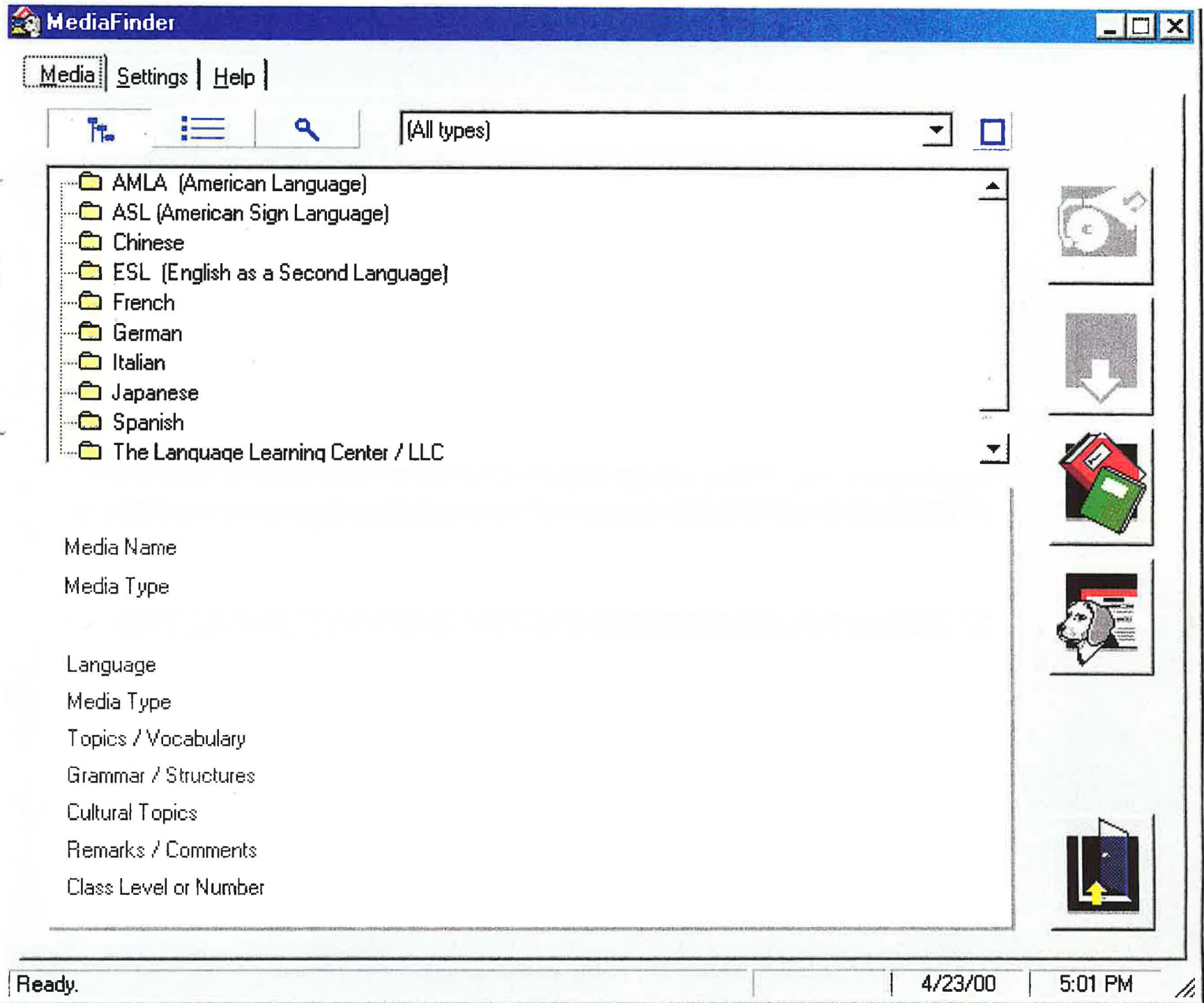
### **Access to the "Library Pilot" Database from Other Locations on Campus**

One of the sales pitches by Tandberg representatives was the promise that, once completed, the database would be available, both for search and for self-paced study purposes, from any location on campus. For various technical and security reasons, this will apparently not be implemented at Mt.SAC.

Therefore, in order to actually see and experience the usefulness of my sabbatical leave project, examiners will have to go to the LLC in the Learning Technology Center in person. The "Library Pilot" media resource database is available at its nearly 100 computers, both in the open lab and in the so-called "Smart Lab".

**Illustrations**  
**For Report About**  
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**Professor of French**  
**Department of Foreign Languages**

1. Folders for the **nine language programs** that use the LLC, plus the LLC web site.  
[Student View of the "Library Pilot" database entitled "MediaFinder"]
2. Example of five **media** type folders for each language (French).  
[Programmer's View of the "Library Pilot" database entitled "MediaManager"]
3. Example of **categories** available for "Description of Material".  
The seven categories fit into one window, no scrolling necessary.
4. Example of detailed description of **video** material.  
Video Lesson 4 of "French in Action" is highlighted in the top window. The bottom window illustrates the details of the "Description of Material" given for this lesson.
5. Example of description of **Internet** material:  
URL of the site under "Remarks / Comments"



Nine language programs using the LLC

Illustration 1

- ▶ AMLA (American Language)
- ▶ ASL (American Sign Language)
- ▶ Chinese
- ▶ ESL (English as a Second Language)
- ▶ French
- ▶ German
- ▶ Italian
- ▶ Japanese
- ▶ Spanish
- ▶ The Language Learning Center / LLC

Media Name  
 Media Type  
  
 Language  
 Media Type  
 Topics / Vocabulary  
 Grammar / Structures  
 Cultural Topics  
 Remarks / Comments  
 Class Level or Number

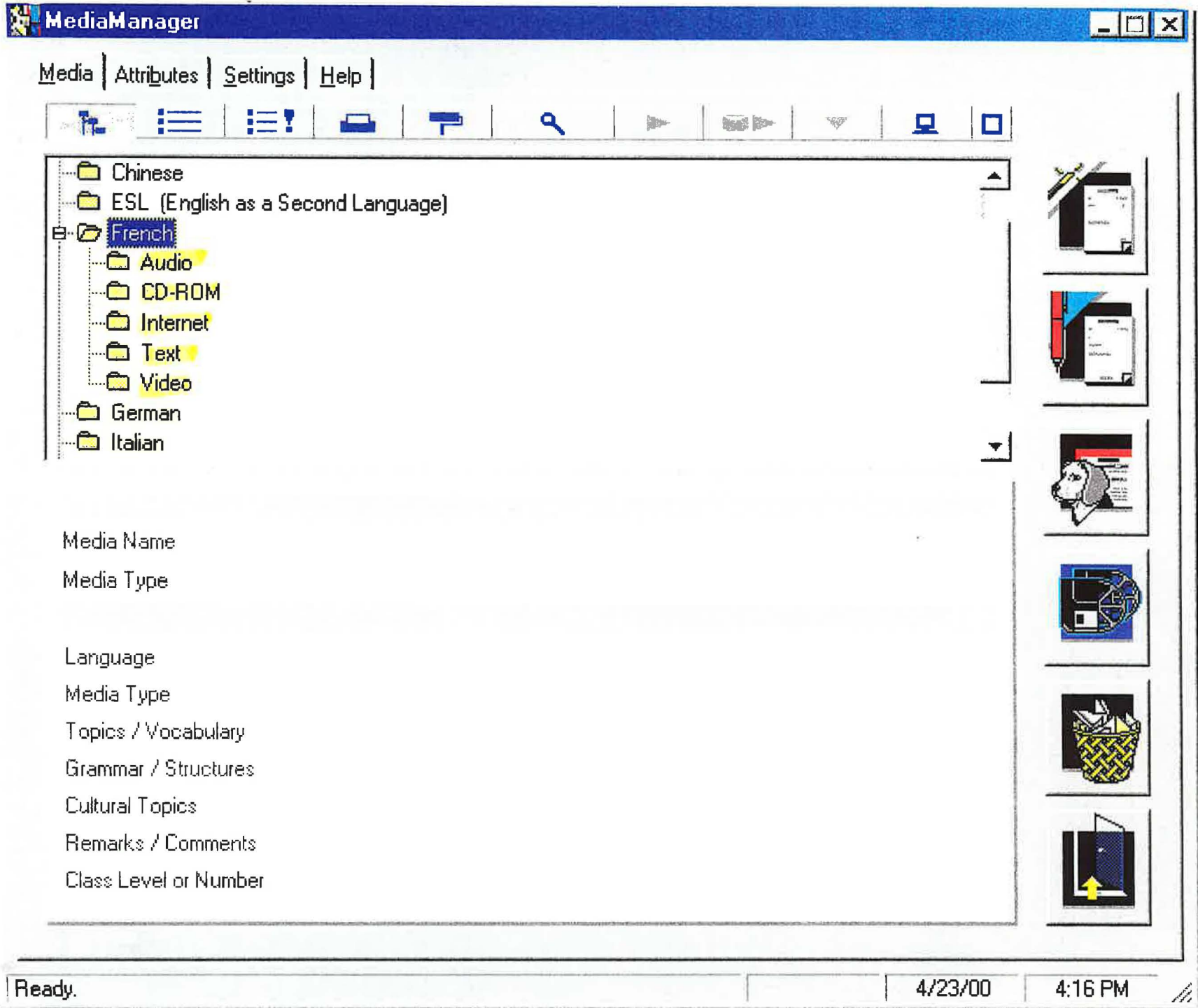
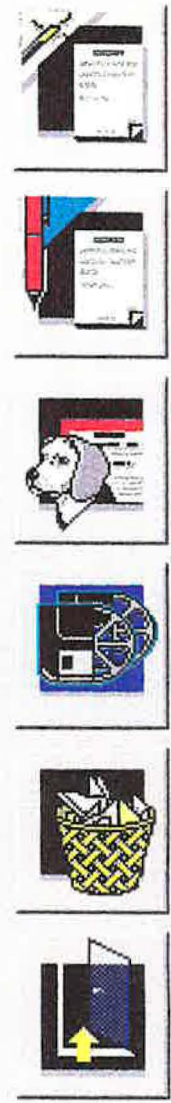
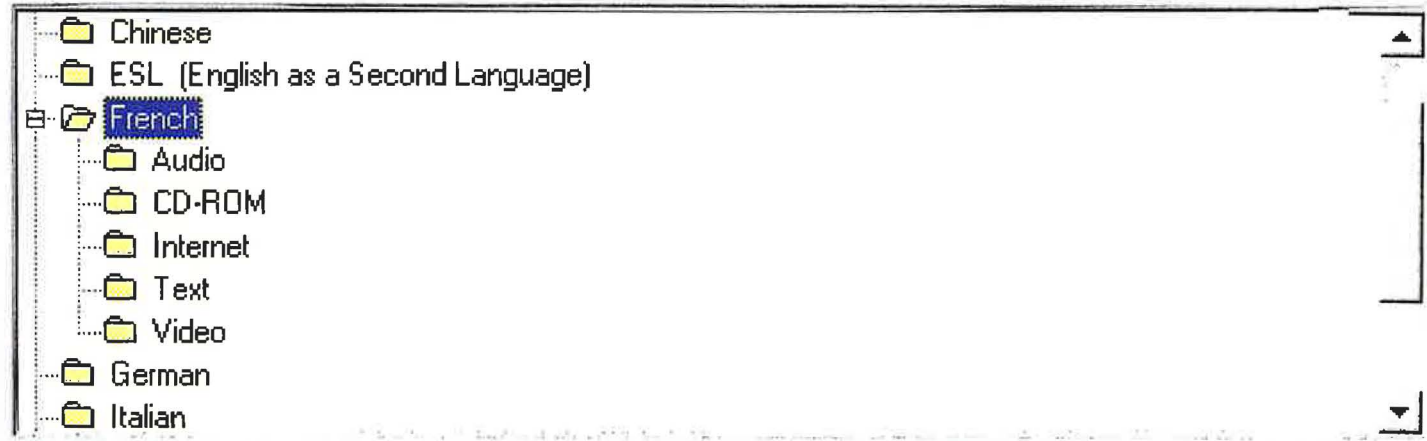


Illustration 2

Five folders for types of media



Media Name

Media Type

---

Language

Media Type

Topics / Vocabulary

Grammar / Structures

Cultural Topics

Remarks / Comments

Class Level or Number

Illustration 3

The seven categories in "Description of Material"

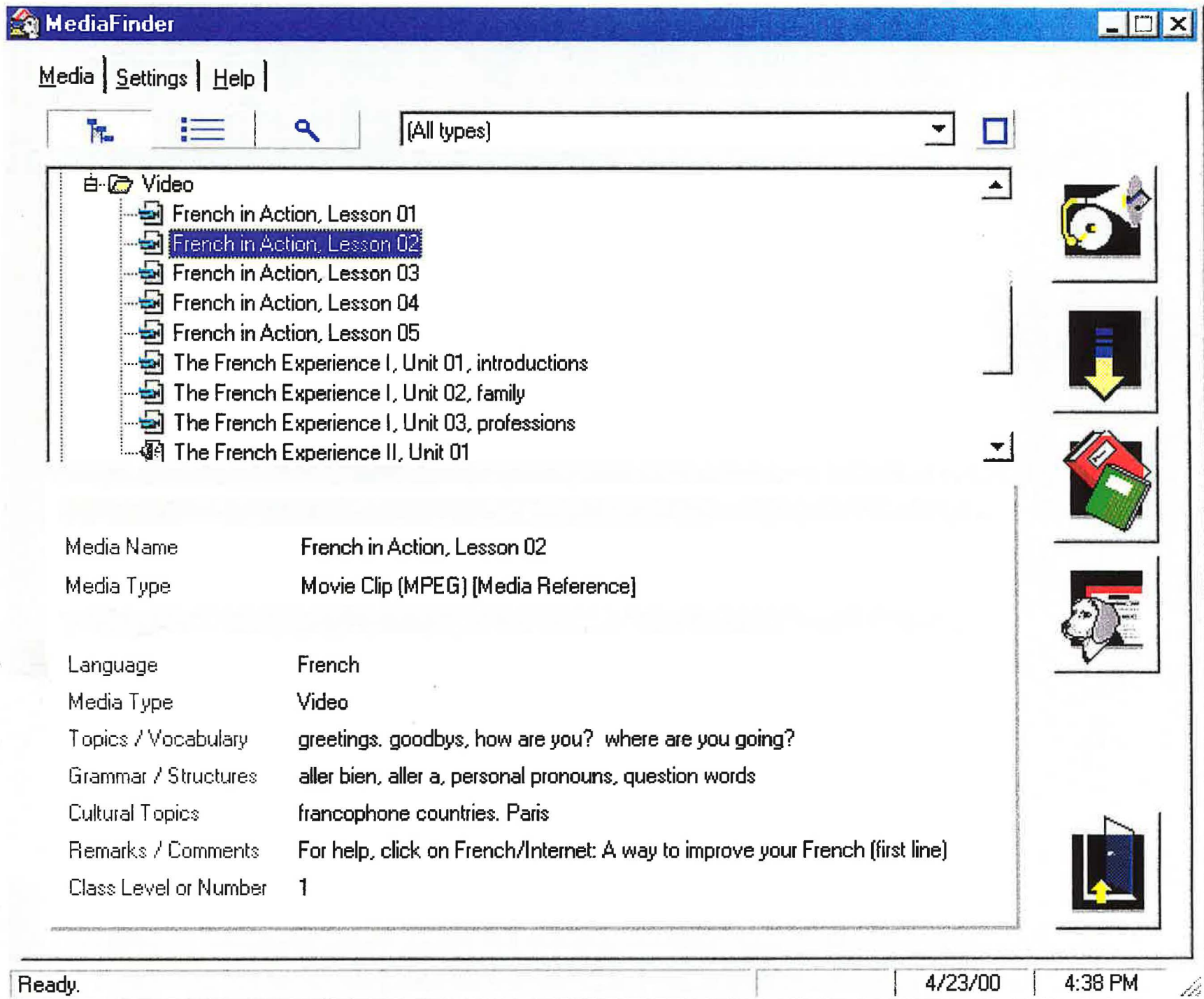


Illustration 4 Example of detailed description of material

Media Name	French in Action, Lesson 02
Media Type	Movie Clip (MPEG) [Media Reference]
Language	French
Media Type	Video
Topics / Vocabulary	greetings, goodbys, how are you? where are you going?
Grammar / Structures	aller bien, aller a, personal pronouns, question words
Cultural Topics	francophone countries, Paris
Remarks / Comments	For help, click on French/Internet: A way to improve your French (first line)
Class Level or Number	1

**MediaManager**

Media | Attributes | Settings | Help

Internet

- A Way to Improve Your French : Mt.SAC French 1 Web Site created by Barbara Vignano
- A Way to Improve Your French Grammar, 375 links
- All-inclusive French site: Tennessee Bob's Famous 9500 French Links**
- French Art: Virtual Museum
- French Art: Musees imaginaires
- Francophone countries: Cameroun
- Geography of France: Different French cities
- Geography of France: La Bretagne
- History of France: Histoire de France

Media Name	All-inclusive French site: Tennessee Bob's Famous 9500 French Links
Media Type	Internet Reference
Language	French
Media Type	Internet
Topics / Vocabulary	All topics for French Studies, 9500 links !
Grammar / Structures	For grammatical structures, see also "A Way to Improve your Grammar"
Cultural Topics	All cultural topics
Remarks / Comments	<a href="http://www.utm.edu/departments/french/french.html">http://www.utm.edu/departments/french/french.html</a>
Class Level or Number	1 - 6

Ready. 4/23/00 4:57 PM

Illustration 5  
Example of description of Internet material



**Appendices**  
**To Report About**  
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1. Diary of Activities during sabbatical leave semester, August – December 1999.
2. Examples of text files created for materials not available online.
3. List of French materials available in the LLC. Entered into the “Library Pilot” database by Barbara Vigano. [List provided by “Library Pilot” software.]
4. Flyer created by Barbara Vigano for French students at Mt.SAC about French materials available in the LLC under “Library Pilot”
5. Advertisement Brochure for “Library Pilot” by Tandberg Educational.
6. Program of Tandberg Educational and Teleste Educational Workshop organized at Mt.SAC on December 8 and 9, 1999.
7. Program of Conference on “Emerging Technologies in Teaching Languages and Culture” at Cal State University Monterey Bay. Barbara Vigano made a PowerPoint presentation about the Mt.SAC organization of “Library Pilot” created during her sabbatical leave semester.

## Diary of Activities During Semester of Sabbatical Leave

Barbara Vigano, Foreign Languages, French

August – December, 1999

Date	Activity
Aug 16	Received Library Pilot software for Windows 98 from Alan Newsome, Technical Rep of Tandberg Educational
Aug 17	Asked Helen Bauch, F-T teacher of Spanish, for meeting with Language Learning Center Committee to discuss possible organization of Library Pilot. Refused
Aug 19	Serious bicycle accident
Aug 20 - 27	One week sick leave
Aug 30	Return to Mt.SAC. Instructions from Alan Newsome on how to work with "Attributes"
Sep 2	Created categories for "French in Action"
Sep 2	Asked Mary Bradshaw, LLC Supervisor, for meeting with LLC Committee to discuss possible organization of Library Pilot. Refused
Sep 9	Locked out of LLC server by Bill Rawlings, IT Technician
Sep 10-12	Created detailed <i>Content</i> and <i>User Guides</i> for CD-ROMs entitled "Rosetta Stone", "Triple Play Plus" and "Learn to Speak French"
Sep 13	Alan Newsome, Technical Rep of Tandberg, brought 52 video lessons of "French in Action" and 52 video lessons of "Destinos" on CD-ROMs. He stated that Tandberg would bring their Finnish programmer to Southern California to give a workshop to help new customers with the programming of Library Pilot and the use of "Partner Tools" (Please see attached Program of Workshop which took place on Dec 7 and 8, 1999)
Sep 14	Continued compiling info from French CD-ROM "Learn to Speak French". Created grammar categories.
Sep 16	Computer # 33 in the Smart Lab, from which I had accessed the server up to now, was experiencing "slow death". After a two-hour wait Bill Rawlings came to help: he gave me access via computer # 32.
Sep 16	Johan (P-T staff in the LLC) started transferring digitized video ("French in Action" and "Destinos") to the video server

Sep 21	Training workshop for "Divace" (digital recorder system) given by Carolyn Lyons, Marketing Rep from Tandberg Educational, in the "Smart Lab"
Sep 22	Alan Newsome gave me documentation for "Partner Tools"
Sep 27	First tutoring session by me for Donna Melone, P-T staff in the LLC, to teach her the programming of Library Pilot
Sep 29	Language Study Software Overview. Created and uploaded (under category "Text") detailed <i>Content</i> and <i>User Guides</i> for all French CD-ROMs available in LLC
Oct 4	Second tutoring session for Donna Melone, LLC staff
Oct 6	Second demo of "Divace" sound recorder system by Carolyn Lyons, Tandberg Educational Marketing Rep
Oct 6	No access to server
Oct 7	Appointment with Alan Newsome, Tandberg Technical Rep. Chris Schroeder, IT Technician, was called in to re-create access. Alan showed me how to load text and audio files onto the audio server. Chris gave me a new name and a new password for, hopefully, uninterrupted access
Oct 7	Letter to LLC Committee and others to request transfer of audio files and uninterrupted access
Oct 11	Word from Chris Schroeder: "Transfer of audio files <i>hit a snag</i> ".
Oct 11	Individual 45 minutes demo of Library Pilot for Alis Panosian, P-T teacher of French
Oct 12-14	Could not do any programming work because no further video files had been uploaded and no audio files had been transferred from the digitizing equipment to the servers. Worked at home with Partner Tools software and audio files (songs)
Oct 18	Finally: Audio files (digitized in August) transferred from digitizing equipment onto the audio server. Created some links. Symbols for different types of files lost in Library Pilot.
Oct 18	Helped Alis Panosian, P-T teacher of French, and her French 2 class in "Smart Lab"
Oct 19	Individual "Smart Lab" orientation for Odette Borrey, P-T teacher of French

Oct 19	Individual "Smart Lab" orientations for Gabriele Dillman, P-T teacher of German, and Pierre Etienne, P-T teacher of French
Oct 20	Linked more audio files
Oct 21	Drove to Santa Monica to visit the Santa Monica College Language Lab which also has Divace and Library Pilot from Tandberg Educational (Maria Erickson, Director)
Oct 25	Locked out of server for fourth time because of "ghosting" over previous weekend. Chris Schroeder reconnected me in the afternoon
Oct 25	Found video paths for "French in Action" files had been changed. I asked Chris Schroeder to re-create previous server organization
Oct 26	Helped (for four hours) with French 1 and French 2 classes taught by Odette Borrey, P-T teacher of French, in "Smart Lab"
Oct 25 - Nov 8	Two weeks without access because of problems created by "ghosting"
Nov 9 – 11	One by one, transferred several dozen Internet addresses from diskettes to Library Pilot
Nov 15	"French in Action" lessons 18 - 26 loaded onto audio and video servers
Nov 15	Found that Donna Melone had retyped the links for the changed paths of "French in Action" video files for lessons 1 - 17
Nov 15 - 30	Worked on new web sites for French 2, French 4, and Advanced French
Dec 1	Again no access
Dec 2	Re-organized categories under "Internet" heading
Dec 6	Re-organized categories under "Internet" heading
Dec 7 & 8	Attended two-day workshop about Library Pilot and Partner Tools given by Timor Vasankari, Teleste Software Manager and Programmer from Finland [Teleste Educational is the international mother company of Tandberg Educational] (please see attached Program)
Dec 9 – End of Semester	Vacation

Now Online

## The French Experience I

For adult beginners. An introduction to French language and culture, filmed in different regions of France. Lots of cultural information and authentic language.

<b>Video Cassette 1</b>				
Min	Unit	Title	Language Content	Culture: Rencontres (Intermediate and advanced level language, subtitled)
0'	Unit 1	Introductions	Greetings, je m'appelle, numbers 1-69, nationalities	Nationalités. La France et les Français
15'	Unit 2	Family	famille, être, avoir, tu/vous, possessive adjectives, numbers 1-100	Le mariage. La généalogie. L'esprit de famille
30'	Unit 3	Professions	-er verbs, telling time, days of the week	Aimez-vous votre travail? La France au travail
45'	Unit 4	Where we live	habiter; places, il y a, sports adjectives, likes/dislikes	Les nouvelles villes. A la recherche de la vie idéale
<b>Video Cassette 2</b>				
0'	Unit 5	Shopping	Je voudrais une tarte aux pommes. Faire, aller, acheter. de la, du, des. passé composé	Un chef pour les surgelés. Le club des croqueurs de chocolat
15'	Unit 6	Asking for directions	aller, prendre à gauche, à droite, tout droit, descendre; metro, road signs	L'histoire de l'Alsace. Les villes nouvelles du Moyen Age
30'	Unit 7	Travel by train / car	traffic in Paris, jamais, quel, quelle, pouvoir, vouloir, devoir; y	La police à Paris. Acheter un billet de train
45'	Unit 8	Hotels and camping	reserve a hotel room, a camping site; future	Chambre d'hôte dans un couvent, séjour dans un château
<b>Video Cassette 3</b>				
0'	Unit 9	At home	Imparfait; position of adjectives; describing homes and lifestyles	La maison de Toulouse-Lautrec Un château: Vaux-Le Vicomte
15'	Unit 10	Leisure activities	Activités de temps libre, faire du, en, y, savoir, jouer à, jouer de	"Village fleuri" en Normandie couronné
30'	Unit 11	Food and drink	Reserve a table, order a meal, preferred dishes, asking for explanations	La journée du goût Winstub in Alsace
45'	Unit 12	Health	Body parts; avoir mal à, comparisons, pharmacy, dentist	L'eau pour le corps et l'esprit. Médecins sans frontières
<b>Video Cassette 4</b>				
0'	Unit 13	At work	Talk about work, comparisons; future; . Il faut, reflexive verbs. Telephone	Avenir de l'agriculture; Bénévoles du coeur
15'	Unit 14	Buying presents. Buying clothes	Sortir, describing people, direct object pronouns	Chantal Thomas, créatrice de vêtements intimes. Le parfum
30'	Unit 15	Weather	Le temps qu'il fait. Faire du sport, imparfait	La météo au Tour de France. Des gendarmes spécialisés
45'	Unit 16	Vacation travel	Je suis parti(e) en vacances. Passé composé.	Voyage en ballon Voyager au fil de l'eau

## The French Experience I

### **Video Cassette 5**

0'	Unit 17	Work; Languages	Summer jobs, internships, working out of your home	Un pays, une langue??
15'	Unit 18	Vacation	Nature tourism, "gîtes" de France, at the beach	Les grandes vacances
30'	Unit 19	Culture	Visiting Paris: hotels, restaurants, markets, parks	L'art et la culture à Paris et en France
45'	Unit 20	Other franco- phone countries	D.O.M, T.O.M., francophone Europe, other francophone countries	Other ethnic groups and their food in France

Now Online

## The French Experience II

For beg/intermediate learners, Francophone topics.  
 Filmed in Guadeloupe, Sénégal and Québec, this follow-up series explores the French-speaking world, its cultures and the language shared with France.

<b>Video Cassette 1</b>				
<b>Min</b>	<b>Unit</b>	<b>Title</b>	<b>Language Content</b>	<b>Culture</b> (Intermediate and advanced level language, subtitled)
0'	Unit 1	Langues et pays	languages; nationalites; articles + pays; fractions; prépos.; adverbs	La francophonie
15'	Unit 2	Identités, logement	passé composé; adj. possess.; measurements; pronom en	La Tunisie
30'	Unit 3	Argent	pronom on; pronoms qui, que, où; comparatif; en + part. prés.	Le Vietnam
<b>Video Cassette 2</b>				
0'	Unit 4	Environnement, la météo	j'aimerais ...; pronom y; futur simple; pronom dont	La Belgique
15''	Unit 5	Gastronomies; les courses	vous pourriez ...; French dishes; verbs + à, verbs + de; wines; il faut; impératif; menus	Les DOM-TOM
30'	Unit 6	Métiers	depuis = ça fait que; passer; combien de temps; conditionnel;	La Guadeloupe
<b>Video Cassette 3</b>				
0'	Unit 7	Génération et traditions; famille	imparfait; ce qui ... c'est; reflexive verbs;	La Nouvelle-Calédonie
15'	Unit 8	Transports et voyages	faire faire; subjunctive;	La Suisse; le chunnel
30'	Unit 9	Sociétés	plaire; passé composé vs. imparfait; manquer; exprimer des opinions	Le Sénégal; les étrangers en France; la France de Vichy
45'	Unit 10	Loisirs et fêtes	jouer de, jouer à, au, aux; verb + infinitif; savoir / pouvoir; de plus en plus	Le Canada

# CD-ROM for French

## Rosetta Stone Level I Content

<b>Unit One</b>	
1-01	<b>Nouns &amp; Prepositions</b>
1-02	<b>Verbs: Present</b>
1-03	<b>Descriptive Adjectives</b>
1-04	Numbers 1 –10
1-05	<b>Sing &amp; Plur Nouns, Verbs Present</b>
1-06	Numbers & Clock Time
1-07	<b>Questions &amp; Answers, Personal Pronouns</b>
1-08	Food, eating & drinking
1-09	Clothing. Positive & negative
1-10	<b>Who? What? Where? Which? Adverbs, adjectives</b>

<b>Unit Two</b>	
2-01	Verbs, present
2-02	People and animals. <b>Relative pronoun</b>
2-03	Big / little. Nouns, <b>descriptive adjectives</b>
2-04	Shapes & colors. <b>Descriptive adjectives</b> . Comparisons
2-05	Right & left
2-06	<b>Negation of verbs</b>
2-07	Compound subjects
2-08	Prepositions
2-09	Head, face, hands, feet; <b>Possessive adjectives</b>
2-10	Verb tenses: <b>past / present / future</b>

<b>Unit Three</b>	
3-01	Describing people; <b>descriptive adjectives</b>
3-02	Quantities. Comparison
3-03	Clothing
3-04	Inside / outside. Prepositions
3-05	Colors & numbers
3-06	Animals. Real / not real
3-07	Being human: descriptive adjectives
3-08	Professions & conditions; <b>descriptive adjectives</b>
3-09	Parts of the body; pictures
3-10	Clock time. Day / evening / night

<b>Unit Four</b>	
4-01	<b>Questions &amp; answers. Interrogative form of verbs</b>
4-02	Open / closed. Together / apart. Straight / bent
4-03	Numbers 1 – 100
4-04	People are talking
4-05	Going up & down. Going & coming. Entering & leaving
4-06	Multiple verbs. While; (gerund) <b>en + participe présent</b>
4-07	Family
4-08	Everyone; no one; none; someone
4-09	Vehicles
4-10	Prepositions & objects of prepositions. With / without



<b>Unit Five</b>	
5-01	Addition, subtraction, multiplication, division
5-02	<b>Possessive adjectives. Preposition de</b>
5-03	Verb tenses: <b>past / present / future</b>
5-04	Numbers
5-05	Direct & indirect object
5-06	Hot / cold
5-07	Types of things
5-08	Furniture, clothing, instruments
5-09	Few / many; more than; less than; too many
5-10	Verbs. Human gestures
5-11	Human conditions

<b>Unit Six</b>	
6-01	To be & to have: <b>Présent &amp; Imparfait</b>
6-02	Verb tenses: <b>past / present / future</b>
6-03	Description of people: <b>Demonstrative adjectives</b>
6-04	Units of things
6-05	Neither / none / both
6-06	Verbs: <b>Présent / Imparfait / Passé composé</b> . Relative pronoun "qui"
6-07	Last names and first names
6-08	Verb tenses: <b>past / present / future</b>
6-09	Units of things
6-10	All alone / several / a crowd / friends. <b>Passive Voice</b>
6-11	Professions, conditions, activities

<b>Unit Seven</b>	
7-01	More verbs
7-02	More verbs. <b>Interrogative adjectives and pronouns</b> . Usually
7-03	Fast / quickly / slowly
7-04	Seasons
7-05	All / none / some / most / both / neither / the other
7-06	None / single / both / all. <b>Demonstrative adjectives</b>
7-07	Shapes & positions. Prepositions. All / most
7-08	Left / right. Full / empty
7-09	Prepositions and adverbial phrases. Above / below
7-10	More verbs
7-11	<b>Conjugation of verbs</b>

<b>Unit Eight</b>	
8-01	Ordinal numbers (first, second, etc)
8-02	<b>I / we. Present</b>
8-03	To seem. All / several / some. Demonstratives
8-04	Space, geography. Countries
8-05	Streets & sidewalks
8-06	Pets. Clothing. <b>Possessive adjectives</b>
8-07	Comparative & Superlative
8-08	Near / far. Comparative form of adverbs
8-09	Places. Prepositions
8-10	Directions: Where is ... ?
8-11	Activities. More verbs. I / we

# CD-ROM for French

## Rosetta Stone Level 1 User's Guide

The Rosetta Stone program Level I is divided into ten units. Each unit has either ten or eleven sections.

### **Book Icon** = Browsers

Students may want to start out using one of the Browsers identified by a book icon. They are reference tools. They introduce the material and let you page through chapters and see and hear the information in a chapter before you go to one of the Run modes. You can switch to a Browser mode at any time from within a Run mode.

### **Running Man Icons**

The running man symbolizes the running modes, i.e. the different ways the Rosetta Stone program works.

There are three buttons for three levels of Run mode: 1-5 ; 6-10; 11-12.

The basic language skills are emphasized in the following Run Modes:

<b>Reading &amp; Listening</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
Run Mode 1	Run Mode 2	Run Mode 3	Dictation	Speech
Run Mode 4	Run Mode 7	Run Mode 8		Recognition
Run Mode 5	Browser B	Run Mode 11		Browser A
Run Mode 6	Voice Only Tutorial	Run Mode 12		Browser B
Run Mode 9				Browser C
Run Mode 10				
Browser A				
Browser B				
Voice & Text Tutorial				

### **Teacher Icon**

The teacher in front of the board symbolizes a Tutorial mode. In the Tutorials, students are guided systematically through the chapter material. The program keeps track of screens where students had difficulty and re-exercises them on those screens.

### **Microphone and Keyboard Icon**

#### 1. Mic = Speech Recognition

Speech recognition allows you to compare your voice-print with the native speaker and you are given a meter rating. [Don't worry, it does NOT WORK CORRECTLY.]

#### 2. Keyboard = Dictation

Dictation allows you to work on your writing skills. In Dictation you hear a spoken phrase, usually a question. You use the keyboard to type the question and the answer, including punctuation. [The *answer only* comes out as incorrect !] If you need a foreign character, please consult the following page.

# CD-ROM for French

## Learn to Speak French

### Program Overview

Learn to Speak is a second and third semester computer program for reinforcing comprehension, grammar, and writing skills. It features **Speech Recognition** which can be adjusted to "Strict" requiring close imitation of the native speaker, "Normal" which allows the student's pronunciation to be within average limits, "Relaxed" which requires less precision in the pronunciation, and "Inactive".

The program is divided into 30 chapters. Each chapter contains a "**Story**" or Context and an "**Action**" or Dialogue part. The context of the stories continues through all 30 chapters and deals with everyday life in Paris.

### Titles of the 30 Chapters

1. Greetings, getting around	11. Ordering a drink	21. Mailing things
2. Greetings, nationalities	12. At the dry-cleaner's	22. An evening on the town
3. Asking for directions	13. At the bakery	23. A dinner invitation
4. Going to your hotel	14. Shopping for groceries	24. Getting a haircut
5. Making a phone call	15. At the butcher's	25. Buying things
6. Complaining about the room	16. Shopping for a gift	26. A run-in with the law
7. Taking a train	17. A Parisian traffic jam	27. Finding an apartment
8. Meeting sb. at the airport	18. At the restaurant	28. Moving in
9. Looking for a taxi	19. At the pharmacy	29. Calling a locksmith
10. Taking the Paris metro	20. Calling a doctor	30. A household emergency

### Typing International Characters

To Make	Do this
á, é, í, ó, ú	Ctrl + e, release, then type the vowel
à, è, ù	Ctrl + \, release, then type the vowel
â, ê, î, ô, û	Ctrl + i, release, then type the vowel
ä, ë, ï, ö, ü	Ctrl + u, release, then type the vowel
ç	Ctrl + z, release, then type c
ñ	Ctrl + z, release, then type n
ß	Ctrl + z, release, then type s
ı	Ctrl + z, release, then type 1
ı	Ctrl + z, release, then type Shift + ?

## Features of Learn to Speak French

- Orientation:** Lets you select from any one of the 30 chapters, choose your topic of study by grammatical subject, view one of 10 cultural movies, or customize the program in the Preferences screen.
- Vocabulary:** Introduces all the vocabulary needed for the selected chapter. You can **hear** words in the target language and in English, **see** digitized video of native speakers, and **record** your own voice to compare it to the native speaker's.
- Grammar:** By clicking on the Grammar button in the Orientation screen, you can study by grammatical subject rather than by chapter. There are approximately 50 different grammar topics to choose from.
- Story:** **Context** which sets the scene for the lessons that follow. You can listen to the entire story or individual sentences, and record your voice to compare pronunciation, intonation and speed.
- Action:** The **Dialogues** of the Story. You can listen and watch, and record your voice in the *Story* screen.
- Listening Skills:** You **listen** to the native speaker pronounce a word from the Action. You find the blank where the word belongs, and **type** it in.
- Fill in the Blank:** Drills to practice the current chapter's **grammar**.
- Drag and Match:** **Matching** words based on **grammar** rules and syntax.
- Word Jumble:** Drills to teach sentence structure and syntax as you unscramble sentences by clicking on words to place them in their correct order.
- Communication Skills:** You are presented with situations and you provide recorded or typed responses.
- Games** 7 different games that will test and strengthen the newly acquired language skills:
- Go Fish
  - Crossword Puzzle
  - Matter of Fact
  - Picture Puzzle
  - Power Surge
  - Slide Shuffle
  - Question Derby
- Pronunciation Guide** You can learn and practice the alphabet, vowels, consonants, diphthongs, and intonation. You can record individual letters, words, or sentences.
- Question Mark Icon** Help on how to work within the current screen. To make the Help text disappear, click anywhere on the screen.
- Showing / Hiding the Text**  
Some of the Learn to Speak screens offer the option to **show or hide** the English and/or target language **text**, allowing you to further challenge yourself and enhance your listening comprehension and understanding of the target language.

## CD-ROM for French

### Triple Play Plus Content and User's Guide

The CD-ROM is called "Triple" Play because there are three modes to "play".

#### Top Row Buttons: Mode (to play) Keys

- I. Games that teach aural (listening) comprehension
- II. Games that teach reading
- III. Games that teach speaking using Speech Recognition [not really reliable].  
To select Speech Recognition games, click on the key that matches your voice type, i.e either male, or female, or child.

#### Second Row Buttons: Subject Keys

The following subjects can be practiced in all three game modes:

1. Food
2. Numbers
3. Home and Office
4. Places and Transportation
5. People and Clothing
6. Activities

Level I Games	Level II Games	Level III Conversation Games
Concentration Memory mania BINGO Square off! Match up! City map Country map Sketch artist Jigsaw puzzle Family tree Jump! At play At home At work	Letters and Sounds What food is it? What number is it? What is it? Where is it? Who is it? When is it?	At the café At a restaurant At the market At a baseball game Looking for an apartment Moving in Visiting a friend Asking for directions Shopping for clothes At the library Going on vacation Playing tennis

Click on any colored game key to choose a game

**Online Help** is always available:

- Click on the **F1 function key** located on your keyboard (top left)

# CD-ROM for French

## French Your Way Topics

- Travel
- Social engagements
- Around town
- Dining out
- Hotels and accommodations
- Medical needs

### **Branching Conversations**

- Character A will start a conversation
- You will take the part of Character B. Depending on the response you select, the conversation make take one of several paths, or "branch" in different directions.
- You hear a question or statement spoken by Character A.
- Character B (= you) must respond in order to progress to the next frame
- You can **respond by clicking** on one of several responses or you can **record your response** into the microphone.

### Learning Options

#### **General Advice:**

- Use translations sparingly.
- Use only the tools you absolutely need to understand and/or to respond.
- Avoiding the printed text helps develop listening comprehension skills and a better accent.

#### **1. Hearing the conversation**

You can hear the conversation either at **Normal** or at **Slow** speed

#### **2. Understanding the conversation**

This will help you understand:

- Hearing at slow speed
- Hearing individual words using the white boxes as clues
- Seeing the French text. Button "See Text"
- Seeing the meaning of individual words. Button "Word meaning"
- Seeing the English translation of the complete line of dialogue. Button "Sentence meaning"

#### **3. Recording your speech**

- Click on Record (red key)
- Click on Stop (blue key)
- Click on Your Voice, or Character Voice, or Both

#### **4. Responding**

- To progress to the next conversation frame, you must respond either **by clicking on a response choice** (mouse icon), or through **speech recognition** (microphone icon). The default is set on speech recognition.
- To help you review all the possible response choices, you can use the **Cue choices** feature

#### **5. Reviewing previous conversation panels**

- You can see the previous panel by clicking on the back arrow
- You can review all previous frames by clicking on "See all panels"
- To hear the conversation from beginning to end, click on "Hear all panels"
- You can go back and change your choices by clicking on "Change"

#### **6. Saving or Printing a conversation**

Please do NOT use these possibilities

# French Your Way

## Skill Building Activities

### **Crossword Puzzle**

- Clue formats:
1. See in English, select French word from a list (easiest)
  2. See and hear in French, select French word from a list
  3. Hear in French, select French word from a list
  4. Hear in French, type in French word (difficult)

### **Verb Match**

The purpose of this game is to help you learn French verbs and their conjugations in the present tense.

### **Map Game**

This game teaches you the different regions of France and the name and location of their principal cities.

### **Question & Answer**

- You can practice Q & A, or A & Q
- Under Game Options, choose a topic, click OK
- You will see and hear the text of a situation from the Branching Conversations
- You will then hear a question
- Choose the correct answer (multiple choice) by clicking on it.

### **Menu Game**

- This game teaches you the name and composition of popular French dishes.
- Match the descriptions you hear to the items on the menu.
- There are no game options, you start with Practice mode. Listen to the Definitions of all dishes on the Menu first.
- Then click on Play.
- Hear the Definition of a dish.
- Try to understand without "Translation"
- Find the dish that corresponds to the Definition.

### **Dictation**

- Start with the option of writing (10) words.
- Choose a topic
- Choose to type with the timer set to "untimed" (easier)
- Type accented letters by clicking on the letters that appear under the text window.
- Press "Enter" when you are finished

### **Introduction to Reading**

- Click on any written word to hear it pronounced.
- Click on the picture window (right side) to see a picture of the word
- Click on the letter (left of the word). A Help window will open to show you examples of the various sounds that can be represented by that letter.

## French Your Way **User's Guide**

### **1. Record / Playback**

- Click on red box labeled Recording.
- Click on blue box labeled Stop
- Click on "Your Voice" or "Character's Voice" or "Both"

### **2. Glossary**

- You can search by typing in either a French or an English word
- To hear the pronunciation of a word, double-click on the word
- To record your pronunciation, click on ON next to the microphone at the top of the screen. (First go to Settings and choose your voice type: male / female / child)

### **3. Grammar**

- Grammar Summary (topics like adjective endings, articles, pronouns, contractions, etc.)
- Verb Conjugation Guide sorted by regular verbs, irregular verbs and verbs with spelling changes (you can search by French or by English verbs)
- Language Notes (topics like French accents,

### **4. Index**

- List of topics (such as apologies, food, giftgiving, thanking, etc.)
- You can either scroll to find a topic or type in the topic you are looking for

### **5. Settings**

- Click on the appropriate box for your voice type: male / female / child (15 and under)

### **6. Exit**

- Click on Exit to end an activity
- Click on Exit to return to Main Menu
- Click on Exit to exit the program



## **French-English & English-French Vocabulary Builder**

### **User's Guide**

The **Vocabulary Builder** program has four screens for studying new vocabulary and five ways to practice or drill the vocabulary once you have studied it.

### **Studying Vocabulary**

#### **Topics Selection Screen**

- You may select the topics individually
- You may select several topics and subtopics simultaneously by holding down the Shift key

#### **The Learn Screen**

- You see pictures

According to how you set your Preferences

- You can hear the corresponding word pronounced in English or French
- You can see the corresponding word spelled in English and/or French
- You can record your pronunciation
- You can advance (or go back) to the next **Word**, or the next **Picture**, or the next **Subtopic**

#### **The Browse Screen**

- Allows you to review the entire vocabulary
- Allows you to search for a particular word (in English or in French)

#### **The Preferences Screen**

- Study Vocabulary:    Sound only  
                                  Text only  
                                  Text and Sound (default – easiest)
- Record Length:        Maximum (easiest)  
                                  Medium  
                                  Minimum
- Speech Recognition:    Strict  
                                  Normal  
                                  Relaxed (easiest)  
                                  Inactive
- Translations            on     Default (easier)  
                                  off

## Practicing Vocabulary

### Text Drill (Typing)

- Allows you to practice correct spelling, gender, punctuation, and special characters.
- Read or hear (according to how you set Preferences) the source word (in English or in French, according to how you set Preferences)
- Type the correct translation (including definite articles (le, la, l', les), punctuation and special characters) in the **Your Answer** field
- For accented characters, please consult the attached overview.
- Press the ENTER key to view the correct answer or translation.

### Picture Drill (Clicking on a picture)

- You either hear a word pronounced, or you read the word, or both (according to the way you set your Preferences)
- You click on the correct picture.

### Oral / Aural Drill (Listening Comprehension and Pronunciation)

- Listen to the pronunciation
- Repeat the word into the microphone
- Listen to the word playback
- Speech Recognition is NOT reliable. Do not worry about the results visible on the scale.

### Flashcard Drill (Review vocabulary words as they flash on the screen)

- Listen to the pronunciation of a highlighted section of an image
- Try to recall the correct translation, i.e. check silently whether you know the translation of the word
- See correct translation

### Association Drill (Practice recognition of associated words in groups)

- Choose the word that does NOT belong in the group
- Click and drag the incorrect word to the Shred-O-Matic
- Repeat with the next group of words
- Click OK when the "Drill is done!" dialog box appears.

## CD-ROM for French

### Nouvelles Dimensions

CD-ROM for listening comprehension. Combines video and software to focus attention on listening for key words and phrases in authentic cultural contexts, scenes from daily life, full-motion video.

Listening comprehension program based video clips that were filmed with a hand-held video camera to obtain **authentic** samples of **French** as it is spoken in everyday life. The clips are complemented by a multimedia computer program which allow you to control what you hear and see (even on a frame-by-frame basis), to take tests and to complete writing exercises. The authentic feel of the material and the interactive control make learning French fun.

#### Content

##### Program 1 A (Disc 1)

##### 1. Les premiers pas

- Salut
- Je m'appelle
- Je suis ...
- J'habite ...
- Culture: Impressions de l'Amérique
- Exercices

##### 2. On prend quelque chose

- Au café
- La commande
- A la boulangerie
- Au Take 5
- Culture: L'esprit critique
- Exercices

##### 3. J'aime beaucoup ça

- Les études
- Le cartable
- Les sports
- Culture: La vérité
- Exercices

##### 4. On fait connaissance

- Thomas et son ordinateur
- Sabine et son orgue
- Emmanuel et sa famille
- Culture: Comment prononcer?
- Exercices

## **5. Le rendez-vous**

- Où est ... ?
- Au téléphone – tennis, film
- Au téléphone – l'aéroport
- Culture: Le malentendu
- Exercices

## **Program 1 B (Disc 2)**

## **6. On va en ville**

- On achète des tickets
- Dans le métro
- On fait des achats
- On continue
- Culture: Quelle taille?
- Exercices

## **7. La vie moderne**

- Le permis de conduire
- Les voitures
- Au marché
- Dans la cuisine
- Culture: La nourriture
- Exercices

## **8. On visite Paris**

- Dans le onzième (arrondissement)
- Arnaud et son quartier
- A la foire
- Culture: Paris touristique
- Exercices

## **9. On fait les courses**

- La liste de maman
- De la viande
- Du porc, etc.
- Du pain, etc.
- Culture: Paris touristique
- Exercices

## **10. Au centre commercial**

- Dans un grand magasin
- Dans une librairie
- La pizza
- Culture: La culture "pop"
- Exercices

**CD-ROM in English  
History Through Art**

**The Pre-Modern Era**

**Realism, Impressionism, Post-Impressionism**

<b>Content</b>	
<b>Overtures 1 - 9</b>	<b>The Main Program</b> <ul style="list-style-type: none"> <li>• <b>Realism:</b> Overtures 1- 4</li> <li>• <b>Impressionism:</b> Overtures 5 – 7</li> <li>• <b>Post-Impressionism:</b> Overtures 8 - 9</li> </ul>
<b>Presentations</b>	<b>Continuous multimedia presentations</b>
<b>Text</b>	<b>Information (158 pages)</b> <ul style="list-style-type: none"> <li>• Photo information, pages 1-3</li> <li>• Encyclopedia, pages 4-52</li> <li>• Famous Speeches and Plays, pages 53-65</li> <li>• The Bible, pages 66-136</li> <li>• PowerCD Catalog and Info, pages 137-157</li> <li>• PowerCD Help, page 158</li> </ul>
<b>View</b>	<b>Illustrations and photos (264 pages)</b>
<b>Questions</b>	<b>Interactive multiple-choice questions and answers with access to explanations (341 pages)</b>
<b>Quiz</b>	<b>Five types of quizzes:</b> <ul style="list-style-type: none"> <li>• The Pre-Modern Era Quiz</li> <li>• Art History and Art Appreciation Quiz</li> <li>• Ideas and Trends Quiz</li> <li>• People and Their Accomplishments Quiz</li> <li>• Technology Quiz</li> </ul>

<b>User's Guide</b>	
<b>Buttons at Bottom of Screen</b>	
Overtures	Chronological Multimedia Presentations
Reference	Access to Reference list with access to Encyclopedia
Options	<ul style="list-style-type: none"> <li>• Print</li> <li>• Save to diskette</li> <li>• Copy to the clipboard</li> <li>• Find any page of this document</li> </ul>
<b>Icons on the Presentation pages</b>	
Magnifying glass	Oral details about the illustration
"I"	Written details about the illustration
Two books	Access to alphabetical index
Q & A	Access to multiple-choice Questions & Answers
<b>PowerCD Navigational Icons</b>	
Left arrow	Return to previous selection
Endless road	History contents
Open book	Browse the glossary
Magnifying glass	Search the entire disc for any word
Question mark	Find out how to better use PowerCD
Lightening	Exit PowerCD

**CD-ROM entirely in French  
Napoléon, l'Europe et l'Empire**

**User's Guide  
Use Only Single Clicks**

Click on Napoleon to access alphabetical Index

Click on the scepter to access the Guide



Click on the Eagle (La Légende) to access the Récits, i.e. the story of Napoleon's life and career:

- Le Général
- Le Consul
- L'Empereur
- 1805: Bataille d'Austerlitz
- Cent Jours in 1815
- Waterloo, 1815

<b>Icone "N"</b> (Bottom Row)	Access to the Navigation Bar
<b>Palette de navigation /</b> Navigation Bar	Top strip is for moving the Navigation Bar to different locations on the desktop
	<b>Top Row: Museums that contain documentation about Napoleon</b> Peinture; Chefs d'oeuvre; Documents; Paris; Armée
	<b>Second Row:</b> Faits; Lexique; Récits; Cartographie; Bibliographie
<b>Les faits</b>	<ul style="list-style-type: none"> <li>• You can click on a periode or a precise date to obtain information.</li> <li>• Click on the small portrait icon to access an image.</li> <li>• Click on highlighted words to access the Lexique (Reference)</li> </ul> <p><b>Bottom Row:</b></p> <ul style="list-style-type: none"> <li>• Left button to access to the Index</li> <li>• Middle button N to access Navigation Bar</li> <li>• Right button to continue the list of "Faits"</li> </ul>
<b>Les récits</b>	<p>Napoleon's life and career in chronological order:</p> <ul style="list-style-type: none"> <li>• Click on the bee (left column) to access an animation (of a battle)</li> <li>• Click on highlighted words to access the Lexique (Reference)</li> </ul> <p><b>Bottom Row:</b></p> <ul style="list-style-type: none"> <li>• Left arrow = previous screen</li> <li>• Middle arrow = Return to Napoléon à la lettre (Index)</li> <li>• Right arrow = next screen</li> </ul>
<b>Napoléon à la lettre</b>	Alphabetical Index for access to Lexique (Reference)
<b>Les musées</b>	<ul style="list-style-type: none"> <li>• Discover numerous paintings in thematic museums</li> <li>• Use your mouse to move to different parts of the paintings</li> <li>• Click on "Image 2" to increase size of image.</li> <li>• Click on bottom of screen to return to original size</li> </ul>
<b>Recherche / Research</b>	• Second icon, top row, in Lexique window
<b>Impression / Print</b>	• Third icon, top row, in Lexique window
<b>Quitter / Exit</b>	• Alt+F4, or Icon "N" and then click on <b>Quitter</b>