

French, Bit By Bit Multimedia

Tutor Enterprises



- ✓ **easy to install and use, requiring little knowledge of computers**
- ✓ **rich in images, voices of native speakers**
- ✓ **written by experienced French classroom teachers**
- ✓ **clear explanations**
- ✓ **exercises include: true-false, multiple choice, hotspot, order, matching, fill-in (word, sentence)**
- ✓ **optional tests with automatic recording of results for teachers**
- ✓ **talking, illustrated bilingual dictionary**

Available in affordable **Volumes 1, 2, 3** and **Gold Edition**. A user can purchase the topics he needs by acquiring the corresponding Volume. **Gold Edition** contains all the books of the three volumes plus site and student licensing options and will be the choice for teachers.

French, Bit By Bit Multimedia must be installed on a hard drive from the CD supplied and an activation number is provided by Tutor Enterprises by email upon proof of purchase.

ABOUT **French, Bit By Bit Multimedia**

Tutor Enterprises' Guidelines:

Our collective experience both in the language classroom and with computer based learning software has taught us that we must incorporate the following basic requirements in designing our French, Spanish, Italian and German software. Consequently we are bring you programs that:

- ✓ **Install easily, even for those with little computer expertise**
- ✓ **Appeal to all ages, whether a young learner in an elementary school or an adult in a library**
- ✓ **Are excellent for home schooling and outreach programs**
- ✓ **Are readily understandable with clear explanations and instructions for English speakers**
- ✓ **Can be used independently or to complement any particular methodology being used in a classroom**
- ✓ **Can be used for independent or individualized instruction with minimal supervision**
- ✓ **Allow instructors to focus on oral work and other more creative and communicative projects by taking on some of the more tedious and repetitive tasks involved in language acquisition**
- ✓ **Stimulate a learner's continuing interest through rich images and sound, yet is pedagogically sound and provides the possibility of a high learning curve**
- ✓ **Teach pronunciation with easy instructions and exercises, providing models of good standard spoken versions of the target language**
- ✓ **Teach an international or standard variation of the target language using vocabulary and expressions that are currently used by most native speakers**
- ✓ **Provide evaluation (tests) of material taught and practiced**
- ✓ **Provide easy record keeping of results for teacher and student**

Easy to install. Easy to use.

Every electronic page has 5 navigation buttons (see illustrations #1, 2 below)



Start at the electronic Library. Click on a book and select topics to work in.



French Accented letters and the é button

This button appears on every page where a user is expected to write in French. Clicking on this button opens a clipboard containing all the French accented letters. It's a matter of clicking on the desired letter and pasting where required.

See red arrow below. Yellow arrow points to reminder button "How to use é"



Exercices

This multimedia production is rich in a variety of exercise types that teachers at every level rely on:

true-false, multiple choice, matching, put in order, fill-in-blank and hotspot.

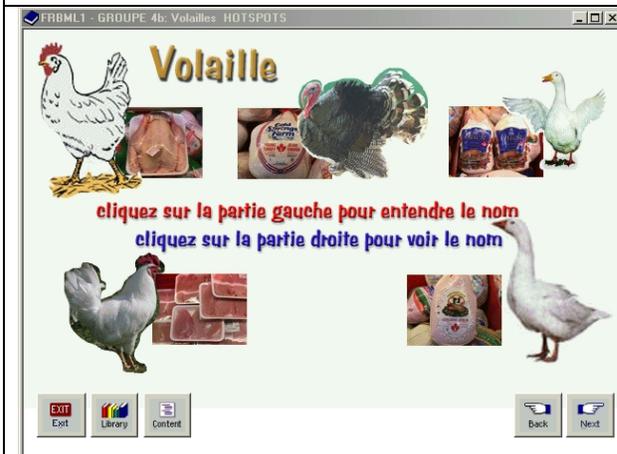
The following is an example of **each** variety. Images 3 - 16



3. **hotspot** Student hears and sees écouter and must match the picture



4. **hotspot** Student clicks on item to hear French name; on name to verify meaning in English



5. **hotspot** Student clicks on left side of item to hear French name; on right side to see name



6. **hotspot** In series of pages student hears and sees name of item and must identify it

FRBML1 - Subject Pronouns Question 2



Je is always capitalized, just as **I** in English is.

Vrai / True
Faux / False

EXIT Exit Library Content Back Next

7. **True-False**

FRBML1 - ASKING QUESTIONS QUEST 3

Click on the happy face below and listen to the French sentence carefully.

Is it a question?



PAS UNE QUESTION
UNE QUESTION



On parle français chez vous?

EXIT Exit Library Content Back Next

8 Variation of **True False**

FRBML1 - AVOIR EXPR 1 QUESTION 1

Complétez la phrase
Complete the sentence



Le garçon mange de la pizza. Il a _____.

chaud
faim
froid
soif

EXIT Exit Library Content Back Next

9. **Multiple Choice** Right expression

FRBML1 - -RE VERBS QUESTION 11




Elle _____ de la musique.

vend
entend
rend
perd

EXIT Exit Library Content Back Next

10. **Multiple Choice** Appropriate verb

FRBML1 - TIME QUESTION 19

Faites la paire!

8:25	neuf heures moins cinq
8:35	neuf heures moins un quart
8:55	neuf heures moins vingt-cinq
9:05	huit heures vingt-cinq
8:45	neuf heures et quart
9:15	neuf heures cinq

EXIT Exit Library Content Back Next

11. **Matching** Student matches the times

FRBML1 - Electronics Match Image-Name

Faites la paire!

1	la radio avec lecteur CD
5	le caméscope numérique
2	récepteur satellite numérique
6	la télécommande
3	le contrôle
7	le lecteur de CD
4	le téléviseur couleur
8	le répondeur



EXIT Exit Library Content Back Next

12. **Matching** electronics items

13. **Fill-in** Student completes with “de la viande” in this case. From Book 8.

14. **Fill-in** Student hears and sees 'Quelle heure est-il?' He enters “Il est minuit”

15. **Order** Student puts the times of day in order

16. **Hotspot** Student must find item heard

Interaction with images Clicking on an image may elicit a variety of responses in **French, Bit By Bit Multimedia**: a voice saying the name of an object, a text box revealing it's name in French, a pop-up verifying its meaning in English or even relevant information about the object. A student may click on an image as a response to a question to see if he has understood it, for example “click on something green to continue”. He may click on the correct image to demonstrate oral comprehension or discrimination. He may click on an image to bring up a text box with further information. He may click on an image, as he does in the Library, to navigate to other places in the course.

Order and Progression of Tutorials and Exercises

There is an implied progression from Book 1 to Book 39 and a learner can do the course independently by working through the books in the order shown.

However, there is no specific order that must be followed. Who is to say at what exact point a learner benefits the most from learning about nasal sounds as long as it is taught fairly early on. Moreover, books dealing with vocabulary expansion do not require any specific entry point. Teachers can pick and choose topics as required and rearrange the order to complement their course or select Books according to identified needs when considering remedial work for individuals or courses for home study.

The Bilingual Spoken Dictionary

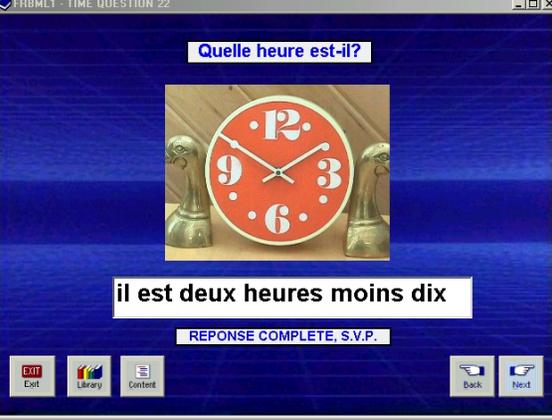
There are two dictionaries which are designed to be browsed: **French-English** and **English-French**. Both are illustrated. Clicking on the French words in the **French-English** dictionary results in hearing the correct pronunciation.

Note that a student working in an exercise does not have to leave the exercise to go to the dictionary. New words and words that we intuitively identified as requiring an explanation are hyperlinked to a pop-up text box which gives either an image of the item, a brief explanation or the English equivalent.

	
17. "frigo" brings up image of a "frigo" (fridge)	18. "auto" brings up text box with "car,"

A note about FILL-IN ANSWERS

When a student writes answers in French in the fill-in exercises, he may only require one word in some case, but the norm is several words and entire utterances. Images 19-20 (with answers filled in to illustrate)

	
19. Fill-in requires 3 words	20 Fill-in requires 6 word sentence

What Methodology is used?

We do not subscribe to a particular methodology, but have a wealth of FSL classroom experience. We are influenced by teachers' and students' comments. We experienced the traditional grammar based translation method, the audio-lingual experiment of the seventies, the thematic-no-explanations-allowed approach that followed and the current vogue, the communicative approach. This production could best be described as eclectic.

Teachers have been asking for software that would do many of the drills and exercises that take up classroom time so that they could be free to do more creative activities with students – using the language rather than spending all the time talking about it. Students told us they wanted to understand what they were being asked to do and wanted to know how French works.

French, Bit By Bit Multimedia encourages an understanding of the underlying relationships of the language. In the exercises and tests, a learner applies the principles learned in the tutorial and in so doing is acquiring a basic blueprint of the target language.

Socio-cultural reality presented in this production

Pronunciation and Accent:

In our commitment to provide good standard spoken versions of French, for **French, Bit By Bit Multimedia** we selected the voices of educated, middle class male and female French speakers. They know very little English. Their pronunciation do not reflect any particularly strong regional accent.

Vocabulary

The purpose and obligation of this production is to teach a high frequency vocabulary that is understood internationally. This is not to say that regional terms are not valid or have less socio-cultural importance to the speakers of a particular region. As a simple example, “patate” is a valid French term, but limited to one part of the Francophone world. We chose “pomme de terre” since it reflects international usage. Purchasers of **French, Bit By Bit Multimedia** have told us they are interested in learning a vocabulary that is usable anywhere in the French speaking world. A student using this production learns a vocabulary that is understood and accepted in France, Belgium, Switzerland and Canada.

We have taken great care in the selection of the vocabulary terms. Since existing printed dictionaries are not current enough to include some technology based products, we consulted appliance and electronics sources in order to include terms currently being used in the real world.

Versatility

If every student in a classroom had access to a computer, each could be working on a different topic. This means that Book 10 does not presuppose Book 5.

French, Bit By Bit Multimedia is organized in meaningful topics so that a student can be guided by an instructor who has identified his need to work on a particular Book (remedial work).

An instructor may identify a student who is ready to move ahead of the others and could recommend a topic for enrichment. Both the student requiring remedial work and the student requiring enrichment can proceed with minimal if any further assistance.

French, Bit By Bit Multimedia is being used in computer labs and in groupings of stand alones. In some schools, one day is assigned as computer lab day. The teacher assigns “must do” exercises then students pick topics for review or that interest them. **French, Bit By Bit Multimedia** is being used in many different ways. The variations of **French, Bit By Bit Multimedia**'s application are endless and are only limited by accessibility to computers and the imagination.

Tests, Feedback, Review, Teacher Records

In our collective experience as educators, we learned long ago and firmly believe in **testing students only on material that has been taught**. There is nothing more frustrating to a student at any level than to find something “new” on a test or exam. There is little to be gained by doing this to a student and, in fact, may have an adverse effect. **French, Bit By Bit Multimedia** gives constant reassurance and positive feedback and avoids frustration at seeing surprises.

Introduction of new elements ought to occur at the instruction level, not at the test level. This happens in stages in this program as points are introduced and followed by a part of the total exercise. It is interesting to note that computer based learning courses used by corporations in training employees embrace the

same concept, and tests are usually the same questions as used in the training exercises.

The exercises transform into tests and the answers given now count. The program allows only one attempt in test mode, yet still takes the student back for review or reveals the corrected answer. The test is a learning tool and is used as such in [French, Bit By Bit Multimedia](#) .

There are **two** tests possible at the end of each book. The *first* includes all the questions done in an exercise presented in the same order as in the exercise. The *second* includes only some questions which are then presented in a random order. The tests include all the variety of questions types found in the exercises.

Feedback and Reinforcement

It is very important that a student never leave a question without knowing, or at least, seeing the correct answer. A “correct” or “incorrect” is not a good enough response. What happens in [French, Bit By Bit Multimedia](#) then?

If a student’s answer is correct, a brief tune plays and a message appears with some positive reinforcement such as *Très bien!* or *Bravo! Continuons ...*

If the student’s answer is incorrect, there are two possibilities. We have made a great effort in being intuitive and anticipating a learner’s need. At a particular point in the exercise a student may need to review the explanation of the lesson at hand. His entry of an incorrect answer here results in being taken to a help page, a table or a complete review of the point the incorrectly answered question is reflecting. Any wrong response at this point could mean he does not understand the underlying principle being taught and not reviewing would impede the learner’s progress.

After the review, clicking on any navigation button then, returns the student to the question he incorrectly answered. He is invited to retry it only in an exercise. In a test he cannot. He sees it as a completion of the review cycle, but can only move on to the next question when ready by pressing ‘Next’.

If the student's answer is **incorrect**, the second possible feedback is a pop-up text box which appears with advice. It may simply state in French: **Réponse Incorrecte!** and proceed to reveal the correct answer with or without additional notation. This is done in situations where a review is not needed since the error is probably due to a simple mistake in form rather than due to a lack of understanding of the underlying principle being learned. This also maintains a good pace of questioning.

An important feature that must be noted is that **multiple answers are possible** and at times **conditionally correct answers** are used. For example: *this answer is only correct if you are speaking to more than one person.* OR *"this answer is correct only if a man or boy is answering"*

At end of a test: Review? and Results

The student is invited to review the questions he answered incorrectly in the test. He sees his results in detail, and then he sees a page that says "**Résultats**". The page shows the name of the test, the name of the student, the name of the instructor and the result as a percentage. The student is presented with a **certificate** showing his name and results as a percentage on a scroll. Printing of the certificate and results is optional.

Results are automatically stored for the instructor. The default is a:\ drive so that the results are stored on a floppy disk. The configuration cannot be changed by the end user, but can be custom designed by Tutor Enterprises by purchasers of school or board licenses so that results can be stored on a hard drive.

French, Bit By Bit: Le Passé Multimedia

is a sister program of **French, Bit By Bit Multimedia**. It assists students in learning all the past tenses of French and associated expressions in 30 electronic books. The look and style is the same as. Pricing is the same as French, Bit By Bit Gold Edition and details can be found at www.softwareforlanguages.com

About the creator of [French, Bit By Bit Multimedia](#)

Robert D. Gaiero graduated from McMaster University in 1968 with a degree in French and Spanish literature and language. He subsequently studied at Toronto University, Brock University and in Madrid, Spain. In 1981, he received his MA in French and Spanish studies from State University of New York. Robert taught French and Spanish, Computer Literacy and English for 33 years at the St. Catharines Collegiate Institute and Vocational School where he was head of the Modern Languages department for 18 years. He also taught courses at the Teachers' College at Brock University to student teachers of Italian and Spanish. He is the author of a four volume Spanish textbook known as *Spanish, Bit By Bit*® which is in use today in the District School Board of Niagara.

Robert's travels take him often to France, Italy and Spain. His friends who reside in Chartres and Nice, France are regular contributors and constant collaborators in the French productions. Their names appear in the credits.

He officially retired in 1999, but frequently can be found in high schools in St. Catharines where he still enjoys being with and teaching young people. He is the father of three children who are active participants in classes of French, Italian and Spanish, and who are his most constructive critics.

In the mid 1980's, with the advent of computers in schools, it was clear to Robert that the computer was to become a powerful tool of instruction and the potential for its application in computer assisted language learning was enormous. Major stumbling blocks were present: the attitude that the computer was dedicated for math, business and science studies and consequently computer access time was non existent for language learning; the negative attitude present among most language teachers who failed to see the potential of the computer, but rather felt threatened by a machine that could usurp them; the never ending budget restraints that kept the acquisition of computers in the realm of wishful thinking. With strategies in place, time and perseverance, all of these were overcome and Robert is proud of the fact that he retired leaving behind a language department

where computer assisted language learning was integrated into the curriculum, language classrooms with lots of computers accessible to students and regularly scheduled language classes in computer laboratories.

Between 1985 and 1995, it became more and more apparent that it was imperative for all disciplines to get on board and provide hands on computer access for students. The computers started appearing in schools followed by directives that students were to have access time, but here lay the greatest obstacle of all. There was no suitable software available for language learning. And so the task was undertaken to provide this.

The experiments with prototypes of simple programs written in DOS were met with excitement both on the part of Robert and the students who were thrilled to work at a key board. Soon they were reading a variety of stories and taking multiple choice tests according to their own schedule. A dozen different titles were being read and tested by thirty different students who were at different points of the stories. All the results were recorded automatically by the computer and the teacher was free to do more creative things. Entire lessons prepared by topics were to follow. The concept was simple: tutorial, exercises, bilingual dictionary, results stored for the teacher.

The result was to be a collection of DOS based programs still in demand today and marketed as Textbased Software: French, Bit By Bit 1, 2, 3; French Vocabularies, Bit By Bit; French, Bit By Bit: Le Passé; French Trivia, Bit By Bit. Spanish, Italian and German versions were to follow. Suggestions and recommendations from teachers and students continuously resulted in updates. This is a feature that is still a driving force in the creative process today. These programs, limited by the operating system bore the essentials still important today. The arrival of Windows 95 dramatically increased the possibilities. Sound, images, video were a possibility. The five basic skills in language learning (hearing, speaking, reading, writing and communicating) could be successfully achieved through computer based learning.

The original intent of providing quality software intended not to simply entertain and which had at its core pedagogical significance was resulting in a positive learning curve for Robert's and his staff's students who were clearly benefiting from the direct application of the software, plus from the psychological satisfaction on the part of students, parents, administrators and fellow colleagues who knew we were on the cutting edge. The Ministry of Education was contacting Robert's school to get information; teachers from other jurisdictions were visiting the Collegiate's language labs. It was from this that Tutor Enterprises was born.

Tutor Enterprises is a Canadian company that produces and markets a variety of software and ancillary products. Tutor Enterprises has been in operation for the past twenty years. Its software is being used in Canada and the USA primarily, and through its international distributors has found its way to Europe and even as far away as Algeria, Russia, Argentina.

Tutor Enterprises' software is a process in motion. It is constantly evolving and periodic updating is a norm. For example, In 2004, as a result of suggestions and requests, and subsequent revisions, ***French, Bit By Bit Multimedia*** has physically grown by 33% and many seen and unseen features have been incorporated. It is now know as ***Gold Edition***.

Tutor Enterprises' current project is a parallel production for Spanish in collaboration with retired Professor Juan Fernandez, one of the founding fathers of Brock University. This promises to be one of Tutor Enterprises' best productions and it is anticipated that it will be well received primarily in American schools and on the US market in general.

Tutor Enterprises prides itself in working closely with students and educators. We would be pleased to adapt our software in order to meet a school board's needs. Our offer of a second custom title page for school boards for no additional fee is our recognition of the wish on the part of educators to work with developers to achieve a product that meets their need and also reflects their jurisdiction. In this

respect know that Tutor Enterprises is receptive to requests of collaboration in order to adapt and modify programs as required by a school board. We are available to work with school board coordinators, educators and technicians with the purpose of achieving their end goals. This is available on a contractual basis.

Robert Gaiero is the team leader and president of the company. The company is based in St. Catharines, Ontario, Canada where he resides with his family.

Tutor Enterprises products are sold directly to buyers through its website

www.softwareforlanguages.com

These products are available directly from Tutor Enterprises and are distributed by major distributors such as Tralco Educational, Poster Pals, Oui For Kids, Mastermind Educational

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