
AATF National Bulletin

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TEACHING FOR COMMUNICATION

Sandra J. Savignon



Foreign language methodologists concerned with drawing the attention of the profession to the need for spontaneous, meaningful language use in the acquisition of a second language have made the distinction between *linguistic competence* and *communicative competence*. *Linguistic competence* may be defined as the mastery of the sound system and basic structural patterns of a language.

Communicative competence may be defined as the ability to function in a truly communicative setting that is, in a spontaneous transaction involving one or more other persons. As most experienced teachers will acknowledge, it is one thing to *know about* a language—verb forms, vocabulary items, basic grammatical patterns, and the like—and quite another to *know how* to use it effectively in a conversational exchange with a native speaker.

Imagine for a moment a student of French who has been asked out to dinner in a Paris restaurant or, to use an example on this side of the Atlantic, who has agreed to serve as an interpreter for a visitor from Rouen. The likelihood that any one of the phrases or expressions from his French I textbook will fit his particular situation is slim, if indeed he can even recall them! His chances of being served what he wants, or of giving the right information to the visitor, are much greater if he has learned *strategies* to cope with the linguistic disadvantage at which he inevitably finds himself:

What do I do when I don't understand?

What if I can't think of a word?

How can I overcome my embarrassment at not speaking fluently?

Self-assurance in real-life situations such as these comes not from repetition of patterned phrases but from *first*, understanding of what it means to communicate, and *second*, lots of practice in doing so.

The point is, all our students, no matter how long they study a second language, will find themselves eventually in the real world, outside the classroom, to discover they don't know "all" of French, or German, or Spanish, etc.

They will have to make do with what they do know. How much better for them, whether they study a language for six years or for six weeks, to have had the opportunity for spontaneous interaction in the classroom with their teacher's encouragement. How much better to have learned that it is unrealistic to expect to respond in perfectly pronounced patterns to completely understood requests. In any second-language learning there is much starting, stopping, repeating, and reflecting. Sounds are mispronounced; patterns are less than exact. What counts is getting the message across.

Most important to the learner's progress in developing communicative competence is a variety of activities in which the student can use the second language in unrehearsed, novel situations requiring, on his part, inventiveness, resourcefulness, and a good bit of aplomb. These are the activities which most closely approximate the real world of the second-language learner. They let him see just how well he could get along if certain situations came up. They let him measure his progress against criteria which he knows to be more real than weekly grammar quizzes or dialogue practice. Most importantly, perhaps, they let him experience for himself both the understandable apprehensions and increasing exhilarations of self-expression in another language. This experience will take him beyond verb forms and vocabulary lists—so easily forgotten as years go by—to more lasting insights into language and language use. With these insights he will better understand the special needs and feelings of all those persons in our society and abroad who seek to cross linguistic barriers.

You can help your students take the first step toward an understanding of second-language learning and at the same time prepare them for real-language activities by discussing with them the subject of communication in a second language. Have them think for a moment about exchanges they may have had with non-native speakers of English. How did they know they were talking to someone who had learned English as a second language? What kinds of "errors" did the person make—pronunciation, vocabulary, or grammar? Did these non-standard forms interfere with meaning? Did some interfere more than others? What have been your students' emotional reactions to the non-native speech of persons they have known? Were they impatient at any difficulties they may have had in understanding? Or did they find the differences "quaint"? Or "amusing"? Have they had different kinds of feelings toward non-native speakers of different ethnic backgrounds? Was this due to the way they spoke or to feelings the students may have toward the ethnic group with which they identify a particular "accent"? Can they think of entertainers and other well-known persons who have a foreign accent? What is the effect? Do they think the accent may be deliberate in some cases for the impression it creates? _____ (continued)

Your discussion should then go to a discovery of what is ultimately important in determining the success of an exchange. If they were trying to get some information from a Frenchman who knew only a little English, how would they want him to respond? If he didn't understand their question, would they want him to just stand there and shake his head? Or should he try to repeat, or ask them to repeat? Are there gestures or other forms of non-verbal communication that would be useful in helping them to get their meaning across?

You should then explain that real-language activities are concerned with just that—getting meaning across as effectively as they can, using every means at their disposal. They should not be overly concerned with completeness or the *mot juste*. Circumlocution is not only permitted, it is desirable if it furthers communication. Gestures will be useful. If they are not sure of a pronunciation, they should go ahead and try it anyway; maybe it will be understood. An English word with a French (Spanish, German, etc.) pronunciation may even get them by—there is, after all, *le Coca-cola, le tee-shirt, le stéréo!* In these real or simulated communicative settings, it is *what* they say that counts, not *how* they say it.

"What!" some of you are surely responding to that last statement, "not be concerned with how they express themselves! Why, throughout my own professional preparation, I was always concerned with accuracy and propriety. And I hope to instill the same respect for the French language in my students. How can I permit them to say whatever they want and let it go uncorrected?"

Your reaction is understandable. Most of us who have been in the foreign language classroom within the last twenty years or so, whether as a student, teacher, or both, have learned to place great importance on linguistic accuracy. Beginning on a wide scale in the late 1950's proponents of the audio-lingual method stressed near-native speed and pronunciation in first-year students through the use of dialogue memorization and repetition of patterned respon-

ses. The number of phrases introduced was purposely limited with, again, the emphasis on accuracy. Above all, teachers were cautioned against moving too quickly lest the material not be "mastered." Under no circumstances were students to be allowed to express themselves in an area in which they had not had previous drilling. Truly spontaneous or creative language use was postponed until the later stages of language learning, typically the third or fourth years of high school study or later.

The intent was that students would reach a degree of familiarity with the materials presented which would then allow them to recombine patterns and vocabulary in a pseudo-communicative context (a sort of role playing modeled after the situation in a sample dialogue). In fact, however, most teachers never reached the recombination activities at the end of the unit. Conscious of having to complete a specified number of units by the end of the term, and concerned with student mastery of the basic material, there just did not seem to be time enough. Those teachers who did try to make time for students to use the patterns they had practiced in more authentic, true-to-life situations were in for a surprise. When put on their own, the majority of students simply could not readily use patterns and vocabulary spontaneously and fluently in a novel situation. There was much stumbling and hesitation, sometimes long and very complete silence. It is no wonder that a good many teachers found dialogue recitation to be a more convenient and face-saving way to test speaking ability!¹

The expectations created in the minds of both students and teachers by the audio-lingual method in its many variations have been essentially unrealistic. They have led to a good deal of disillusionment and discouragement. Teachers look upon "mistakes" in the speech of their students as a sign of failure, either on their part or their students'. Students are embarrassed or ashamed of their stumbling, anglicized utterances, expecting, rather, to be able to respond in complete sentences with near-native fluency.

Yet in looking back at their own experiences—as they were learning a second language, or subsequently in the front of the classroom—many teachers know that the first attempts to really express one's own ideas in a foreign language are accompanied by lots of false starts, groping for words, and outright blunders. It's the same whether you have studied a language for one year or five. Once on your own, it's a whole new ball game. These same teachers may also have noted that it is not always the "best" students who go on to perform well in an unstructured situation. They themselves may feel they know a lot about the language they teach and are very competent to present syntax, pronunciation, and vocabulary; but their self-assurance may vanish when confronted in a social situation with a real live native speaker.

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In my own experiences with teaching and testing for communicative competence, I have found that students who were given the opportunity for innovative self-expression from the very beginning of their study of French far outperformed students who had not had the benefit of such experience in situations requiring spontaneous interaction with a native speaker. This in spite of the fact that both groups performed equally well on standardized tests of proficiency in French. The implications of these results are important. First, they suggest that the standardized tests on which we frequently base student grades or determine college placement are not a valid measure of a person's ability to use a foreign language in an authentic transaction. Second, it is apparent that innovative self-expression in which a student is encouraged to use creatively the language he is learning, regardless of errors, in no way decreases his linguistic accuracy.²

Of equal interest to foreign-language teachers along with student achievement is student attitude. All of us work best and stay longest in activities which give us a sense of accomplishment. The reactions of my beginning students to the opportunity for spontaneous use of French have been ones of enthusiasm and gratitude. Students frequently mention the confidence gained: ". . . the sessions especially gave me confidence in myself that I really could talk to someone in French;" ". . . I was able to get a better idea of how to express myself with limited vocabulary;" "These sessions taught me to say what I wanted to say instead of book conversations."

The comments of other beginning French students *not* involved in any systematic program to develop communicative skills offer further encouragement. Their reactions to a final examination-requiring them to converse spontaneously with a native speaker indicate that these students, too, would welcome the opportunity to use French creatively throughout the term:

"I thought [the test] was fun, but very challenging. It doesn't seem as though we've had enough practice speaking off the top of our head. Until this evening, I was never forced to say anything except answers to questions or substitute phrases . . . there was no need to search for words . . . they were supplied. I wish we were forced to do this more often. This is what a language should be."

"It seems very difficult, but it is the first time I have had the chance to actually express myself in French . . . I feel I have an "A" in French 101 writing, reading, and grammar, but an "E" [failure] in actually having a practical knowledge of the language."

"If this is an easy test, I just found that I couldn't talk my way out of the airport if I flew to France."

There are a variety of classroom activities which not only encourage but *require* spontaneous language use in the classroom. Role playing, discussion topics, and games all represent strategies for providing the emotional involvement necessary for authentic interaction in the classroom. Not all activities are suited to all students at all times. Some students, the natural actors, will particularly enjoy the role playing. Encourage them to create their own scenarios. (These should be unrehearsed, *commedia dell'arte* type sketches, *not memorized dialogue*.) Others will prefer small group discussion where there is no pressure on a particular person to speak at any one time. Try to respect individual differences as much as you can. Let each student find a sense of achievement in whatever kinds of language activities he enjoys most.

As they begin the role playing, games, and other activities, many of your students will be naturally shy. Many of them are ill at ease performing extemporaneously in English, let alone in a second language. You can help enormous-

ly by 1) not criticizing their efforts, and 2) relating to them in as friendly, authentic a manner as possible. This is not the time to correct grammar or to ask for complete sentences. Try, just for the moment, to forget you are a language teacher and to listen instead as an interested participant. If you don't understand a statement addressed to you, let the other person know. Ask him to repeat or to explain, if he can. Or you can restate what you thought you understood for his confirmation. Be helpful, be honest, but never hurtful.

Students will want to say things for which they have not yet learned the words. Encourage them to ask you for the words they need. The best time to learn a new word is when you really want to know it. You are not expected to know every word either, of course. If someone wants to talk about threshing machines, and you have never spent any time on a mechanized farm in a country where the language is spoken, chances are you will have to look it up. If there is no time for that at the moment, call it "threshing machine" and try to describe it so a foreign speaker could understand.

There are lots of words and expressions that you can give your students to help them save face on those numerous occasions when they can't think of a word or need time to collect their thoughts. There may be second-language equivalents of "thing," "whatchamacallit," etc., which can fill in for just about any concrete noun. *How do you say . . .*, *Will you please repeat . . .*, *I'm sorry, I didn't understand . . .* are necessary phrases to have in your repertoire if you are to let a fast-speaking native know just how much he is getting across. Equivalents for *let's see . . .*, *I mean . . .*, *um . . .* and other such expressions serve to keep the conversation going while you pause to get your bearings.

A single gesture sometimes says more than a thousand words. Show your students the typical gestures you know and use them yourself. Handshaking, shoulder shrugging, fist waving, and lip pursing all have their place and are fun to learn.

Exploit the resources of your community to create the occasion for authentic communications. Perhaps there is a visiting exchange student living nearby. There may be professional people who would enjoy coming to the school to talk with students. You need not be concerned that their accent is unfamiliar or their language too advanced. Let your students handle the situation as best they can. The more authentic the better. (continued)

AATF Placement Bureau

Attention Administrators and Job-Seekers

The AATF Placement Bureau solicits your patronage. We give dependable same- or next-day service in sending out dossiers, whether the request comes from a registrant or from a hiring official. We advertise vacancies—at no charge to the advertiser—and mail out a list of vacancies to all our registrants on the first of each month. Our files are permanent; once established, a registrant's dossier can be re-activated at any time in the future upon payment of the annual fee. We charge no commission beyond our flat registration fee.

The AATF Placement Bureau is the only agency in the United States engaged exclusively in placing teachers of French. If you are looking for a position, or trying to fill one in your department, contact us for information at 57 East Armory Avenue, Champaign, IL 61820. Or telephone (217) 333-2842.

Explore the possibility of small group activities that bring together students from different levels of language study. Many games and discussions are more fun a second and third time with different participants. The more advanced students can serve as resource persons when you are not there; and the satisfaction they will gain from explaining something to someone else is important to their own motivation for continued study.

Don't overlook the contributions technology can make to communication. Local radio and television programs in the second language exist in many communities. If not in yours, have you thought about using a short-wave radio? More and more schools are successfully incorporating broadcasts from other countries into their programs. They offer up-to-date commentary on a variety of topics in language that is fresh and real. Some teachers with a ham radio operator's license let their students transmit in the language to points around the United States and Canada.³

The telephone is a readily accessible means for providing additional occasions for conversation. You might want to set up a system of "phone pals" whereby students exchange messages with each other or with native speakers in the community. You could conduct a telephone clinic one hour a week in which you answer any questions put to you in the second language including, as an incentive, questions on the content of the next day's quiz.

Learn to relax about your own "errors." Unless you are a native speaker, chances are you make them. Don't let that keep you from talking spontaneously with your students. You will get better with practice, and, more importantly, you will be allowing them the practice *they* need to improve. Don't be afraid to admit it when you don't know a word or a pronunciation. Your frank admission of what you do and don't know will make you that much more credible in the eyes of your students. It will ultimately serve to give your students confidence that they, too, can learn the language.

Use the first five minutes or so of every class period to talk with your students in the second language about things of interest to them. The things they talk about spontaneously among themselves before the bell rings are a good clue as to what really interests them. If you, too, chat with them in English before the bell, try to continue the same conversation in the second language. This has the advantage of giving you a topic to discuss on which you've already had some warm-up. Ideas have been expressed, differing points of view noted or perhaps an amusing or dramatic anecdote begun.

Use the second language to talk to your students about the things that concern you all in the day-to-day classroom routine. Discussions of assignments, corrections, class activities, and so forth constitute the most natural opportunity available for authentic communication. Make the most of it.

AATF BUREAU DE CORRESPONDANCE SCOLAIRE

The Bureau de Correspondance Scolaire currently has a sizeable backlog of 12- to 15-year-old French boys (especially 12- and 13-year olds) who would like to write to American boys in the same age group. If you have younger boys in your French classes who would like to have penpals in France, the BCS can provide immediate service. The charge is \$0.50 per name matched. Send orders or requests for information to the AATF Bureau de Correspondance Scolaire, 57 East Armory Avenue, Champaign, IL 61820.

Finally, do everything you can to get to know your students as individuals, with lives and concerns that extend far beyond the four walls of the language classroom. You might ask them to fill out a three-by-five card at the beginning of the term indicating their special interests, any jobs they may hold, musical instruments they play, and other talents. This information will give you a headstart in helping to make class activities more meaningful to all of you.

Once you and your students begin to use real-language activities and to understand their value, you will no doubt find contexts which have particular meaning for you, your class, and your community. Above all, remember that for it to be real, communication must be a personalized, spontaneous event. It cannot be programmed. Only you can make it happen.

University of Illinois

(This paper was delivered at a plenary session of the Fourth International Conference of the Ontario Modern Language Teachers Association and the New York State Association of Foreign Language Teachers, Toronto, February 28, 1975. It modifies slightly an earlier article, "Teaching for Communication," in R. Coulombe, J. C. Barré, C. Fostle, N. Paulin, S. J. Savignon, *Voix et Visages de la France: Level I, Teacher's Edition*, Chicago: Rand McNally & Co., 1974, pp. T13-20. Readers interested in applications for French may refer to the real-language activities included in this text. A Spanish edition with similar applications is forthcoming.)

¹In one survey of methods of testing speaking skill at the high school level, 93 per cent of the teachers questioned reported basing their evaluations primarily on the recitation of memorized dialogues. For a complete report, see Theodore B. Kalivoda, "Oral Testing in Secondary Schools," *Modern Language Journal*, 54 (May 1970).

²The research referred to here, along with the students' comments quoted below, is described fully in my book, *Communicative Competence: An Experiment in Foreign-Language Teaching*, Montreal: Marcel Didier, Ltée., 1972. This volume includes a detailed account of the teaching and testing procedures I established as well as a statistical analysis of the results of an experiment I conducted at the University of Illinois at Urbana-Champaign.

³For an introduction to the use of radio in the modern language classroom, see Robert J. Nelson and Richard E. Wood, "Radio in Foreign Language Education," ERIC/CAL Series in Applied Linguistics, Arlington, VA: Center for Applied Linguistics, 1975.

THE 1976 PHILADELPHIA MEETING

The Philadelphia Chapter of the AATF extends a most cordial welcome to all those members who plan to attend the Bicentennial Convention in Philadelphia, December 27-29, 1976, at the Benjamin Franklin Hotel. Come early and stay late!

Early arrivals on December 26, and those remaining until December 30 or later, will find a variety of interesting historical and cultural tours and attractions available to them individually or in groups.

A partial list follows: Old Philadelphia—Independence National Historical Park, Society Hill, the French influence; the Rodin Museum, the Philadelphia Museum of Art, the Pennsylvania Academy of the Fine Arts, Valley Forge National Park, Longwood Gardens (conservatories).

The ideal location of the Benjamin Franklin Hotel places most historical sites only a few minutes away by foot. Please visit the Hospitality Desk of the hotel upon your arrival for detailed information and tour reservations. See you in Philadelphia!

TEACHING FRENCH AS A WORLD LANGUAGE

John D. Ogden

French is no longer the language of France alone. If one considers its use as a *langue véhiculaire* there are more speakers of French *outside* of France than there are in France. In the near future there will be more speakers of French outside of Europe than there are in Europe—in Africa, in Canada, in the Caribbean, in the Near East, in Louisiana.

French is no longer the vehicle of expression solely of a sophisticated, refined, and highly artistic European culture. It is the means of expression for a number of equally rich cultures of diverse origins: African, Canadian, Maghrebian, Haitian, Lebanese, Malagasy, and Tahitian. Each of these areas has its own distinct traditions, many of which were articulated originally in other languages but which are now also being voiced in French.

Consequently it is no longer accurate to teach French as the language of France alone. It does not correspond to the reality of French as a world language. No one will deny the merits of French culture and the benefits derived from studying it. No one should deny the validity of teaching French as the language of many other nations and peoples simply because the language originated in France and developed there first. It would be specious to argue that English should be taught as the language of England alone, or that Spanish should be taught as the language of Spain alone. Why should this argument be applied to the teaching of French?

Teaching French as a world language has not only great intrinsic merit in terms of conveying a truly global perspective, but it also offers the student more reasons for studying French. AATF President Douglas Alden remarked in a speech at the 1975 convention that Spanish has replaced French as the most popular foreign language because of the social preoccupations of young people. They perceive Spanish as a means of communication with an important ethnic minority and as a valuable asset in the commercial world. French, on the other hand, remains for them "incrusté dans de vieilles traditions 'adultes,' celles de la culture en général." We, as teachers of French, have a responsibility to expand our students' awareness of the role and value of French.

If high school and college students today realized that French is not only the language of Paris and France, of *haute cuisine* and *haute couture*, but also the official language of seventeen African nations, of more than five million Canadians directly north of us, of more than one million Haitians and other Caribbean peoples directly south of us, of many educated Vietnamese, Laotians, and Cambodians, that it is the second language of three Arab nations and an official language of the United Nations, perhaps they would discover that the study of French is neither esoteric nor frivolous. They would know that French is more pertinent to Black Studies than Swahili, that French is useful for travel to more than just Paris, that French conducts business transactions to the north and to the south of us, that it is the language of much of the "Third World" and a medium of diplomacy and debate in the United Nations and other international organizations. They would find that French is a working language of the European Common Market.

Through an international and multicultural approach, the study of French becomes closely identified with a number of ancillary disciplines such as geography, history, anthropology, cross-cultural studies, and current events. Students will more readily perceive the close relationship between French and these other areas of interest, and French will become more "relevant" for them. Each of these related areas can, of course, legitimately serve as a focus for class activity, enabling the students to learn about and discuss them *in French*. The study of the language thus acquires an interdisciplinary dimension.

None of this would detract from or destroy the traditional value of studying French, or any language, for general culture. However, a world-wide approach to French would help to lessen the elitist image that has come to be associated with the language. It would reveal to students of varied backgrounds and interests additional reasons for studying French.

One important *caveat* is in order at this point. If the world view of French is to broaden the awareness of new students, it must be presented from the first day of the first year. If this approach is to influence students who currently have no interest in learning French, it must begin *outside* the classroom. Techniques as simple as bulletin board displays or discussions with counselors might serve this purpose. To wait until the third or fourth year is only to provide a little exoticism to students who have taken French for all the traditional reasons.

A critical problem in presenting French as a world language, especially at the elementary level, is the lack of materials. To remedy this, the National Endowment for the Humanities has recently awarded a two-year, \$32,797 grant to the University of Michigan-Flint to fund the development of secondary school level multi-media curriculum materials to enable French to be taught as an international and multicultural language. The Project Director for the grant is Dr. John Ogden, University of Michigan-Flint; the Project Associate is Dr. Georges Joyaux, Michigan State University.

The project will concentrate on five major areas outside of Europe where French is spoken: 1. North America (primarily Canada, but also including New England and Louisiana), 2. the Caribbean (Haiti, Guadeloupe, Martinique, and French Guiana), 3. sub-Saharan Africa (sixteen nations, plus Madagascar and smaller islands in the Indian Ocean), 4. North Africa and the Near East (Morocco, Algeria, Tunisia, and Lebanon), 5. Asia and the Pacific (Laos, Cambodia, North and South Vietnam, New Caledonia, and Tahiti).

The materials themselves will consist of visual aids, tapes, and reading selections for each of the regions. For every region there will be twenty to thirty slides or film-strip frames depicting characteristic aspects of that particular civilization. They will show historical monuments and sites, typical art forms, life styles including such things as dress, housing, trades, industry, and agriculture, religion, and education. Both traditional and modern dimensions of the countries will be shown.

Accompanying the slides or filmstrips for each region will be a pamphlet containing an explanatory paragraph, in both French and English, about every picture. This will enable the teacher to use the materials at either an elementary or advanced level.

To present a graphic view of the French speaking world there will be maps of *la francophonie* as well as of the five individual regions. These may be in the form of ditto masters to enable the teacher to prepare copies for his or her class, or in the form of transparencies. (continued)

1977 AATF SUMMER SCHOLARSHIPS

The auditory component will consist of two tapes for each area. One will have music representative of each locality, both traditional and modern. An accompanying pamphlet will contain the lyrics for the songs. This will provide the teacher with the capability of using the songs simply for listening pleasure, for audio comprehension, or for grammar and vocabulary drill.

The second tape will give representative samplings of speech from each area, including both the local patois or dialect (such as Joul in Canada, or Creole in Haiti) and "international French." This will enable students to appreciate the variety of French in the world, belying the myth that only "correct" or "Parisian" French is utilized by native speakers of French. An accompanying pamphlet will analyze the dominant linguistic traits of each region, drawing upon the tape for illustration.

The third component will be an anthology of writings from each area. The selections will draw in large part upon newspaper and magazine articles relating to sports and newsworthy concerns in each area, as well as essays. There will also be literary selections. Each selection will have appropriate pedagogical apparatus such as facing-page vocabulary, explanatory notes, as well as content and discussion questions at the end. The texts will be graded from early intermediate through advanced levels. A brief introduction in English will precede the selections for each of the five regions. A selected bibliography will allow the teacher or the students to pursue their interests in a particular subject.

This kit of materials is designed to provide a comprehensive introduction to the French-speaking world. It does not offer a methodology, but proposes to supplement texts and materials already in use. Some suggestions of tested uses for the materials will be available, especially for the elementary level where it is most difficult to introduce them. It is hoped that, by treating the geography, music, language, culture, and literature of each region, there will be something of interest to all students.

Since many high school teachers lack a background in the French-speaking world outside of Europe, the project provides that several workshops will be offered at conferences on the national, regional, and local levels. In addition the University of Michigan will offer a graduate level course on "French as a Multicultural Language," designed to acquaint teachers with the historical, cultural, and linguistic characteristics of the various regions of the francophone world.

Through this approach to French it is hoped that, ultimately, it will cease to be considered a useless frill. Perhaps in time it may come to be perceived as an entrée to a global network of nations and cultures that should be the intellectual domain of any educated person.

University of Michigan-Flint

OUTSTANDING TEACHER AWARD

Dr. Bernard M. Pohoryles, Pace University, New York, was presented with a plaque as the Outstanding Teacher 1975-76 by the students and alumni of the Pace Chapters of the French National Honor Society (Pi Delta Phi) and the Romance Languages National Honor Society (Phi Sigma Iota). The award was made during the annual student-alumni-faculty get-together at Pace, New York.

Dr. Pohoryles will also be recognized by *Who's Who in the East* and *Men of Achievement* when his name is listed in the upcoming editions of these publications. He is treasurer of the Metropolitan (New York) Chapter of the AATF.

In the summer of 1977, the French government, thanks to the French Cultural Services, will again offer a *stage de perfectionnement* at the Faculté des Lettres of Avignon for twenty American teachers, members of the AATF. A complete description of the AATF Summer Scholarships for this stage (and others) appears in the October 1976 *French Review* (p. 126). Please consult this description, if you are interested in applying for a scholarship, before filling out the application form reprinted in this issue of the *Bulletin*.

Note that applicants must be currently engaged in teaching and plan to continue teaching French during 1977-78. They must also have been a member of AATF for at least three consecutive years, i.e., since January 1, 1974. No exceptions to these two conditions can be made. Completed application form and two letters of reference must be returned to your chapter president no later than January 5, 1977.

Below we reprint a report on the 1976 Avignon *stage* submitted by Mrs. Marcia Fenton, Haverstraw, New York, one of the twenty 1976 Summer Scholarship winners.

In the spring of the Bicentennial year, I received notice of an award from the French government through the American Association of Teachers of French which was to include round-trip flight, tuition, and room and board for graduate study in Avignon during the month of July. I was to be, if I accepted, one of twenty recipients, teachers from sixteen different states from Alabama to New Mexico.

After a champagne luncheon-reception in our honor at the French Embassy on July first, the twenty teachers and their leader (pronounced "lee-dare") the almost unflappable Anne Slack, were chauffeured to Kennedy airport in appropriate conveyance: a yellow school bus! Perhaps the state of the economy has also affected foreign embassy budgets.

The bumpy, hot ride to Kennedy included the inevitable tie-up (*embouteillage*) on the Van Wyck, and at DeGaulle airport in Paris it continued, after the six-and-a-half-hour flight, with a less bumpy but equally hot ride on the auto-route (including *embouteillages*) to Avignon. It was two a.m. in New York when we ascended the small bus in Paris; eleven and one-half hours later, we arrived, sweating and in jet-lag haze, at the Séminaire des Jeunes, our lodgings for the next four weeks. The seminary, a young boys' boarding school in season, was a "new" building, i.e., less than five hundred years old; in this City of the Popes, whose palace was first inhabited in 1334 by Benoit XII, our respective guardians of sleep would be hovering about (too infrequently, *hélas!*) in very spiritual surroundings.

Our beds, young-boy size, were either in stark rooms with sink, or in the *boxes* (legitimate French word, pronounced "bux"), monks' cell-type structures, some without doors, all with no enclosed ceiling. The plywood separations (*murs*) enabled me to hear the colleague on my right attempting to move his six-foot, six-inch frame into a less uncomfortable position on the child-size bed, the neighbor from Alabama on my left uttering interesting sounds into a tape recorder for his phonetics class, the delighted cries of

APPLICATION FOR AATF SUMMER SCHOLARSHIP 1977

Before Filling Out, Please Read Description in the October *French Review*

Name _____ Country of Birth _____
(Last) (First) (Middle)

(Give maiden name if pertinent to verification of membership)

Date of birth (for Avignon applicants) _____

Address _____
(Number and Street) (City) (State) (Zip Code)

School/College/University _____ Address _____

French level taught: Elem ____ Second ____ College/University ____ Rank ____ No. of French classes ____ No. of French students ____ Other subjects taught _____

AATF Chapter _____ President _____

Continuous member of AATF ____ years (minimum required—3 years from 1-1-74)

Interest (Indicate order of preference: a, b, c, d):

- _____ Monetary grant only (No. 1 in description)
- _____ Travel grant plus study at Pau (No. 2)
- _____ Africa (No. 3)
- _____ Avignon (No. 4)

Have you ever received a Summer Study Scholarship from the AATF? ____ yes _____ (date)
____ no

Have you ever received a Scholarship from the French government? ____ yes _____ (date and place)
____ no

Academic Background

<u>Institution</u>	<u>Credit Hours in French</u>	<u>Degree</u>	<u>Date</u>

Foreign Travel (when, where, how long)

Teaching Experience

<u>Years</u>	<u>Schools</u>	<u>Years</u>	<u>Schools</u>

• Supply a statement on each of the following:

- (1) How this experience would improve your ability as a teacher of French.
- (2) Your professional plans for the future as a teacher of French.

• Have two recommendations sent to your chapter president:

- (1) One from your principal (department chairman, if teaching in College/University).
- (2) One from another person who is familiar with your work and ability.

• Please attach a *detailed* plan of your proposed summer in France/Africa. Failure to do so will result in rejection of this application.

• I certify that the above information is accurate.

(Signature of Applicant) _____

some sisters down the hall who, in examining some French lingerie, had discovered that a padded *soutien-gorge* is described as *balconné*, and various mysterious sounds made by ancient plumbing utilized by those of us suffering from a *changement de régime* and others attempting to avoid massive pile-ups of laundry and the expensive, time-consuming laundromat about one mile into town. One unforeseen result of the latter activity was the phenomenon of the "air-borne Levi's" (*les jeans volants*) which occurred periodically at window clotheslines during particularly violent manifestations of the mistral.

According to the scholarship terms, one was required to take all meals, except those on weekends, in the Seminary dining hall. This turned out to be something of a religious experience, with cries of "oh mon Dieu, what is that?!" and "oh Jesus, that-looks-like-a-worm-in-the-bread-and-I-just-took-a-bite-thank-God-it's-still-moving."

Classes at the Faculté des Lettres were generally interesting, occasionally exciting and moving, always educational. During one course Alfred Simon, a well-known critic and analyst of twentieth-century French theater, explained the possibilities of the Theater Festival and of one play in particular, index finger waving violently in time to the rhythm of his phrasing: "Ou bien ça sera *inoubliable*, ou bien ça sera de la merde!"

The phonetics professor, an otherwise sane and intelligent man, agreed (in long sleeves and shirt buttoned to the neck) that one could, in principle, open the door and window of the stiflingly hot classroom, but one would certainly, thereby, be attacked by a *courant d'air*: every Frenchman knows that one will catch a dreadful cold (*rhume*) if so much as touched by a draft, even in Provence on days when the temperature reached ninety-five degrees fahrenheit.

Two teachers of "French Civilization and Culture" taught, instead, "civilisation avignonnaise," which consisted, in the main, of endless hours of statistics concerning Avignon, and which added little to one's existence except some much-needed sleep; we were all grateful.

The Theater Festival of Avignon, which was born in the early fifties as the fulfillment of Jean Vilar's dream, began shortly after our arrival and changed the face and spirit of the city almost immediately. The American hippy scene of ten years past was now being played out, *à la française*, on the main Place de l'Horloge each evening. Guitar and harmonica players, hopeful for a few francs, would invade the cafes and restaurants (and one's sensibilities) during meal-times. Others attempted to sleep or nod off on the steps of the Hôtel de Ville and the Théâtre Municipal, or in the railroad station, a particularly sad and gloomy sight. Children begged on the streets, prostitutes were kept occupied, the amount of litter on the streets rose alarmingly, as did the canine population; dachshunds (*teckels*) are the national pet, it seems, and please tread carefully.

Shopkeepers became tense and short-tempered and taxi-drivers decried the lack of real "class" among the Festival visitors as well as the lack of quality of a theater that could place a *frigo* on stage to represent *l'Alaska*. Robert Wilson's "Einstein on the Beach," a five-hour "visual experience," was the hit of the Festival. Einstein did not appear in the play. A large seashell did. To be fair, after listening to the spontaneous opinion expressed by a French citizen who left the theater after two hours of opening night, I decided to forfeit my ticket and attend a performance of "Aida" in the magnificent Roman theater at Orange; a friend, who did attend four hours of "Einstein", loved the play and found it strangely absorbing.

In Orange, on stone tiers facing the statue of the emperor Augustus, I shivered in the mild mistral winds, but with

overwhelming joy, at Schippers' conducting, at Cruz-Romo's and Brumbry's singing, at being one of an audience of ten thousand, none of whom would permit a pin to drop during any of the four acts (ending at one-thirty a.m.), and most of whom recognized, with relatively refined giggles, the comic aspect of gymnasts performing during the triumphal scene, instead of camels, elephants, and the Egyptian army. At one particularly unskilled but flashy moment, a spectator was heard to shout clearly, "Bravo! Better than at Montreal!"

The four weeks in Avignon also included (at our expense) joyous performances of the Merce Cunningham dance troupe (twenty francs; tickets to most events cost twelve francs) and of Shakespeare's *As You Like It* (*Comme il vous plaira*) in the Cour d'Honneur of the Palais des Papes, dinner in the (deservedly) two-star restaurant Hiély-Lucullus, and swimming at the Holiday Inn(!) pool for the price of a drink (Perrier: \$0.60). The stage subsidized for us excursions to the stunning town of Les Baux, to the Camargue, and to the Vasarely Foundation at Aix-en-Provence where the artist himself spoke gently with us of his commitment to help provide artistically creative living environments for the populace.

We were invited to meet with the Inspector of Education for the Vaucluse, a Gallic gentleman who explained the complex French educational system in the clearest, most succinct manner I had ever heard, and on July thirteenth, to visit the village of Tavel (whose vin rosé we import in some quantity) with candle-lighted lantern parade, live music, liberal quaffing of Tavel's major export from innumerable wooden kegs, and formal induction of one member of our group into the green-velvet-robed and magnificently-chapeau'd Wine Tasters' Society of the village.

We spent the fourteenth of July watching fireworks bursting over the Rhône on patterns that lighted the sky and lightened our spirits. But we had spent our fourth of July in the courtyard of the Seminary, drinking wine, eating sausage, pâté, cheese, and fruit, and singing all of the American patriotic songs which often sound so "hokey" here, and which were gay, nostalgic, and extremely moving "over there." We ended, eyes moist, with the "Star Spangled Banner" and, in the presence of the very moved concierge and his wife, the "Marseillaise."

This scholarship student spent a fifth week in Brittany watching the sun set upon the sea (the view is different from that coast) and visiting a multitude of tiny ports, one of which had been a temporary home for Van Gogh and for Gauguin: narrow, crowded streets, Breton fishermen hauling in their catch, clear blue skies and diamond-sparked ocean, mysterious forests of menhirs, druidic spirits observing us from behind each standing stone. A housepainter and his family welcomed us to share a *pot* (wine, beer) with them inside their tent on the beach among dozens of other camping families, and platters of *langoustines* with mayonnaise sauce appeared on the table, just purchased at the dock five minutes away.

I add to this only the news, thirty-six hours before my flight home, of a domestic airline strike, resulting in an unplanned-for early departure to Paris by train (the compartment shared with an extended French family and some pungent *saucisson* and very ripe cheese), and the taxi ride to the airport next morning which ended in a cheery *bon voyage!*, a lengthy handshake, and fervent kissing on both cheeks by the driver, who warmly regretted my imminent departure and who was relieved for my husband, a man *libéral* enough to have given me the *permis* to spend five weeks away from him across an entire ocean.

The taxi-driver who would have gladly driven me through the streets of Paris in the early morning before taking me out to the airport, the usually grim concierge smiling as the Americans sang the "Marseillaise" that July fourth, the gentle Père Dujardin who, after the first Sunday mass I had ever attended in my life, warmly welcomed us into his home for coffee and biscuits, the shy and solitary Frère-Louis who rolled up his trousers and accompanied me, sometimes silent, sometimes speaking quietly of his youth, wading along the water's edge in the low tide of sundown in Brittany: they are all with me still.

Nineteen other Americans were also with me and shared much of this, yet they would surely tell it all in their own accents, each presenting very different images. A study/travel scholarship may or may not be a gift, depending upon the immediate exigencies surrounding one's life. Accepting such an award at age thirty-five has been a profound experience of a quality that would not have been possible ten years ago. It was all *inouvable*, in the deepest sense and, despite some moments of emptiness that arose at inexplicable times and that cannot be tossed off as either "loneliness" or "homesickness," I would gladly repeat those five weeks in all their myriad moods and colors.

August 27, 1976

CAL-ERIC Series on Languages and Linguistics

Unless otherwise specified, the following ERIC accessions, announced in *Resources in Education*, may be read in their entirety from microfiche at any ERIC library collection or ordered in microfiche or paper copy from the ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. Prices and ordering instructions are specified under each ED entry in *RIE*. For a list of ERIC collections in your area, contact User Services, ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington VA 22209.

Adler, Alfred, and Jean-Jacques Thomas. *Teaching French Transformational Grammar by Means of Computer-Generated Video-Tapes* (paper presented at the International Conference on Computers and the Humanities, Los Angeles, April 1975). 16 pp. ED 119 521.

This paper describes a pilot program in an integrated media presentation of foreign languages and the production and usage of seven computer-generated video-tapes which demonstrate various aspects of French syntax.

Enwall, Beverly, and Elizabeth Joiner. *En Français: A Supplement of Classroom Activities*. South Carolina State Department of Education, 1975. 123 pp. ED 119 477.

This classroom activity supplement is designed to accompany the *En Français* language instruction series (programs 1-13) used on closed circuit television in South Carolina. It is intended to enrich classroom follow-up of the film program and to provide a variety of activities and suggestions for teaching French language skills.

Giauque, Gerald S. *French Phonics for Americans*. 1976. 47 pp. ED 117 951.

This is the first phonetics book to be developed for use in first-year French courses. A concentrated comparative study of the sound-symbol correlatives in both the mother tongue and the target language makes the student aware of the similarities and differences of the sound systems of the two languages.

Hofts, Jan, et al. *Les Habitats: Culture Capsules in English for Use in Beginning French Classes*. Indiana University, 1973. 22 pp. ED 121 106.

Eight culture capsules describing various aspects of French housing are presented. Each capsule includes a French-American contrast and gives ideas for classroom presentation and student activities.

Miller, Virgil. *Promotional Ideas for Increasing Foreign Language Enrollment in North Carolina*. 1975. 16 pp. ED 121 091.

A number of promotional ideas used for increasing the state's foreign language enrollment are listed.

Morgenroth, Robert L. et al. *Progress Report on the South Carolina Market for Foreign Languages Study*. 1975. 37 pp. ED 119 471.

The Market for Foreign Languages Study was begun in South Carolina to ascertain both the state's projected needs for modern foreign language competencies and the state's foreign language resources over the next five years.

University of Minnesota Foreign Language Curriculum Units: 1976. 1975. 28 pp. ED 119 472.

The first University of Minnesota Work-In was conducted in 1971 in the belief that specially prepared and appealing materials would motivate students to study foreign languages longer. The preparation of culturally authentic materials was seen as a process of definition of objectives, selection of interesting activities, and evaluation of learning provided.

Free Publications from ERIC/CLL

A small supply of the following publications in the CAL-ERIC/CLL Series on Languages and Linguistics is still available free of charge:

ERIC Documents on Foreign Language Teaching and Linguistics: List Number 14. Peter Eddy and Kathleen McLane.

A Selected Bibliography on Sign Language Studies. Margaret Deuchar.

Translation as a Career Option for Foreign Language Majors. Royal L. Tinsely, Jr.

1977 AATF CONVENTION IN FRANCE

By now all members of the AATF have received in the mail a questionnaire concerning the 1977 Annual Meeting to be held in June in France. If there is any chance that you might attend this meeting, please do not neglect to return your completed questionnaire. We need your cooperation in order to arrange adequate transportation and lodgings for those who attend.

CONTEMPORARY FRENCH CIVILIZATION

Contemporary French Civilization, an interdisciplinary journal devoted to the study of French-speaking cultures throughout the world, will publish its first issue in November 1976. Published triannually in the fall, winter, and spring, the journal's first issue will include "In Quest of America: Six French Resistants in the United States—1945-47," by David Strauss; "The Louisiana French," by Jerah Johnson; "Idéologies et critique littéraire au Québec: la revue *Parti pris*," by Robert Major; and "A quoi ça sert de se révolter?" by Pierre Aubery. The *Dossiers-Documentation* section will include "A Thematic Approach to Twentieth-Century Music in a Civilization Course: Impressionism," by Bruce Carpenter; "A Research and Bibliographical Guide to French Sources in the Historic New Orleans Collection," by Robert Bush; and "The Occitan Movement: A Cultural Bibliography," by Klaus Engelhardt. Features include "Sartre Today: A Roundtable Discussion with George Bauer, Raymond Federman, Michael Issacharoff, and Michel Rybalka," and "Exhibitions of French Art: Past, Current, and Forthcoming," by Robert Beetem. Subscriptions (1 year: individuals, \$8.00, institutions, \$10.00; 2 years: individuals, \$14.00; institutions, \$18.00; overseas, add \$1.00 per year) should be sent to the Managing Editor, CFC, Department of Foreign Languages, University of South Carolina, Columbia, SC 29208. Manuscripts should be submitted to the General Editor, CFC, Department of Modern Languages, Montana State University, Bozeman, MT 49715.

UCSB SUMMER INSTITUTE

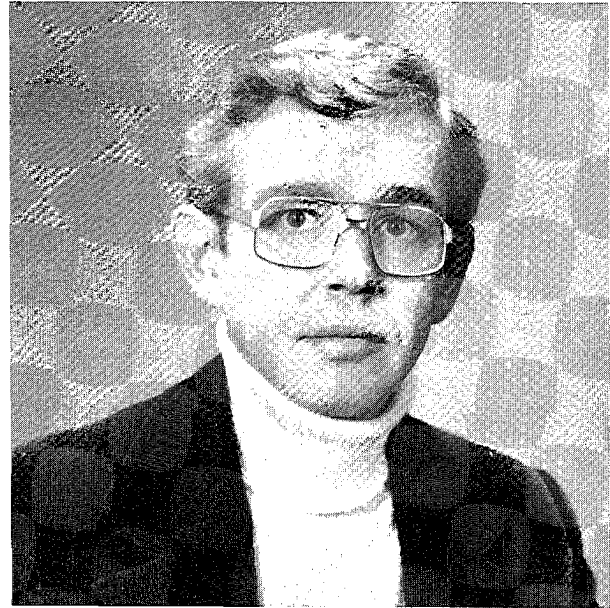
The Santa Barbara campus of the University of California announces the creation of a UCSB Summer Institute of French Language and Culture. A Master's degree in French from UCSB may be earned in three summers of study at this Institute. The first session will take place from July 1 to August 16, 1977. Students, faculty, and assistants will live at the Institute and speak only French both in and out of the classroom. An outstanding team of Frenchmen will form the nucleus of the staff and will include Claude Bourcier, Visiting Professor for 1977, Chevalier de la Légion d'Honneur, formerly Dean of Middlebury's Ecole Française; Andre Malécot, Director of the Institute, linguist and phonetician at UCSB; Maurice Rambaud, University of Paris, literary translator for Gallimard; and Marcelle Vincent, literary advisor for Gallimard and translator.

In contrast to the traditional M.A. in French, which stresses literary analysis and criticism, the curriculum will include advanced courses in speaking and writing the language and courses in several modalities of cultural expression (Fine Arts, Literature, Music, and Civilization), which will relate the contribution of France's leading artists, statesmen, and scientists to French society. In addition, a special seminar on a topic of popular interest will be featured each summer. This program will provide the secondary school teacher with the background necessary to go beyond the mere mechanics of the language in his own teaching and depict France as a living modern society with deep cultural roots, rather than as a tourist's curiosity. The M.A. requires 40 course units (no thesis).

Extra-curricular events and activities will include three theatrical performances, a *soirée de variétés*, concerts, lectures, films, and radio programs in French. Excursions and picnics will also be organized, and facilities will be available for horseback riding, tennis, swimming, and so forth.

For information write to Summer Sessions Office, University of California, Santa Barbara, CA 93106.

NATIONAL HEADQUARTERS



Stanley L. Shinall joined the AATF headquarters staff as editor of the *AATF National Bulletin* in September 1975. A full-time assistant professor in the Department of French at the University of Illinois, Urbana campus, he is coordinator of elementary and intermediate instruction in the department and is engaged in language and methods courses and the supervision of graduate teaching assistants.



Mrs. Ebba Hansen, seated at her desk in the Placement Bureau Office, is a part-time employee at the AATF National Headquarters. She has directed the affairs of the Placement Bureau ever since it moved to Champaign.



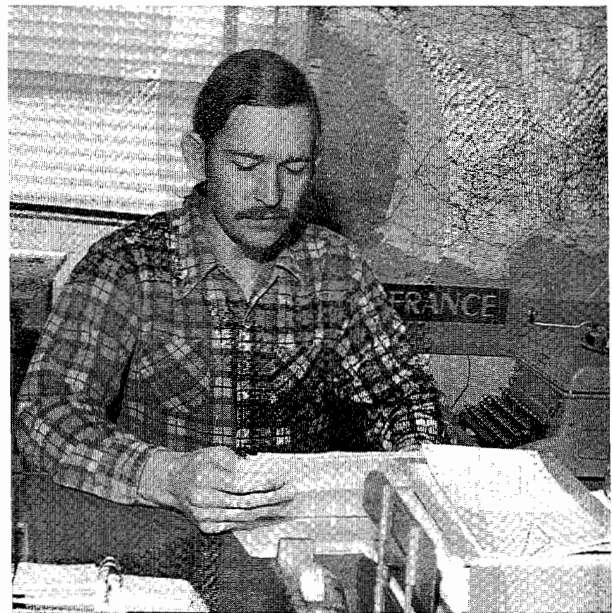
Steve Foster, national secretary-treasurer of the Société Honoraire de Français, runs the National Information Bureau and handles most of the correspondence for the Flights to France Program. Now writing his doctoral dissertation in French at the University of Illinois, Urbana campus, he is a graduate teaching assistant in the Department of French and has been a part-time employee of the AATF National Headquarters for five years.



The secretarial staff directly concerned with the membership list of the AATF consists of the two full-time employees shown above. Mary Kruse, right, processes membership renewals and changes of address. Julie Rohl, left, handles subscription renewals, new memberships, and student memberships. Besides these specialties, both of them participate in many and varied clerical activities as required by the needs of the office.



April Walsh, seated, is in charge of the Bureau de Correspondance Scolaire and assists Mrs. Hansen in the Placement Bureau. She has returned to the AATF this fall—she was a student employee in 1969-72—and also to the University of Illinois French Department, where she earned the M.A.T. in 1972, as a graduate student and teaching assistant. She was administrative assistant to the Illinois Year Abroad in Paris for two years. Roberta Goldberg, standing, an undergraduate French major at Illinois, spent last year in Paris and began helping April part-time in the BCS this fall.



Charles Kenneth Broadhurst, Jr., assumed the position of assistant editor of the *AATF National Bulletin* in May 1976. Ken has his M.A. from the University of Illinois French Department and has resumed graduate study and teaching there this fall. He was administrative assistant to the Illinois Year Abroad in Paris in 1974-75, taught English in Paris in 1975-76, and is the co-author, with Jean-Bernard Degorce, of a book published in France by Hachette, *Les Difficultés de l'anglais d'aujourd'hui*.

