



**DESIGN DOCUMENT**  
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**DEPARTMENT OF LANGUAGES**

## **EXECUTIVE SUMMARY**

This multimedia CD-ROM will help first-year students learn about French language and culture through interviews with Francophone speakers from around the world, photographs depicting elements of French culture and interactive exercises.

## CONTENT OUTLINE

### I. *Francophone World.*

French is the only language other than English that is spoken on five continents. This content area will present the geographical location of the 33 countries where French is an official language. Maps and exercises will reinforce the importance of French as a global language.

#### A. *Introduction and location of Francophone Countries in the World.*

A world map with the Francophone countries and regions highlighted will be presented to demonstrate the presence of French in the world.

##### 1. Language Activity.

Matching adjectives to definitions, e.g. *Une femme née au Maroc = Marocaine. Des gens nés au Congo = Congolais.* This exercise will reinforce the notion of gender and number in adjectives while using nationalities from the Francophone world.

##### 2. Culture Activity.

Dragging. Students drag the name of Francophone countries/regions to the appropriate continents/regions, e.g. Students drag the word *ALGERIE* to North Africa.

#### B. *Interview with Francophone teacher #1.*

This interview will provide the students with an opportunity to hear a different Francophone accent and to learn about a Francophone country from the perspective of a native. The introduction will feature a short video clip of the interviewed French teacher along with an explanatory text.

##### 1. Language activity.

Listening comprehension activity based on a different portion of the interview. After viewing the video clip, students select the correct information from a series of true/false statements.

##### 2. Culture Activity.

Link to a web site to country #1. After visiting this web site, students will match questions and answers about the country in question. Since the main objective of the culture activities is the culture itself and not the language, most exercises will be given in English. Example: The question “What’s a language spoken in Congo other than French?” will be matched to *Lingala*.

#### C. *Interview with Francophone teacher # 2.*

This interview will provide the students with an opportunity to hear a different Francophone accent and to learn about a Francophone country from the perspective of a native. The introduction will feature a short video clip of the interviewed French teacher along with an explanatory text.

##### 1. Language activity.

Listening comprehension activity based on a different portion of the interview. After viewing the video clip, students select the correct information from a series of true/false statements.

##### 2. Culture Activity.

Link to a web site to country #2. After visiting this web site, students will match questions and answers about the country in question. Since the main objective of the culture activities is the culture itself and not the language, most exercises will be given in English. Example: The question “What’s a language spoken in Congo other than French?” will be matched to *Lingala*.

D. *Interview with Francophone teacher#3.*

This interview will provide the students with an opportunity to hear a different Francophone accent and to learn about a Francophone country from the perspective of a native. The introduction will feature a short video clip of the interviewed French teacher along with an explanatory text.

1. Language activity.

Listening comprehension activity based on a different portion of the interview. After viewing the video clip, students select the correct information from a series of true/false statements.

2. Culture Activity.

Link to a web site to country #3. After visiting this web site, students will match questions and answers about the country in question. Since the main objective of the culture activities is the culture itself and not the language, most exercises will be given in English. Example: The question “What’s a language spoken in Congo other than French?” will be matched to *Lingala*.

II. *France Yesterday.*

This content area will present Roman and medieval monuments of historical significance in the South of France. A map of France with these sites highlighted will be displayed in the introductory screen along with an explanatory text.

A. *Roman Coliseum of Nîmes.* This magnificent monument built at the end of the First century will be shown in an introductory picture.

1. Language Activity.

Matching: Students drag ordinal and cardinal numbers referring to years and centuries to their corresponding description in words. Example: *XIIe siècle* is to be dragged to *douzième siècle* ; *1590* is to be matched to *mille cinq cents quatre-vingt-dix*. These dates will be related to the history of the coliseum.

2. Culture Activity.

Students select the correct statements about the coliseum from a series of true/false statements.

B. *Roman Aqueduct.*

This formidable monument, known as *le Pont du Gard* for its location in the Gard region, will be displayed in the introductory screen.

1. Language Activity.

Selection. Given a series of nouns, students will select (drag to a picture of the Aqueduct) the ones that refer to the Roman aqueduct.

2. Culture Activity.

“Building” a paragraph. Given a series of scrambled phrases, students will make correct sentences that describe the Roman aqueduct. (In French)

C. *Medieval Fortress of Carcassonne*

This impressive medieval city was built in the VI<sup>th</sup> and XIII<sup>th</sup> centuries in the South West of France and will be displayed in the introductory screen.

1. Language Activity. Selection. Given a series of nouns, students will select (drag to a picture of the fortress) the ones that refer to the medieval city.

2. Culture Activity. “Building” a paragraph. Given a series of scrambled phrases, students will make correct sentences that describe the medieval city. (In French)

### III. *France Today:*

A Visit to *Perrier Source* in the southern town of *Vergèze*, a visit to a winery in the Bordeaux region, and a tour of an open market in Paris will be captured in video and still photos and will constitute the point of departure for all the activities.

#### A. *A Visit to Perrier Source.*

The source of this famous water is located in the small town of Vergèze between Nîmes and Montpellier will be video taped and photographed.

1. Language Activity. Interview with guide/worker at the Perrier source. Listening comprehension: After listening to a segment of the interview, students will select the correct information among a series of true/false statements.
2. Culture Activity. Following directions. Students follow directions in simple French to find the geographical situation of the Perrier source. Example: *Cherchez le sud ouest de la France. Cherchez la région Languedoc-Roussillon. Cherchez les départements du Gard et Hérault. Cliquez sur une ville entre Nîmes et Montpellier, qui s'appelle Vergèze. Voilà la source Perrier!*

#### B. *A Tour of an Open Market.*

The excitement of bargaining, the loud voices of vendors, the endless choices of products will be displayed in a potpourri of sounds, people and colors. Video clip of a tour of an open market will be presented along with an explanatory text.

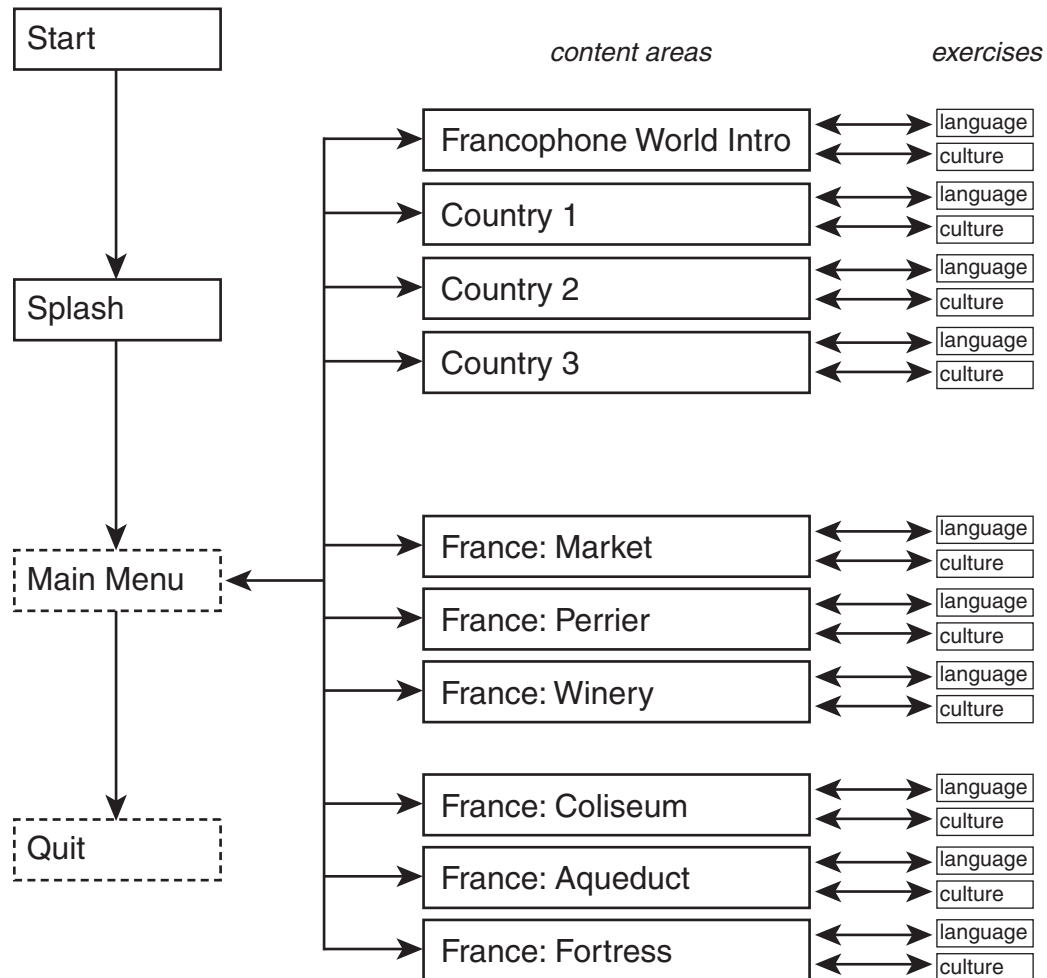
1. Language Activity.  
Categories. Among the three categories of Flower Market, Fresh Produce Market and Clothes Market, students drag words to corresponding category. Example: *œillet* will be dragged to the category of Flower Market while *vest* will go to the category Clothes Market.
2. Culture Activity.  
A series of statements will be dragged to the categories of DO'S and DON'TS at the open market in France. Example: The sentence "One can touch the fruit to be purchased" will be dragged to the category of DON'TS.

#### C. *Visit to a Winery.*

This content area features a tour of a chateau in the region of Bordeaux with an interview with the guide. A video clip and pictures of the winery will be the point of departure for the activities in this section.

1. Language Activity.  
Interview with guide. Listening comprehension: After listening to a segment of the interview, students select the correct information among a series of true/false statements.
2. Culture Activity.  
Wine tasting. Given a series of sentences that describe the etiquette of wine tasting, students will place statements in the corresponding categories of TRUE or FALSE. Example: The sentence "The nose does not touch the wine glass when testing the bouquet" will go to the category of FALSE.

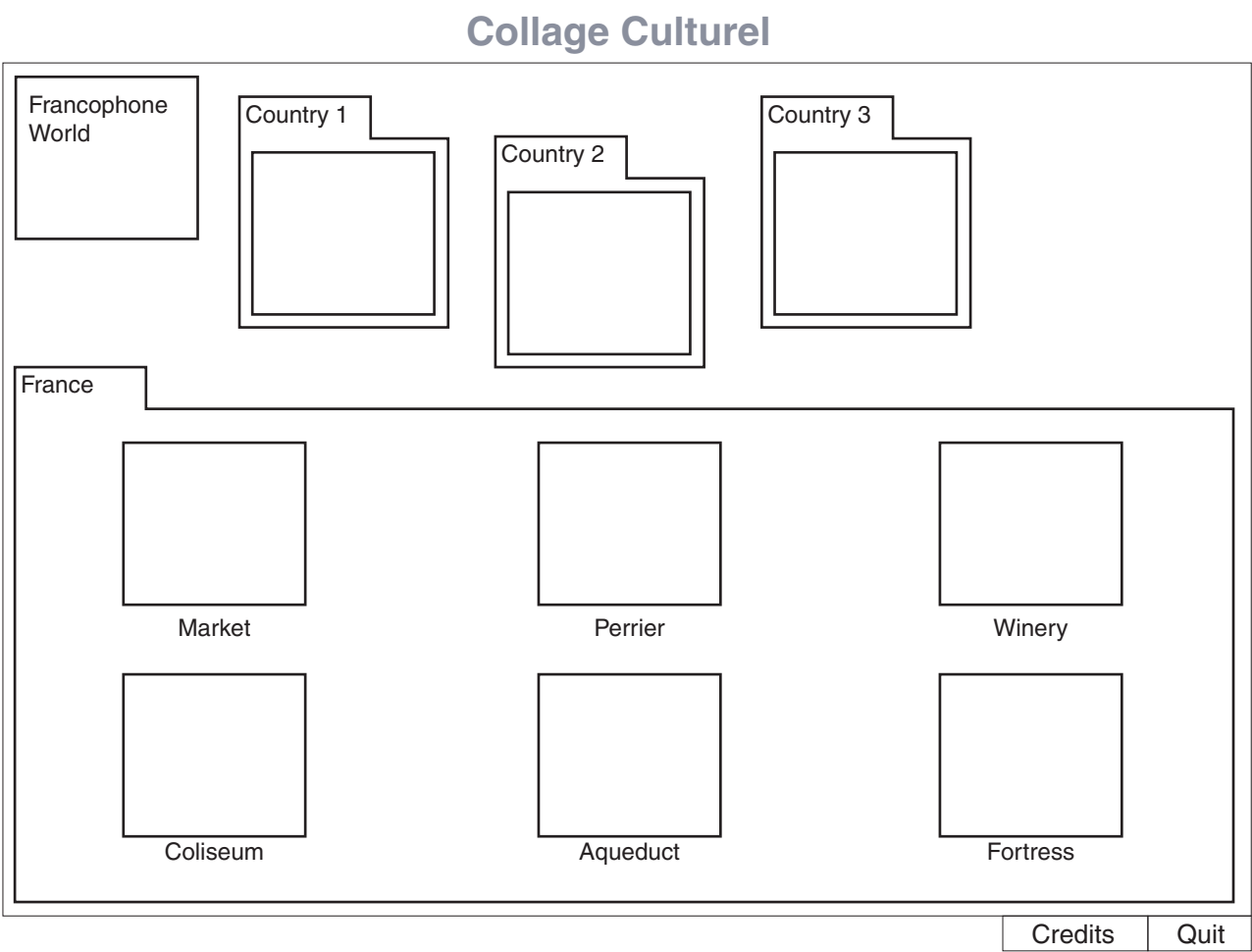
## EXPERIENTIAL FLOWCHART



Items in dotted lines are universally available.

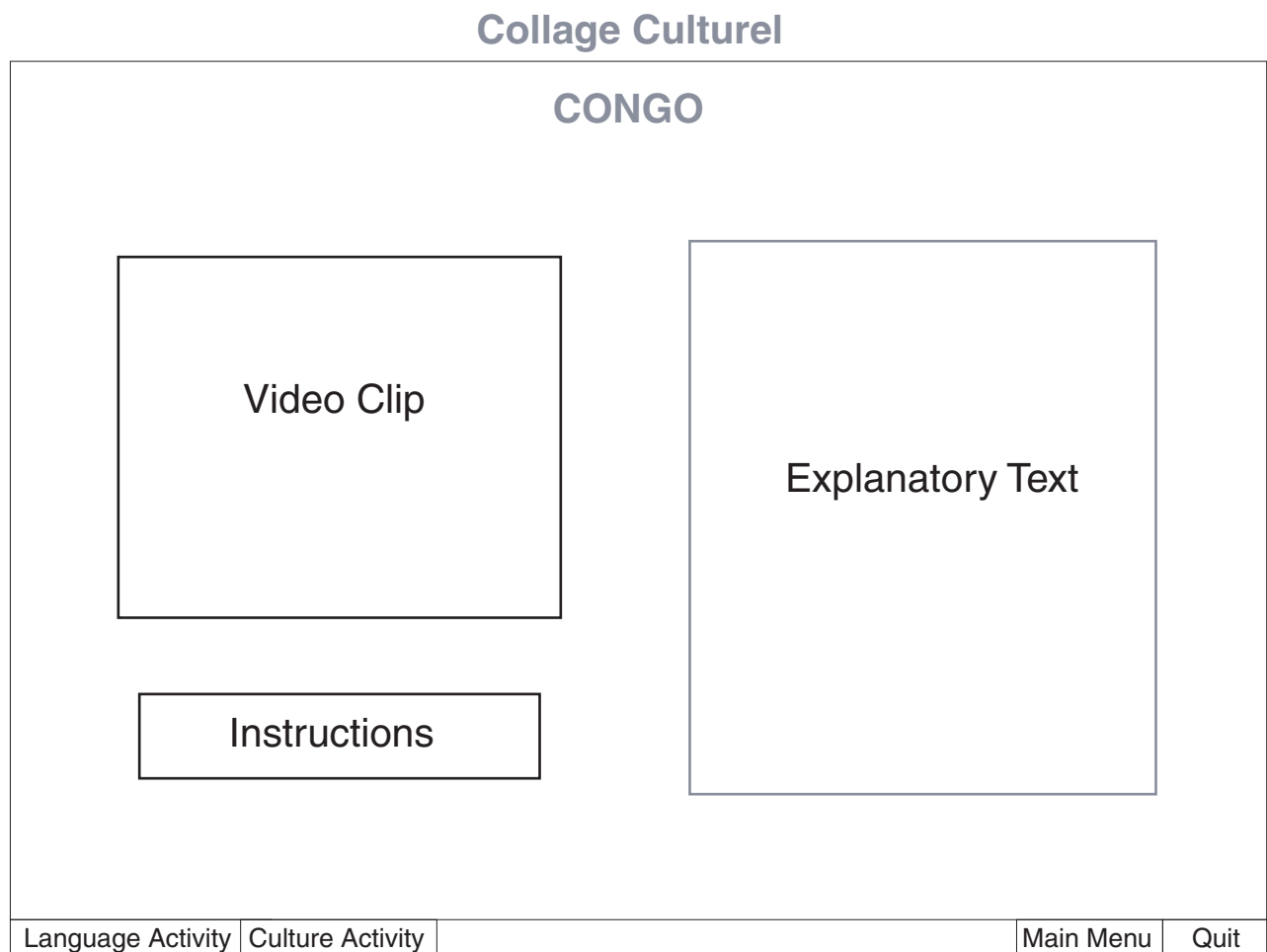
# INTERFACE MOCKUPS

Main Menu



# INTERFACE MOCKUPS

Content Area





## MEDIA INVENTORY

### Buttons

- *Universal Options:*
  - Quit
  - Main Menu
  - Start
  - Credits
- *Miscellaneous:*
  - 12 content buttons
  - 1 button for language activities
  - 1 button for culture activities
  - 1 button for listen again
  - 1 text buttons of video clips for listening comprehension

### Video Clips

- *Interviews:*
  - teacher #1
  - teacher #2
  - teacher #3
  - Perrier guide
  - winery guide

### Audio

- From video clips
- Approval / disapproval = Voice of author
- Feedback sounds: applause

### Text

- *Exercises:*
  - Matching<sup>1</sup> activities: words to descriptions; questions to answers; beginning phrases to corresponding endings; ordinal/cardinal numbers to corresponding descriptions.
  - Listening comprehension exercises: click on best (correct) answers.
  - Dragging<sup>2</sup>: words to corresponding categories words to place in proper order within a sentence sentences to place in proper order within a paragraph

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<sup>1</sup> Sentences or statements are not to exceed 100 characters each. Matching and dragging items are not to exceed five on each screen.

- Text (in French) for transcriptions of listening comprehension clips
- Directions (to be given in English)
- Credits

### Links

- To web sites (Francophone countries and Perrier source.)

### Maps

- world map with francophone countries highlighted for content
- world map with francophone countries highlighted for intro
- world map with francophone countries highlighted for cultural activity
- world map with country #1 highlighted for cultural activity
- world map with country #2 highlighted for cultural activity
- world map with country #3 highlighted for cultural activity
- map of France with with historical sites highlighted
- map of France with Vergèze highlighted
- map of France with its regions and departments for Perrier culture activity

### Images

- *Background pictures:*
  - Roman coliseum
  - Aqueduct
  - Fortress
  - Perrier source
  - Open market
  - Winery
- *Foreground pictures:*
  - ???
  - Entrance of Perrier source
  - Coliseum
  - Aqueduct
  - Carcassonne
  - Castle in Carcassonne
  - Open market.

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<sup>2</sup> Sentences or statements are not to exceed 100 characters each. Matching and dragging items are not to exceed five on each screen.

## IMPLEMENTATION PLAN: PHASE II

### SCHEDULE

#### SUMMER 2000

##### JULY/AUGUST

Acquisition of materials in France:

Videotaping-----Rogers  
Collecting foreground and background pictures -----Rogers  
Preparing written interviews -----Rogers  
Arranging interviews -----Rogers  
Interviewing -----Rogers

##### DAY BY DAY SCHEDULE

- *Paris*
  - July 18 = Interview with teacher #1
  - July 19 = Interview with teacher #2
  - July 20 = Interview with teacher #3
  - July 21 = Videotaping open market
- *Nîmes*
  - August 1 = Videotaping/pictures of coliseum
  - August 2 = Videotaping / pictures of aqueduct
  - August 3 = Videotaping / pictures of Source Perrier
- *Carcassonne*
  - August 4 = Videotaping / pictures of fortress
- *Anglet*
  - August 5 = Travel to Anglet
  - August 7 = Travel to Chateau in Bordeaux and video tape of winery

#### FALL 2000 (If given release time)

##### SEPTEMBER

Selection of clips from videotaped material----- Rogers  
Transcription of text----- Rogers

##### OCTOBER

Selection of still pictures for backgrounds-----Rogers  
Selection of foreground pictures -----Rogers  
Selection of visuals (maps)-----Rogers

NOVEMBER

Writing/design of activities-----Rogers

Recording of approval/disapproval phrases-----Rogers

SPRING 2001 (If given release time)

JANUARY

Editing videos and audio-----Everson / Rogers

FEBRUARY

Creating graphics, still images, scans, buttons-----Everson /Rogers

MARCH

Template: One content area, one activity; main maenu, splash, credits -----Everson /Rogers

APRIL/MAY

Complete content areas and activities ----- Everson /Rogers

END OF MAY

Burn disk -----Everson /Rogers

SUMMER 2001

JUNE /JULY

Develop testing program (Phase III)----- Everson /Rogers

## **BUDGET**

### **EXPENSES**

Round Trip NO-Paris = -----	\$1300
Registration for Conference =-----	\$ 225
Transportation in Paris = -----	\$ 20
Taxi Airport-Hotel and back = -----	\$ 40
Hotel 7/16-7/21 = -----	\$ 475
Hotel 8/1-8/9 = -----	\$ 650
Meals 7/16-7/22 & 8/1-8/11 = -----	\$ 810
Transportation (by train) from Paris to Southern France: -----	\$ 55
Car rental = -----	\$ 350
Gas <sup>3</sup> = -----	\$ 150
Entrance fees to historical sites, Perrier Source, Winery = ----	\$ 100
Film for still pictures/developing = -----	\$ 45
Toll fees = -----	\$ 100
Books = -----	\$ 200
Total = -----	\$4520

### **OTHER FUNDING**

Global Awareness Committee grant (for trip to Conference in Paris, conference registration, and part of hotel expenses) = -----	\$1829
Department of Languages (to purchase books ) = -----	\$ 200

### **TOTALS**

Expenses -----	\$4520
Funding-----	-\$2029
<b>Requested Amount-----</b>	<b>\$2491</b>

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<sup>3</sup> Round trip Nîmes to Carcassonne 200 miles ; Carcassonne to Anglet 90 miles ; Anglet to Bordeaux region 60 miles; driving from site to site; from Anglet back to Paris.