
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 6, NUMBER 3 JANUARY 1981

CHAPTER RECRUITING 1980

National Headquarters wishes to congratulate the following AATF Chapters on their recruiting efforts for 1980:

Increase in membership by percentage, 1980 over 1979:

1. Oklahoma Chapter: 48% (24 new members)
2. Delaware Chapter: 32% (13 new members)
3. Hawaii Chapter: 30% (12 new members)
4. Washington-Alaska-B.C.: 28% (50 new members)
5. West Virginia: 28% (12 new members)

Increase in absolute numbers, 1980 over 1979:

1. Washington-Alaska-B.C.: 50 new members
2. Oklahoma Chapter: 24 new members
3. Connecticut Chapter: 20 new members

In addition, five other Chapters had increases of 14 members apiece.

President Georges Joyaux has sent congratulatory messages to the two Chapters that figure in both lists, Oklahoma and Washington-Alaska-B.C.

For 1981, we intend to make special awards of an *AATF Banner*, similar to the two now being circulated nationally from Champaign, to the two Chapters that succeed in significantly increasing their membership over 1980. One banner will go to the Chapter winning by percentage and one to the Chapter with the highest absolute increase. The smaller Chapters, those with membership under 50 or so, should have a good chance of winning by percentage, and the larger Chapters have the best opportunity of increasing their absolute totals. These two competitive awards are IN ADDITION to the other prizes announced by our Membership Committee in the November issue of the Bulletin, p. 10. Good luck with your efforts!

F.M. Jenkins
Executive Secretary

REWARD!

REWARD!

REWARD!!

For the *FRENCH REVIEW*, March 1980 (Vol.53, No.4), National Headquarters will pay \$2.25, plus fourth-class postage (59 cents), for the first 200 copies of this issue in UNMARKED CONDITION. Immediate payment upon receipt. Send to:

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Volume 6, Number 3

(January 1981)

Editor: James E. Becker

Reading Committee: Edward Allen,
Phyllis Dragonas, Mathé Allain

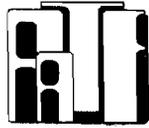
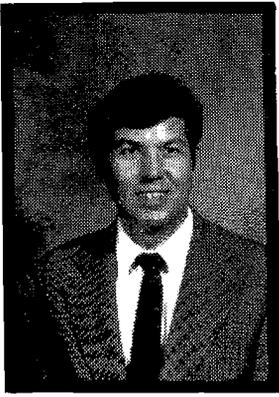
The AATF NATIONAL BULLETIN has its editorial offices in the Malcolm Price Laboratory School on the campus of the University of Northern Iowa (Cedar Falls, IA 50613). Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF NATIONAL BULLETIN four times a year (Sept., Nov., Jan. & April), as a service to its members in supplement to the official journal of the association, the *FRENCH REVIEW*. Subscription to the AATF NATIONAL BULLETIN is by membership in the AATF only. Second class postage paid at Urbana, Illinois. Office of Publication: 1002 West Green Street, Urbana, IL 61801. POSTMASTER: Send address changes to AATF, 57 East Armory Avenue, Champaign, IL 61820.



M. Joyaux cause avec Gilles Vigneault et M. Michel PLOURDE, du ministère de l'industrie de commerce au Québec.

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TO THE READER: Photos included in the BULLETIN were taken at the 53rd annual convention of the AATF held in Quebec City, Canada last June 26-30.



MEET THE NEW EDITOR:

Jim Becker is an assistant professor in the department of teaching at the University of Northern Iowa. In this role, he serves as department head of the Modern Language Department at the Malcolm Price Laboratory School (a K-12 enrollment of 750 plus). He is past president of the Iowa Chapter of the AATF, Editor of the State AATF NEWSLETTER, Associate Editor of the IOWA FL ASSOCIATION BULLETIN, a member of the executive council of the Iowa FL Association, State Membership Chair for ACTFL, the ACTFL representative in Iowa, a regional reader for FL ANNALS, the state Alert Network chair, a member of the Central States Advisory Council, and he belongs to several professional organizations, including AAUP, NEA, ISEA, ACTFL, IFLA, AATSP, and AATF. He is the coordinator of a statewide program that takes 50 Iowa H.S. students to France each March and director of a statewide language festival for 1,500 students held every two years. Becker has been at UNI since 1970.

CALL FOR PAPERS!

Northeastern University will host the fifth annual Center for International Higher Education Documentation Conference on May 14, 1981. This conference has as its theme "FOREIGN LANGUAGES FOR THE PROFESSIONS: An Inter-Cultural Approach to Modern Communications". Persons involved in new approaches in the teaching of languages for individual professions by colleges, universities and other organizations are invited to submit papers. These papers should deal with: 1) the relationship of the humanities to foreign language skills training for professionals; 2) innovative methodologies, curricula, and materials; 3) innovative strategies for identifying and reaching new clientele; and 4) language skills and international relations.

Contributions should treat such fields as: medicine, nursing, pharmacy and health, law, social service, government service, business, and education. A short abstract (one page double-spaced) is to be submitted before February 1, 1981. The final version of selected papers will be expected on or before April 15, 1981.

Abstracts are to be sent to: The Center for International Higher Education Documentation, Room 202 DG, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Specific questions may be directed to Professor Holbrook Robinson of the Modern Language Department; Tel. (617) 437-2234.

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* **CASSETTE RECORDINGS AVAILABLE OF** *
* **QUEBEC CONVENTION SESSIONS** *
*
* Through the generosity of the Government of Quebec,*
* National Headquarters has received recordings of almost*
* all of the sessions at our recent Convention in Quebec*
* City (June 1980). With the permission of the authors of*
* the papers and talks presented there, we will make these*
* recordings available for purchase by AATF members at*
* nominal cost -- probably around \$3.50 per session, post-*
* paid. For a list of sessions held, see the front of the May*
* 1980 special issue of the FRENCH REVIEW on Quebec*
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* obtain a copy of the actual Convention Program at \$1*
* apiece. A complete list of prices for the recordings is*
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* * * * *



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MICHAEL D. OATES

C'EST BEAU, LA FRANCE !

En vrai Persan de Montesquieu, j'ai essayé il y a quelques temps¹ de relever certains automatismes français capables de permettre à un étranger de mieux passer en France, sans trop faire sourire. Connaître quelques menus gestes, quelques mots de passe, savoir quand et avec qui les utiliser (ou les éviter) peut contribuer à donner une impression d'aisance et rendre ainsi un séjour en France beaucoup plus agréable et profitable.

Aussi ai-je décrit la façon française de compter sur les doigts, de frapper à la porte, d'exprimer, par un geste, l'appréciation "très bien". J'ai souligné l'importance relative du contact physique dans la culture française où le "shakehand" et la bise sont des pratiques si courantes. L'emploi du mot "merci" pour décliner poliment une offre est un exemple, parmi beaucoup d'autres, qui peut montrer combien les cultures de deux pays peuvent différer. Ces détails, si minimes soient-ils, pourraient aider un touriste à mieux s'adapter à la vie française.

Un étranger en France

Que celui qui a assimilé ces faits et gestes se garde bien de commettre pour autant, en la "douce" France, le péché de suffisance. Qu'il ne se croie pas à même de parer à toute éventualité, surtout s'il a passé, par surcroît, une nuit blanche en avion avant son arrivée. Saura-t-il, en prenant l'ascenseur, qu'il ne doit pas appuyer sur le bouton 3, s'il veut monter à sa chambre au deuxième étage? Gardera-t-il son sang froid si la minuterie s'éteint et qu'il se trouve encore dans le couloir? Quels gros mots anglo-saxons prononcera-t-il en se brûlant les doigts ou les lèvres parce qu'il aura voulu boire un verre d'eau fraîche au robinet marqué C?

Un Français à l'étranger

Nous autres Américains, nous ne sommes pourtant pas les seuls à nous sentir frustrés quand nous voyageons à l'étranger. Les Français aussi le sont. Un jeune ami français accompagnait ses parents en Allemagne. Privé du confort de

sa culture maternelle et quelque peu susceptible au demeurant, il croyait que chaque fois qu'un Allemand disait französisch à son père, il le traitait de "français saucisse". On peut certes lui pardonner son erreur. Est-ce après tout la première fois que quelqu'un se sent offensé pour si peu?

Un autre jeune ami français voyageait un jour aux Etats-Unis. Loin de sa chère France pendant tout un mois lui paraissait une vraie éternité. Tout lui manquait: le foot, son chien, et même sa soeur, laissée en France. La fin de son séjour lui a paru particulièrement pénible. Un peu cocardier, il a décrété, lors d'une partie de pêche, que même les méduses françaises étaient plus belles que les méduses américaines qu'il voyait dans l'eau.

Comment ne pas être français

Si je me propose de régaler le lecteur d'exemples de contrastes culturels, il importe de ne pas craindre de souligner mes propres bévues. L'humour ne consiste-t-il pas parfois à être capable de se moquer de soi-même? Ainsi il sera évident que je n'ai nullement l'intention de me poser en modèle d'adaptation à la culture française.

Je suis allé en France pour la première fois en 1962. Je venais de terminer ma première année comme professeur de français dans une high-school américaine et désirais vivement rencontrer des Français. Mais comment briser la glace? A Paris, j'arrêtais bon nombre de passants pour leur demander l'heure. Cela n'a guère suffi car, à Paris comme à New York, on se méfie de celui qui se permet de vous adresser la parole dans la rue sans vous connaître. Alors, pourquoi ne pas me déguiser en Français? Quoi de plus simple? Un béret et des sandales et le tour est joué! Ainsi accoutré, je "flanais sur les grands boulevards", l'après-midi après mes cours. J'allais souvent du côté de la Tour Eiffel. Là, je croyais naïvement, je rencontrerais des Français, des vrais, dans cette foule de vacanciers. Un jour, l'un d'entre eux s'est approché de moi. Comme il portait costume et appareil-photo, j'ai décidé qu'il s'agissait d'un touriste venu photographier des scènes typiquement françaises. A ma grande joie, il m'a pris en photo. Une, deux, trois fois il a braqué son appareil sur moi. Quel plaisir! Quelle fierté! Mais quelle déception quand il m'a tendu un carton pour aller chercher les photos à une adresse donnée, en me réclamant de l'argent. Lui, Français, avait tout de suite compris que c'était moi, l'étranger. Mon béret a fini l'été au fond de ma malle. Mes sandales aussi.

Quelle leçon! L'habit ne fait peut-être pas le moine mais il fait très souvent le Français, qui, me semble-t-il, a des goûts vestimentaires beaucoup plus conservateurs que nous. L'histoire qui suit l'illustre encore mieux. Un été, avant de partir pour la France, j'ai osé mettre dans ma valise mon pantalon de madras, très à la mode aux Etats-Unis à cette époque. Il était d'un très beau jaune canari, avec des raies bleues, vertes et rouges. Je l'ai mis un matin chez des amis angevins, avant de descendre au petit déjeuner. "Quel beau pyjama, Michael!", s'est exclamée la maîtresse de maison, en me voyant entrer dans la cuisine. J'ai souri sans la remercier, contrairement à ce que j'aurais fait aux USA. Je me suis en effet rappelé qu'en France on ne dit pas nécessairement merci après un compliment. "Je suis heureux

que vous l'aimiez", ai-je répondu. En essayant de cacher mon désappointement. Ce matin-là mon cher pantalon de madras devint mon pyjama de madras et pyjama il est resté.

Une famille américaine en France

Sept ans après mon premier séjour, j'ai redécouvert la France et l'année suivante j'y suis retourné de nouveau. Depuis, c'est tous les deux ans que je passe l'été en France. J'ai pu, en outre, vivre six mois à Besançon en congé sabbatique. Tous ces voyages m'ont permis de réaliser un vieux rêve: avoir une famille francophone.

Marié depuis plus de 16 ans et père de deux enfants âgés de 15 et de 14 ans, je suis fier des progrès en français de ma femme et de mes enfants. Mais ce n'est que très récemment et après mûre réflexion que je me suis rendu compte qu'ils ont appris le français pour me faire plaisir et non parce que le français est leur intérêt majeur, comme c'est le cas pour moi.

J'ai été très dur envers eux lorsqu'en 1970 mes enfants m'ont accompagné en France pour la première fois. Désireux de les voir profiter au maximum de leur séjour là-bas, je refusais de leur parler anglais. Père insensible, insensé, j'insistais sur le français même dans les moindres détails. Je les prévenais, par exemple, en hurlant "Attention!", pour leur indiquer des crottes de chien qui se trouvaient sur certains trottoirs, refusant, par pur souci d'efficacité linguistique, et non par politesse, d'appeler les choses par leur nom. "Attention! Attention!" Mais ces "attention", si souvent proférés, ont fini par toucher une corde sensible chez mon fils. Un jour, il a crié à sa soeur: "Cathy, don't walk in the attention!" Et voici un exemple éclatant du triomphe de la méthode directe.

Plus tard, pendant nos six mois à Besançon, alors qu'ils étaient tous deux au cours préparatoire, ces enfants sont devenus vraiment bilingues. Leur mère aussi. Cependant, à elle, il lui arrivait encore de temps à autre d'utiliser un terme impropre dans une phrase par ailleurs bien construite. Une fois elle est allée passer la journée à l'école de nos enfants. Institutrice elle-même aux Etats-Unis, elle a demandé aux "collègues" françaises la permission d'assister à quelques heures de classe. Tout s'est bien passé le matin chez les garçons mais c'est surtout l'après-midi, chez les filles, qu'elle a pu sympathiser avec la maîtresse. En fin d'après-midi, les enfants partis, celle-ci a commencé à balayer le plancher. Très surprise de voir qu'en France les maîtresses étaient obligées de passer le balai, ma femme a annoncé, à titre de comparaison, que rien de semblable ne se ferait en Amérique. Elle aurait voulu ajouter que les institutrices américaines, par contre, mettaient de l'ordre et époussetaient placards et étagères. Mais la langue lui a fourché et elle a proclamé qu'aux USA les institutrices n'avaient qu'à nettoyer les cabinets! Nous avons bien ri ensemble, ce soir-là, lorsqu'elle m'a rapporté sa conversation avec la maîtresse de Cathy. Elle voulait retourner à l'école le lendemain pour corriger sa maladresse mais elle était certaine que toute l'école allait plaindre les pauvres institutrices américaines qui, dispensées du balayage de la classe, devaient, en revanche, nettoyer les toilettes.

Professeurs américains en France

L'Université de Northern Iowa organise un programme d'étude à Angers sous la direction de mon collègue, André Walther. Environ 350 professeurs de français ont déjà passé 8 semaines avec nous depuis la création de cet institut. Après un séjour de 5 semaines en famille, notre groupe fait un voyage organisé en autocar. Les participants disposent, pour finir, d'une semaine de liberté. Les probabilités pour que tant de professeurs étrangers passent l'été en France ensemble sans qu'il leur arrive des aventures intéressantes sont assurément bien minces!

Un été nous avions prévu de visiter le Panthéon. Nous venions de fixer une heure précise pour le départ quand l'une de nos stagiaires nous a avisé qu'elle ne se joindrait pas à notre groupe mais nous retrouverait au Panthéon. Elle désirait se trouver à Paris plus tôt pour y faire des courses. Nous lui avons donc précisé l'heure probable de notre arrivée au Panthéon et elle est partie. Pour savourer pleinement l'aventure qui lui est arrivée, il faut savoir qu'il y a, au Panthéon, parmi d'autres immortels enterrés dans la crypte, le corps d'un certain Général Walther.

Lorsque Madame A. est arrivée au Panthéon, elle n'y a vu personne, si ce n'est le gardien du musée. Timidement, elle lui a demandé d'une voix hésitante "Monsieur Walther est-il?" "Ouais", a-t-il répondu laconiquement. "Où est-il?" "En bas!" "Avec le groupe?" Comme il faisait oui de la tête en réponse à cette dernière question, elle s'est rendue à la crypte et y est descendue. Nous sommes arrivés au Panthéon au moment où elle sortait de la crypte. Elle s'est précipitée sur nous et, à bout de souffle, elle nous a juré que le gardien lui avait menti. Cette coïncidence extraordinaire a provoqué un fou rire général.

Deux ans plus tard les professeurs visitaient un autre monument parisien. Il y avait parmi eux trois stagiaires quasi inséparables, dont deux dames d'un certain âge et un jeune monsieur. Celui-ci s'appelait Jeff mais pour donner à son nom une résonance plus gauloise, il était devenu Jeffroi (/zefrwa/). En visitant un musée, chacun s'était arrêté devant un tableau quelconque. Les deux dames étaient assez loin de Jeff quand l'une d'entre elles a décidé d'attirer l'attention de ce dernier sur le tableau qu'elle admirait. Elle a appelé: "Jeffroi!" L'autre dame, un peu frileuse et tout à sa rêverie en entendant ce cri, s'est exclamée: "moi aussi!"

Cela n'arrive pas qu'aux Américains

Aller en France, vivre en famille avec des Français, passer un ou plusieurs étés avec eux, ce sont là les moyens les plus sûrs d'enrichir nos connaissances culturelles et linguistiques, d'éviter de nous livrer à des généralisations hâtives, et de considérer les Français comme de proches parents avec leurs qualités et leurs défauts. C'est alors qu'on peut constater qu'il n'y a pas vraiment de différences essentielles entre eux et nous. Ces premières tentatives d'identification sont pour certains le début d'un grand amour pour la France et les Français. Cet amour n'empêche pas cependant de découvrir chez des Français des méconnaissances de civilisation américaine.

Il y a quelques années, par exemple, un groupe de mécaniciens français a effectué un stage de 15 jours dans

l'Iowa pour apprendre à réparer certaines machines agricoles. Préalablement on avait fait suivre aux intéressés quelques heures de cours d'anglais pour leur donner des notions linguistiques rudimentaires. Tous leurs cours ayant lieu le matin, leur professeur les saluait toujours d'un exubérant "good morning". Alors, frais débarqués aux Etats-Unis, ils ne connaissaient que cette façon de saluer quelqu'un et employaient ce mémorable "good morning" à tout moment de la journée. Ceux qui les ont connus gardent encore le souvenir de ces ouvriers français qui leur souhaitaient "good morning" à 8 heures du soir.

Les mécaniciens ne sont pourtant pas les seuls à s'aventurer outre-Atlantique. A Waterloo, dans l'Iowa, il existe plusieurs usines de l'entreprise John Deere et il y a souvent des ingénieurs français qui, malgré le nom peu accueillant de la ville, viennent passer deux ans au centre de recherches Deere. Tous parlent déjà l'anglais assez couramment lorsqu'ils arrivent, mais, de temps en temps, ils trébuchent sur des coutumes locales. Un jour, l'un de ces ingénieurs, nommé Claude Dupont, a décidé de s'acheter une voiture. Or le vendeur, en bon "Iowanien", s'est mis tout de suite à appeler Monsieur Dupont par son prénom. Erreur culturelle grave assurément! Dans l'Iowa on apprécie l'emploi du prénom tout de suite, et "sans Mister, s'il vous plaît". Sans doute y trouve-t-on le moyen de mettre son interlocuteur à l'aise. Ainsi tout vendeur de voitures d'occasion digne de ce nom va mettre son point d'honneur à répéter bien haut, bien clair, le prénom de son éventuel client. "Les pneus sont en très bon état, Claude (prononcé probablement CLOD /klad/ à l'américaine); radio FM, Claude; pas de rouille, Claude; etc., etc." Claude en avait assez! Monsieur Dupont n'a pas acheté de voiture ce jour-là.

L'erreur culturelle se comprend. En France, il n'y a que les amis qu'on appelle par le prénom. De plus, lorsqu'on donne son nom pour la première fois, on ne le donne même pas. Selon Pierre Daninos², en France, on décline son nom. Claude Dupont s'est donc présenté "Dupont, Claude". L'emploi de "Monsieur" et de "Madame" étant de rigueur pour tout vendeur français, rien d'étonnant alors que Monsieur Dupont n'ait pas apprécié la familiarité du vendeur américain.

Quiconque n'accueille pas le Royaume de Dieu en petit enfant n'y entrera pas

Comme le vendeur de voitures, nous nous étonnons quelquefois de découvrir que ce que nous avons considéré comme universel ne l'est pas. N'est-ce pas là l'une des raisons majeures pour étudier une langue étrangère, pour voyager à l'étranger? Mais nous sommes parfois frappés de trouver aussi qu'il existe ailleurs bien des choses que nous considérons comme exclusivement nôtres. C'est ce qui arrive, d'ailleurs, à l'élève américain qui voit l'enseigne SHELL en France et qui annonce qu'il est bon de revoir une de nos marques américaines (elle est hollandaise). La prochaine histoire est un peu de la même veine.

Je rentrais un jour de France après y avoir passé 8 semaines et je bavardais avec un petit garçon français assis à côté de moi. Il accompagnait ses parents à Washington où son père venait d'être nommé. Ayant appris qu'il avait affaire à un Américain, il s'est mis à me demander com-

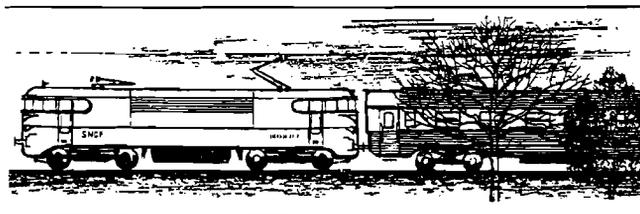
ment on dit "en américain" certaines expressions dont il avait le plus grand besoin. Après tout, s'il sacrifiait son pays et ses amis pour partir avec ses parents, il n'allait pas pour autant se priver de bonbons, de jouets, et de télévision. Je lui ai expliqué que l'on disait "candy, toys, T.V.", en américain. Je commençais à penser qu'il avait renoncé à ce genre de questions quand, après un court intervalle, il s'est tourné vers moi une dernière fois pour me demander: "comment on dit chewing-gum en américain?"

Comme mon petit compagnon de voyage l'illustre, les enfants sont souvent la meilleure source d'histoires humoristiques. Libres des contraintes et des masques d'adultes, ils disent ce qu'ils pensent. Un soir, par exemple, en 1979, nous avons surpris la conversation de deux cousins, Frédéric, 7 ans, et Manou, 6 ans. Manou est le filleul de ma femme. Son cousin, voyant quelques cheveux gris sur la tête de Maureen et cherchant maille à partir avec Monou, a déclaré: "Ma marraine vient des Etats-Unis". Le pavillon USA peut de nouveau flotter bien haut. Un petit Français se vante d'avoir une marraine américaine. C'est beau la France!

Michael Oates
University of Northern Iowa

¹Michael D. Oates, "Comment être français," AATF National Bulletin, 4,2 (Nov. 1978), 9-11.

²Pierre Daninos, Made in France, (Paris - Julliard, 1977), 22.



Editor's Column

This issue is the second to be assembled and edited on the campus at the Malcolm Price Laboratory School at the University of Northern Iowa. You will note a definite improvement in the appearance of the French manuscripts. No French font was available for the composer at the time of the transition edition of the BULLETIN. In the first copy, I asked for your cooperation in submitting materials and information that could be shared with fellow colleagues all around the world. It is my hope that each of the 10,000 members of the AATF will send at least one article or teacher aid per year. The sum of the BULLETIN can be no better than the components of the organization. I thank you for your input, aid and support.

Jim Becker

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

CALL FOR PAPERS!

CINCINNATI CONVENTION,
November 27-29, 1981

The preliminary program, printed in this issue, carries the names of a certain number of session chairpersons who have already agreed to serve. Potential papers or presentations should be submitted directly to these persons as soon as possible. Where no name appears, make submissions directly to Prof. Georges Joyaux, President AATF, Dep't. of Romance & Classical Langs., Michigan State University, East Lansing, MI 48823, who will then forward these to the appropriate chairpersons. The May issue of the FRENCH REVIEW contains the addresses of most AATF members.

PRELIMINARY PROGRAM

WEDNESDAY, November 25

1:00-5:00 pm Executive Council

THURSDAY, November 26

8:00-12:00 Executive Council

1:00-4:00 Executive Council

5:00-7:00 CASH BAR

FRIDAY, November 27

8:00-12:00 Executive Council

8:00-12:00 WORKSHOPS (4)

8:15-9:45 1. GRADUATE STUDENTS PAPERS

2. LITTERATURE NEGRO-AFRICAINE D'EXPRESSION FRANCAISE
"L'exil et la création dans le roman négro-africain de langue française"
Président: Hedi A. Bouraoui, York University

3. LITTERATURE FRANCAISE DE LA RENAISSANCE

"L'Emblème et le discours emblématique dans la littérature française du 16ème siècle"
Président: Robert D. Cottrell, Ohio State University

10:00-11:30 1. THE GRADUATE STUDENT AND PROFESSIONAL OPPORTUNITIES
2. LITTERATURE FRANCAISE DU MOYEN AGE

"L'évolution de la littérature médiévale: De l'expression orale à l'expression écrite"
Président: Cynthia J. Brown, University of Calif., Santa Barbara

3. LINGUISTIQUE
"Le rôle de la grammaire dans l'enseignement du français".
Président: Albert Valdman, Indiana University

1:00-2:00 SEANCE PLENIERE

2:15-3:45 1. CIVILISATION ET CULTURE (I)
2. LITTERATURE FRANCAISE DU 17e SIECLE

"En scène: la représentation théâtrale au XVIIe siècle (décor, costumes, public, etc.)"
Président: Barbara Mittman, University of Illinois, Chicago Circle

3. LITTERATURE QUEBECOISE
"Les Femmes-écrivains du Québec"
Président: Paula G. Lewis, Howard University

4:00-5:30 1. CIVILISATION ET CULTURE (II)
2. LITTERATURE FRANCAISE DU 18e SIECLE

"Littérature et Société au dix-huitième siècle."
Président: Joseph I. Donohoe, Michigan State University

3. MEET YOUR REGIONAL REPRESENTATIVES

8:00 pm FILM

SATURDAY, November 28

7:30-8:15 PETIT DEJEUNER (Société Honoraire de Français)

8:30-10:00 1. L'ENSEIGNEMENT DE LA LITTERATURE ET LE PROGRAMME AP (I)

2. THE PLACE OF TRANSLATION IN ADVANCED LANGUAGE STUDY
Président: Claude Tatilon, York University, Canada.

3. MATERIEL PEDAGOGIQUE
Président: Pierre J. Capretz, Yale University

10:15-11:45 1. CIVILISATION ET CULTURE (la culture populaire)

2. THE TEACHING OF FRENCH
Président: Peter Flinders, The Harley School. "Coordination pédagogique: niveau universitaire et niveau secondaire".

1:30-3:00 3. FILM AND CULTURE

1. L'ENSEIGNEMENT DE LA LITTERATURE ET LE PROGRAMME AP(II)

2. CHAPTERS TREASURERS
3. NATIONAL FRENCH CONTEST
4. LITTERATURE FRANCAISE DU 19e SIECLE

"'Trouver une langue': la révolution poétique au dix-neuvième siècle."
Président: Robert L. Mitchell, Ohio State University

3:15-4:45 1. LITTERATURE FRANCAISE DU 20e SIECLE

"De l'autobiographie à l'auto-réflexion"
Président: Françoise Ravaux, University of Richmond, Virginia

2. THE JOINT NATIONAL COMMITTEE FOR LANGUAGES AND THE PRESIDENT'S COMMISSION
Président: Georges J. Joyaux, Michigan State University

5:30-7:00 3. LE CARREFOUR PEDAGOGIQUE
RECEPTION, FRENCH CULTURAL SERVICES

SUNDAY, November 29

8:15-10:00 ASSEMBLEE GENERALE DE L'AATF



SIMON SPEAKS OUT

Illinois Congressman Simon knows his subject, having been appointed by President Carter to the Commission on Foreign Language and International Studies. Calling the U.S. "linguistically malnourished," he demonstrates that foreign language instruction is being neglected in elementary, high school, and even college and university education. We are isolating ourselves, he asserts by insisting that we as citizens of the world need not be conversant in any language but English. This isolation also hurts the country economically (our ability to sell goods overseas is not keeping up with the influx of imports) and in terms of security (we are not understanding or communicating with our world neighbors on an intimate basis). Steps in rectification are offered--on local, state, and federal levels. Simon's is a cogent assessment of a serious problem; his charge to do something about it is not shrill, but certainly forceful. Notes. No index. WBH.

SIMON, PAUL. *The tongue-tied American: confronting the foreign language crisis*. 1980. 204 p. Continuum Books, 815 Second Avenue, New York, NY 10017, \$12.95 (0-826-40022-1). Galley.

PROFESSIONAL NOTES

An NEH INSTITUTE ON CONTEMPORARY FRENCH CULTURE AND SOCIETY will be held at the State University of New York at Albany from June 29 to August 7, 1981.

Supported by a grant from the National Endowment for the Humanities, the Institute seeks to encourage the creation or the improvement of courses on French culture and society.

In order to develop and design instructional materials for such courses, twenty professors of French will be selected to participate in intensive seminars with Jean Baudrillard, Michel Crozier, Françoise Giroud, François Mariet, Louis Porcher, Georges Santoni and Gérard Vincent.

Applicants should be holding a teaching position in a college or university within the United States. They should secure letters of recommendation from their Dean and Chairperson who should indicate their institution's intention to use the Institute's materials in the 1981-82 academic year and their willingness to make a financial commitment of \$250.00 to the Institute.

Participants will receive a stipend of \$1800.00 for their summer expenses and will bring back to their home institution videotaped materials as well as a sizable library and slide collections.

DEADLINE: MARCH 16, 1981.

For application forms and further information, please contact:

Georges Santoni
Institute on Contemporary French Culture
and Society
HU 236
State University of New York, Albany, N.Y.
12222

CALL FOR PAPERS!

The Southeastern Medieval Association will hold its 1981 meeting from October 1-3 at West Virginia University. Send papers or abstracts before April 1, 1981 to: Patricia W. Cummins; Department of Foreign Languages; West Virginia University; Morgantown, WV 26506. Seminar proposals must arrive before February 1, 1981.



POUR VOS ETUDIANTS

par Rebecca M. Valette
Boston College

The copy-out materials are printed in such a way that it should be easy for you to use them with your students.

1. La Manche. Over the centuries, the English Channel has played an important role in European history. Although in recent years there has again been talk of building a tunnel between England and France, travelers cannot at this time simply drive or take a train for the entire distance from Paris to London.

In France, the SNCF (Société Nationale des Chemins de Fer) offers regular service between Paris and London. The timetables show the three options available to travelers: a) train plus ferry ("Sealink") which transports the railroad cars so that Pullman passengers can sleep straight through the trip; b) train plus hovercraft ("Seaspeed") where all passengers change from train to boat in Boulogne, and then from boat to train again in Dover; and c) train plus plane where passengers take the train from Paris to Le Touquet, a plane from Le Touquet to Gatwick, and another train from Gatwick to London. In the third option, the tracks actually come alongside the runway so that passengers simply walk from the train to the plane. Recent one-way prices were: a) and b) 2^e classe, 195 francs; c) 337 francs.

With your students you can use the SNCF map and timetables to plan imaginary trips and practice numbers. Note that the French always use the 24-hour clock rather than the a.m.-p.m. notations on American timetables.

The information on channel crossings may be of interest to your sports-minded students. In fact, they will be quick to note that the record for the England-to-France crossing and the record for the round-trip crossing are both held by women. You may also wish to use the information to review the superlative construction: le plus jeune, le plus âgé, etc.

LA TRAVERSEE DE LA MANCHE

EN AVION

Louis Blériot a traversé la Manche en avion le 25 juillet 1909. Il a mis 37 minutes pour faire les 38 kilomètres de Calais à Douvres (Dover).

A LA NAGE

La traversée de la Manche (32 kilomètres) est le "marathon" de la natation. Les conditions sont difficiles: eau froide, mer agitée, brouillards soudains, passages fréquents de bateaux.... Voici quelques records:

RECORDS DE VITESSE

aller France—Angleterre

homme: Barry Watson, anglais, 9 heures 35 minutes (1964)

femme: Cynthia Nicholas, canadienne, 9 heures 46 minutes (1975)

aller Angleterre—France

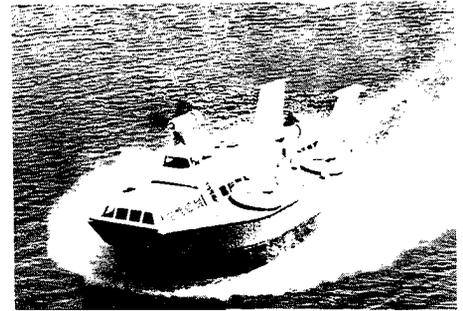
homme: Nasser El Shalzi, égyptien, 8 heures 45 minutes (1977)

femme: Penny Dean, américaine, 7 heures 40 minutes (1978)

aller et retour

homme: Jon Erikson, américain, 29 heures 58 minutes (1975)

femme: Cynthia Nicholas, canadienne, 19 heures 55 minutes (1977)



LES PLUS JEUNES

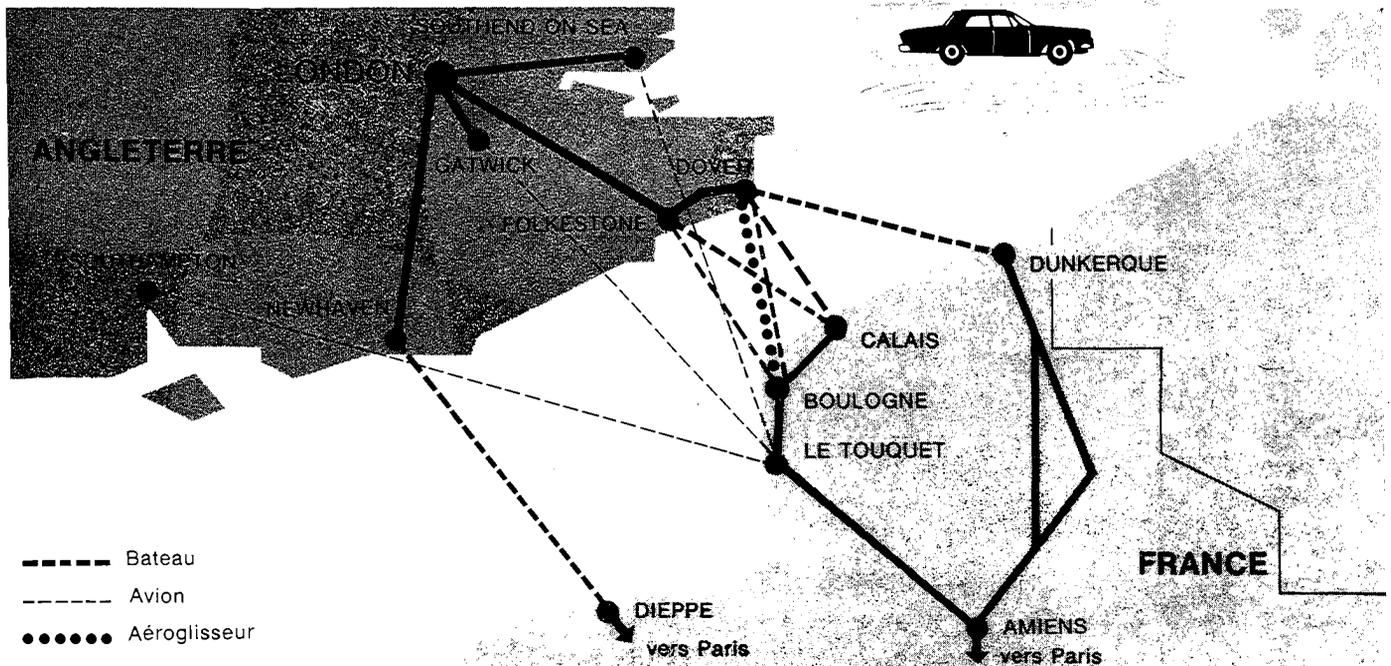
garçon: Karl Beniston, 13 ans 8 mois, anglais, 12 heures 25 minutes (1978)

filles: Abba Adel Khairi, 13 ans 10 mois, égyptienne, 12 heures 30 minutes (1974)

LES PLUS AGES

homme: Willie Edward Barnie, 55 ans, anglais, 15 heures 1 minute (1951)

femme: Stella Taylor, 45 ans, américain, 18 heures 15 minutes (1975)



POUR ALLER EN ANGLETERRE PRENONS LE TRAIN

train/bateau Sealink

HORAIRES (heure locale)

ALLER	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
PARIS-Nord	6 48	8 08	10 24	10 45	13 30	14 25	21 25	22 36		
PARIS-Saint-Lazare	8 00	9 27	11 33	12 11	14 42	15 42	21 25	22 36		
Amiens								0 03		
Rouen							2 00			
Dunkerque-Meritime										
Calais-Meritime	10 25	11 50	13 50	13 45	16 50	18 20	3 20	2 00		
Boulogne-Meritime										
Dieppe-Meritime										
Dover	11 05	12 40	14 40	16 45	17 40	19 10	3 20	2 00		
Folkestone-Meritime										
Newhaven										
LONDON-Victoria	13 17	14 48	16 42	18 45	19 48	21 17	7 45	5 00	6 57	

train/aéroglysseur Seaspeed

HORAIRES (heure locale)

ALLER	1-2	1-2	1-2	1-2	1-2	1-2
PARIS-NORD	8 37	10 37	12 50	14 20	16 42	
Amiens	9 50	11 49	14 00	15 33	17 55	
Boulogne-Aéroglysseurs	11 40	13 40	15 40	17 40	19 40	
Dover-Hoverport	11 15	13 15	15 15	17 15	19 15	
Dover-Priority	12 12	14 12	16 12	18 12	20 12	
LONDON-Charing-Cross	13 42	15 43	17 43	19 42	21 42	

RETOUR	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
LONDON-Victoria	7c20	9 00	9 00	10 30	11 00	11 10	14 00	20 10	21 25	
Newhaven	10 00	10 45	10 45	12 15	13 00	13 00	16 10	22 00		
Folkestone-Meritime										
Dover	15 00	15 00	15 00	15 50	18 00	18 00	19 00	3 00	23 40	
Dieppe-Meritime										
Boulogne-Meritime										
Calais-Meritime										
Dunkerque-Meritime										
Rouen	16 46	15 27	15 39	17 08	18 06	21 05	21 12	4 56	3 10	
Amiens										
PARIS-Saint-Lazare	18 12	16 39	16 54	18 27	19 22	22 30	6 25	8 42		
PARIS-Nord										

RETOUR	1-2	1-2	1-2	1-2	1-2	1-2
LONDON-Charing-Cross	7 00	8 58	10 58	12 58	15 58	
Dover-Priority	8 59	10 28	12 28	14 28	17 28	
Dover-Hoverport	9 40	11 40	13 30	15 40	18 20	
Boulogne-Aéroglysseurs	11 15	13 15	15 05	17 15	20 05	
Amiens	13 04	15 17	16 59	19 07	21 49	
PARIS-Nord	14 20	16 35	18 23	20 26	23 05	

train/avion

HORAIRES (heure locale)

1-2		1-2		Via LE TOUQUET-Aéroport et GATWICK (1)		1-2		1-2		1-2	
Vol BR/UK	Vol BR/UK	Vol BR/UK	Vol BR/UK	Vol BR/UK	Vol BR/UK	Vol BR/UK	Vol BR/UK				
492 (A)	496	494	494	PARIS-Nord	491 (A)	495	495	493			
8 00	13 27	19 18	20 24	Amiens	12 32	17 45	23 31				
9 05	14 32	20 24	21 40	Le Touquet-Aéroport	11 21	16 36	22 20				
10 40	15 50	21 40	22 20	LONDON-Gatwick	10 10	15 25	21 10				
10 20	15 30	21 20	22 30	LONDON-Victoria	8 30	13 45	19 30				
11 30	16 48	22 30			7 20	12 35	18 05				

Voitures-lits directes	Gare frontière.
Service de restauration sur le parcours français.	Restauration simplifiée





A SUCCESSFUL HIGH SCHOOL EXCHANGE PROGRAM



The President's Commission on Foreign Language Education advocates study or living abroad as a means of reinforcing second language skills which are sorely lacking in this country. An obvious by-product of an intensive language acquisition experience abroad is an appreciation of another culture and a resultant fresh look at one's own society. In the past most overseas programs have been initiated on a college level either during the school year or on a summer campus. The time-honored "junior year abroad", as broadening as it may be, involves only a small percentage of students, most of whom are language majors. A home-stay abroad as part of a high school curriculum is rare indeed, but it offers an exciting range of long-term benefits with respect to personal awareness and to possible career choices. Students in their more formative and impressionable years can perhaps profit more than older ones for whom future job and mind-set patterns are more definitive. A home-stay experience without any academic pressures can pave the way for an easy and relaxed association with the local people. Living with a family whose language, customs, homes and foods are all different is of necessity a maturing experience. It can bring rewards as satisfying to the individual as the successful completion of the most arduous physical task.

At Springside, a college preparatory school for girls in Philadelphia, an International Study Program, years in the planning, is now entering its third year of exchanges. Its most basic ingredient has been teachers here and abroad dedicated to fostering sensitivities through second language acquisition. Our program has been established for the tenth grade in the belief that the age and the language level are the most propitious. Sixteen year olds are in general open to the world and have not yet developed a sophistication which might prevent their entering unreservedly into a novel situation. They are usually not yet bogged down in the morass of college selections and SAT scores with their concomitant anxieties. And, third year language classes are often those in which the bits and pieces acquired the first two years begin to fit into a meaningful whole.

Our students have the option of spending three weeks in Mexico City or in Carcassonne, France, each one living with a family chosen for her. In return, each girl agrees, if possible, to receive her counterpart later the same year. Our host cities were selected with only one criterion in mind: that it have a teacher or school administrator as committed to the exchange as we are. Those sufficiently dedicated to promote actively cross-cultural understanding are not easy to find. Most schools or individuals approached endorsed our goals, but were not willing or able to undertake the attendant responsibilities. We knew we had found our matches when the unqualified acceptance letters

reached us by return mail! Our enthusiastic Mexican and French connections have worked countless unpaid hours to help make the program the success that it has become.

Both the French and Spanish language exchange groups function in basically the same way so that only one need be outlined to understand the organization involved. First and foremost in our design is pre-departure preparation which has expanded from a few hours in the language classroom to a one hour per week course spread over the entire school year. All tenth graders participate in the indoctrination process whether or not they intend to become a part of the exchange. We believe that every student can be alerted to the subtle differences in cultures that can cause misunderstandings among diverse peoples. The French and Spanish departments have each prepared manuals to be used in our course of study. They are written in English with key vocabulary words in the target language and they cover every subject from table manners and dating to cashing travelers' checks. The information is best absorbed in a relaxed class discussion atmosphere which allows for role playing by the students. Emphasis is placed on an observant rather than an evaluative attitude toward what appears to be strange and bewildering abroad. At the end of each manual is a list of questions which the student is to take with her to use as a guide to intelligent observation and which also serves as a basis for a conversational give and take with her host family. These same questions are used upon the students return to share what each has found with her classmates.

Parents must be brought into the orientation process as early as possible. Evening meetings are held in the fall to acquaint families with details of the trip including slides of the previous year's adventures. We distribute a list of suggested gifts for host families and packing suggestions and supply information about obtaining travel documents and personal insurance coverage. We discuss the school's liability coverage and the essential emergency release forms. Our International Study Program Committee has prepared a code of acceptable behavior for students, both as guests abroad and as hosts in their own country. An understanding must be reached about the responsibilities that each traveler has to the other members of the group and what the consequences would be for unacceptable actions. The reward for such thorough preparation of all involved has been behavior which is a credit to the girls, to their families, to their school and to our country.

Parents are encouraged to participate in all phases of their daughters' experience including the International Study Program Dinner in November which is an annual fund-raising event for our exchange. It is an all-out effort on the part of the whole school community to help to subsidize the tenth grade trip. Each girl receives an equal

amount of the proceeds if she decides to be a participant.

Every class and school club has an assigned task. To the ninth graders, helped by the American Field Service Committee, falls the largest job, that of food preparation for five hundred people. They accept their responsibility willingly knowing that they will be the next year's beneficiaries. Three large areas of the school are set aside, each to represent the region where a language offered at Springside is spoken. The Roman room features lasagna for the Latin students, while the Mexican room serves chili con carne and the French room offers several varieties of quiche. The Student Council decorates each area appropriately and the music department offers a strolling guitarist or singers for each room. The tenth grade sells the tickets and does the clean-up duty while the juniors and faculty make the lavish desserts with a foreign flavor. The art department makes posters and provides sidewalk artists to sketch caricatures of the guests. The seniors work in the kitchen with parents and do the actual serving of the food. The parents also man the adults-only wine and cheese bar and provide general supervision with the faculty. The middle school students run a profitable flea market and the evening's activities are rounded out by showing a foreign film in the auditorium. A successful money raising project requires meticulous planning and the cooperation of many groups. It has not been difficult for us to find enthusiastic volunteers because everyone is, in one way or another, a beneficiary of the exchange program.

Our trips are planned each year to coincide with the school's ten day spring vacation so that only a little over a week of class time is missed. Our commitment to the living abroad experience as part of the tenth grade curriculum requires that the exchange be held during the academic year rather than in the summer. For those girls who decide not to participate in the trip, there is an alternative program at school during which the girls become better acquainted with the Philadelphia region. It is important that those not on the International Study Program feel that they too are having a novel and worthwhile learning experience.

All travel arrangements are handled by a local agent with whom we work closely to get the best group rates and suitable accommodations. The students bound for France leave on a Saturday night and arrive in Paris on Sunday morning to be met by a pre-arranged charter bus and guide. We have found this service to be much more than a convenience. It would be difficult to function without our guide who meets the plane, handles all the luggage and delivers us to the hotel. His running commentary on the sights, the traffic and the best stores helps the sleepy but awed travelers to appreciate the new and wondrous sights they are passing. Our guide is available for a side trip to Versailles or a Paris by Night tour as well as to load our luggage once again for the trip to the train station as we set out for Carcassonne.

The itinerary for our Parisian sightseeing is planned long before we leave the United States. A fine activity for the first day is a Bateau Mouche ride on the Seine. Even those suffering from jet lag can relax while being oriented to Paris

and many of its main attractions. We have also included visits to the Louvre, to the Centre Pompidou, to Notre Dame and a much appreciated free afternoon on the Champs-Élysées. We travel within Paris en masse by subway and that in itself is an adventure. One of the most enjoyable features of our three day Parisian holiday is the opportunity to wander the streets and to sample the architectural as well as the culinary delights.

Lodging in Paris could be prohibitive were it not for the wonderful services of the Accueil des Jeunes en France which operates a group of lovely dormitory-style hotels. It is important to reserve months in advance as these bargains are much in demand by young people from all over the world. A corollary benefit of our staying at one of these hotels is being able to meet young people of many different nationalities. A continental breakfast is included in the price of the rooms and arrangements can be made in advance for dinners at these establishments serving plain but substantial food. By availing ourselves of their full meal plan, we have only to think about where to have lunch. Since it is difficult to descend as a large group on a Parisian restaurant, we find an area in which several are available so we may split into more manageable groups to eat.

We have opted for a train rather than a plane to reach our host city of Carcassonne for several reasons. French trains are a marvel of efficiency and the accommodations so different from ours that they offer a cultural experience in themselves. The nine hour train journey affords a wonderful opportunity to view the changing French countryside from Paris, across the Loire and on to the south with its redder soil and red tiled roofs. During the trip the chaperones have ample time for last minute briefings and to soothe nerves before the girls are to separate and to be on their own living French style.

The families have been carefully chosen by our French director with the aid of completed questionnaires, letters and pictures from each American. Each girl has already received at least one letter from her French family prior to departure. The arrival at the station in Carcassonne is a sea of French faces craning to find their American guests. Once everyone is correctly matched, we go off to a reception at a local high school where French-American friendships are toasted with champagne. It is here where strangers meet strangers that the homestay adventure begins.

We have found it best to organize very few group activities in Carcassonne in order to encourage the girls to speak French because language is the key to understanding the new culture. Two events though have become rituals and play an important role in our program. The Americans host a thank-you party for the French at which time we serve very American foods such as chocolate chip cookies, brownies and coca-cola accompanied by a slide show and a sing-along of folk songs. The slide presentation is narrated in French and presents each year a different aspect of American life. The first year we acquainted our hosts with Springside School and the Philadelphia region and the second year we focused on some of the ethnic groups that make up our country. The preparation of this program

takes months from its initial conception, to the picture taking, to writing the narrative in French and then finally, the rehearsals. In return the host families honor our group with a dance and buffet at a local village hall. All other outings are planned by the individual families as they are anxious to act as guides of their region. In this way, each girl has a truly individual experience.

School is in session during part of our homestay period so the girls attend classes with their host brothers or sisters. They are frequently used as resource people in English classes or asked in other classes to discuss various features of American life. Springside's American History department helps to prepare the girls as well as to offer opinions as their own and not necessarily representative of all Americans. Our students enjoy becoming instant celebrities in school and find it a challenge to function in French on a wide variety of topics.

That the homestay period is a resounding success can best be attested to by the scene at the railroad station on the day of our departure. The hugs, the kisses, the tears and the proffering of gifts bear witness to the friendships that can develop in a short time among peoples of differing backgrounds. For many it is a temporary farewell as they will meet once again on the other side of the Atlantic in a few months.

The plans for the reciprocal welcome of our French friends begins shortly after we land in the United States and even as we are debriefing in the language classroom. Since the French students arrive in early September, the major part of the work has to be done by June before our students scatter for summer vacations. All the host families should have the benefit of a meeting with the planners to learn what is and is not expected of them and to discuss points of interest in the area for sightseeing. It should be made clear to everyone that the exchange organizers are always available in the event of problems and that a local doctor is on call for the foreign students. Hosting is a serious responsibility so everything possible is done to assure the families of official support.

The school days at Springside are structured so that the foreign students meet in small groups each morning with volunteer faculty members to help to come to grips with differences they find in their new environment. There is comfort in talking about experiences, difficulties and frustrations with others who share them and with an advisor who can hopefully pave the way to better understanding. Later on in the day our guests meet with other teachers for an informal English lesson. They are encouraged to keep a notebook of all new expressions they have encountered and to discuss them with the teacher in order to learn to use them properly and to avoid language gaffes. The main emphasis of their stay is put on classroom attendance and participation to the best of the individual's ability. It is a time for observing American education at work and for perfecting language facility. There are noticeable gains in all skills, but it is in auditory comprehension that the students show the most progress. On their last day with us, the boys and girls are feted at a party hosted by the Student Council and are given certificates of attendance by the administration.

Their final days in the United States are spent in New York where the itinerary is planned by the French chaperones. They feel, as do most foreign visitors, that an American stay is not complete without some time in New York just as our girls could not conceive of being in France without knowing Paris. It is a time to be a true tourist and to take in as much as possible in a limited time period.

Thus a one year cycle ends and it is time to begin anew. The organization of such an undertaking is a year long job for those responsible. It is time consuming and replete with petty details to be sure, but the results are unequivocally worth the effort involved. We tend to think in grandiose terms: that we have taken steps toward establishing mutual respect among diverse peoples, that we have opened career doors for some, that we have accelerated an individual's maturation process and that we have encouraged second language learning in a way that no classroom setting can do. We are supported in our beliefs by the returning students here and abroad who, despite occasional anxiety, puzzlement and frustration, agree that they have been strengthened academically and emotionally by their intercultural experiences.

Carolyn Hoppe
Springside School - Philadelphia

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M. Georges Joyaux (à droite) discute le grand succès du congrès avec M. Jacques Girard, Sous-Ministre de l'Éducation dans la province de Québec.

APTITUDE/PLACEMENT TESTING: A SELECTED, ANNOTATED BIBLIOGRAPHY

This list of materials on aptitude/placement testing is the second in the Testing Commission's series of annotated bibliographies published in the BULLETIN for the information of the membership. The first, "Handbooks on Testing, a Selected, Annotated Bibliography," appeared in the November 1980 issue. A third bibliography to cover the subject of achievement testing is projected for publication in the April 1981 issue. The items which are included in this list were selected from the master bibliographic file on testing compiled by the Commission and located at the AATF Testing Clearinghouse, Millikin University, Decatur, Illinois 62522. The intended audience for this bibliography is the classroom teacher in need of a general orientation to a selected portion of the literature dealing with language aptitude/placement testing theory and practice. Publications selected for inclusion here are those that either report on research concerning the identification of predictive variables for achievement in foreign language learning, or describe the various aptitude/placement tests and their applications in particular situations. A third criterion was that the publications be available without much difficulty either by purchase or in college/university libraries or through their interlibrary loan services. Those items which are unannotated were not seen by the compiler but were judged appropriate for inclusion. As always, inquiries concerning the Clearinghouse's bibliography may be sent to the Director, Professor Robert Vicars, at the address above.

FOREIGN LANGUAGE TESTS AND REVIEWS. ed. by Oscar Krisen Buros. Highland Park, New Jersey: Gryphon Press, 1975. 312 p., bib. (ISBN 0-010674-16-7) \$23.00.

This guide presents descriptions and reviews of all the standardized foreign language tests included in the seven MENTAL MEASUREMENTS YEARBOOKS (1938-1972) and TESTS IN PRINT II (1974).

Geffen, William. "A Comprehensive Placement Test: a Model for Criterion-Referenced Performance Testing," in Pacific Northwest Council on Foreign Languages. PROCEEDINGS, v. 27, pt. 2:124-128, 1976. (available in the ERIC microfiche collection, ED 146 773; reproduction in microfiche, \$0.83; in paper format, \$10.03 - also available from PNCFL Publications, Dept. of Modern Languages, Montana State University, Bozeman, Montana 59715, \$7.50).

Describes the content and administration of the foreign language placement tests taken by incoming freshman cadets at the United States Air Force Academy. The placement test measures integrative skills rather than discrete-point items and serves as the basic model for all other tests in the instructional program.

Harper, Frank B.W. and Kieser, W.E. "The Validity of the Elementary Modern Language Aptitude Test for French Achievement in Grades Seven and Eight," CANADIAN

MODERN LANGUAGE REVIEW 34(1): 23-26, Oct. 1977. (reprint available from University Microfilms).

The EMLAT, developed by Carroll and Sapon, was designed to measure the foreign language aptitude of students in Grades 3-6. This study intended to determine the predictive validity of the test for Grades 7-8. In a controlled experiment of student samples from both grades it was determined that there is significant predictive validity whether the instructional method is traditional or audiolingual.

Hascall, Edward O. "Predicting Success in High School Foreign Language Study," PERSONNEL AND GUIDANCE JOURNAL 40:361-367, Dec. 1961.

Presents the results of a study undertaken during 1955/56 and 1956/57 in the White Plains (New York) Public Schools with beginning foreign language students to determine which variables offered the best predictive value for success in foreign language study. Among the best predictors in this situation were achievement in the Differential Aptitude Tests and the Stanford Achievement Tests, and teachers' marks in previous English courses.

Lutz, Marjorie. THE DEVELOPMENT OF FOREIGN LANGUAGE APTITUDE TESTS: A REVIEW OF THE LITERATURE. Princeton, New Jersey: Educational Testing Service, 1967. 31 p., bib. (available in the ERIC microfiche collection, ED 119 487; reproduction in microfiche, \$0.83; in paper format, \$2.06).

Reviews the history of foreign language aptitude testing research and describes the various types of testing methodologies and individual tests which have been studied to isolate the factors contributing to the prediction of aptitude in foreign language learning.

Modu, Christopher C.; Reed, Mariette; and Coon, Robert L. "How Valid is the Advanced Placement French Language Examination?" FRENCH REVIEW 48(6):1013-1022, May 1975.

Describes a study conducted during the Spring of 1974. The AP French Language Examination was administered to regular AP candidates and to students completing their second- or third-year college French language course. Results indicated that the AP examination is related to achievement at the end of three years of college French (six semesters) and also can be useful in distinguishing between high and low performances among second- and third-year college students.

Partington, J.A. "An Experiment in Aptitude Testing in Two British Schools," MODERN LANGUAGES 55(3): 123-126. Sept. 1974.

Describes the results of the administration of the Pimsleur Language Aptitude Battery on secondary school students.

Pike, E.V. "A Test for Predicting Phonetic Ability," LANGUAGE LEARNING 9(1-2):35-41, 1959.

Pimsleur, Paul. "Language Aptitude Testing," in Davies, Alan. LANGUAGE TESTING, A PSYCHOLINGUISTIC APPROACH, p.98-106. London: Oxford University Press, 1968. 214 p., bib. (out of print).

Discusses language aptitude testing in terms of both prediction and diagnosis. According to one study, the best correlation between predictors for language learning and language marks occurs when the average of school marks are used in conjunction with an aptitude test. Early diagnosis, especially of foreign language under-achievers, could provide the information needed for effective counseling. Describes both the Pimsleur Language Aptitude Battery (LAB) and the Modern Language Aptitude Test (MILAT).

Pimsleur, Paul. "Predicting Achievement in Foreign Language Learning," INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS 29:129-136, April 1963.

Pimsleur, Paul; Stockwell, Robert P.; Comrey, Andrew L. "Foreign Language Learning Ability," JOURNAL OF EDUCATIONAL PSYCHOLOGY 53(1): 15-26, 1962.

Reports the results of two studies to predict foreign language achievement conducted at UCLA during the Spring Semesters 1958 and 1959 with students in second-semester French courses. The two most important variables were determined to be verbal IQ and motivation.

Robinson, Gail L. LINGUISTIC ABILITY: SOME MYTHS AND SOME EVIDENCE. Sydney, Australia: New South Wales Dept. of Education, 1975. 56 p., bib. (available in the ERIC microfiche collection, ED 126 689; reproduction in microfiche, \$0.83; in paper format, \$3.50).

Reviews the research of Carroll and Sapon and Pimsleur and argues, based upon administration of the Pimsleur Language Aptitude Battery to suburban Sydney high school students, that interest in foreign language study is more important than IQ or any other component of language aptitude in foreign language election and perceived difficulty.

Gary J. Rossi



AN INSTITUTE IN INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGES

July 6-30, 1981, College of Humanities, The Ohio State University. 15 participants in French. Sponsored by the Endowment for the Humanities. Stipend of \$1350 per participant. For information write: Dr. Leon I. Twarog, Chairman, Department of Slavic and East European Languages and Literatures, Ohio State University, Columbus, OH 43210. Deadline for Application: March 1, 1981.

BONNE JOURNEE

The Cercle Francais of Holy Family College, Torresdale, Philadelphia, PA 19114, is publishing a French Newsletter entitled BONNE JOURNEE. It is published monthly at a cost of \$5 per subscription. It may be of special interest to teachers who are in the process of designing new courses for business-French oriented programs as the school offers a double major in Business Administration and French and each edition of the Newsletter focuses on this program. Send check or money order to Sr. M. Frances Veitz, CSFN, French Department at the above address. The French department also has a manual entitled: FREE-LOAN MEDIA FOR FRENCH: A GUIDE FOR TEACHERS at a cost of \$4.00 including postage.

DRIVING, BRIDGE....AND NOW GOLF!

Philip Grosse, retired French teacher formerly of New York State, has just published his next fun publication entitled LE GOLF. This entertaining and useful 30-page booklet will provide the reader with all he has ever wanted to know about such terms as "un bogey" and "un cogneur de longs coups". Write: Philip Grosse, 5055 N. 83rd Street, Scottsdale, AR 85253. Each booklet is \$1.25 postage paid. A 15% discount is given on orders of \$10.00 or more. Mr. Grosse also has available such titles as LE BASEBALL, FRENCH MENUS (set of 4), LE BRIDGE, and DRIVING IN FRENCH.



PURDUE TO HOST NEH INSTITUTE

Sixty practicing secondary-school teachers (grades 7-12) of French, German and Spanish (20 in each language) will be selected to participate in a National Endowment for the Humanities Institute this summer. Professor Joseph A. Wipf announces that funds from the NEH will make it possible to waive tuition and, in addition, to award each participant a stipend of \$75.00 per week, room and board, transportation, etc. incurred during the Institute and the two post-Institute seminars. Institute dates run from June 22 - July 17, 1981. Teachers from ILLINOIS, INDIANA, KENTUCKY, MICHIGAN and WISCONSIN will be selected as participants. Courses in Culture, Conversation and Composition, and the Teaching of Culture will be offered in each language. TWO semester hours of graduate credit is offered. Courses may be taken on a pass/fail basis as well. The DEADLINE FOR APPLICATION IS JANUARY 15, 1981. Teachers in the states listed above are urged to apply early. Application forms and additional information may be obtained by contacting: Dr. Joseph A. Wipf, NEH Institute Director, Purdue University, Dept. of Foreign Languages and Literatures, West Lafayette, IN 47907. Tel. (317) 494-5197 or (317) 749-2685.

FRENCH LANGUAGE TEACHING ASSISTANT PROGRAM -- ACADEMIC YEAR 1981/82

The Institute of International Education invites your participation in the French Language Teaching Assistant Program (FLTA) for academic year 1981/82. The program is administered by the Institute in New York in cooperation with the Office National des Universités et Ecoles Françaises in Paris.

The FLTA Program is an international educational exchange activity which brings American and French youth together in an academic environment. By bringing young French graduate students into U.S. academic institutions, the Program provides opportunities for American students and faculty to expand their knowledge of the French language and culture and to improve their fluency in French. For the French Assistant it offers a year's experience in an English language environment with many chances for interaction with Americans.

The purposes of this program are: (1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of the native speaker--students on the American campus are offered daily encounters and interaction with a foreign language and culture from a native informant close to their own age; (2) to permit French university students in English and American studies to spend a year in the United States working in their specialty.

Candidates for assistantships are chosen by personnel of the Office National possessing a thorough knowledge of the American system of education and considerable experience in the exchange of language teaching assistants. At IIE/New York, the final selection of students is made matching the student's background and experience to the particular needs of the U.S. institution. French students selected to participate in the Program range from those holding the DIPLOME UNIVERSITAIRE to those holding the MAITRISE D'ANGLAIS.

Role of Participating Schools: The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming French Assistant may have classroom responsibilities including teaching of grammar, literature, or civilization classes, holding conversation groups, or assisting in language laboratories; they may

direct tutorial sessions or animate a French house or club. Frequently their responsibilities encompass a combination of tasks. The award made by the institution to the Assistant usually includes room, board, tuition and fees for study and a monthly stipend. The stipend, or pocket money, offered often depends upon the cost of living in a given area. Flexible arrangements in all these areas, including homestays in lieu of room and board can be worked out on an individual basis.

Approximately thirty-five to forty-five French university students have been assisting in language departments each year since the Program's inception in 1968. They have been in all areas of the United States, from large urban centers to small rural towns. With advance planning, an Assistant can usually be found to meet almost any need or requirement.

Detailed information on this Program can be obtained from: French Language Teaching Assistant Program, Office of English and Special Services, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.



NORTH AFRICAN FRANCOPHONE DIRECTORY PLANNED

Professor Garbiel V. Asfar of the French Department at Middlebury College, Middlebury, VT wishes to announce plans to publish a DIRECTORY OF SCHOLARS IN NORTH AFRICAN FRANCOPHONE LITERATURE. Interested scholars are invited to send news of past work and/or work in progress in the following categories of North African Literature: translations into English, criticism (including monographs, articles, and reviews), textbooks, theses (undergraduate and graduate), conferences, symposia, lectures, and teaching.

All articles, including offprints or abstracts of articles, conference programs, course syllabi, or bibliographies, are to be sent to: Ms. Susan Alvarez, Project Editor, Perish Press, P.O. Box 75, Mystic, CT 06355.



CALENDAR OF EVENTS



"The Liberal Arts In A Time Of Crisis"

Dates: January 30-31, 1981. The Office of Continuing Education, State University College at New Paltz, New Paltz, N.Y. 12561.

Teachers of English to Speakers of Other Languages.

Dates: March 3-8, 1981. Detroit. Carol M. LeClair, TESOL, 202 DC Transit Building, Georgetown University, Washington, DC 20057.

North American Society of Seventeenth-Century French Literature.

Dates: March 12-15, 1981. New Orleans. Francis Lawrence, Department of French, Tulane University, New Orleans, LA 70118.

Colorado Congress of Foreign Language Teachers

Dates: March 13-14, 1981. Mr. Sam Butler, Secretary-Treasurer, CCFLT, 1095 So. Downing St., Denver, CO 80209

The Assumption Conference on Franco-American Studies

Date: March 14, 1981. French Institute/Institut français, Assumption College, 500 Salisbury Street. Worcester, MA 01609.

New Jersey Foreign Language Teachers Association.

Date: March 14, 1981. Lawrenceville, NJ. Jacqueline Benevento, 515 Tearose Lane, Cherry Hill, NJ 08003

French Literature Conference.

Dates: April 2-4, 1981. University of South Carolina, Columbia, SC. The French Essay. For information or submission of papers, contact the Conference Director, Professor Nancy E. Lane, Dept. of Foreign Languages, University of South Carolina, Columbia, SC 29208.

Ohio Modern Language Teachers Association.

Dates: April 2-4, 1981. Columbus, OH. Nancy A. Humbach, Finneytown High School, 8916 Fountainebleau Terr., Cincinnati, OH 45231.

Georgia Colloquium on 19th and 20th Century Literature in French, German and Spanish: Literature and Society.

Dates: April 2-4, 1981. University of Georgia. A.G. Steer, Jr., Department of Germanic and Slavic Languages, University of Georgia, Athens, GA 30602.

Foreign Language Association of Virginia.

Dates: April 3-4, 1981. Richmond, VA. Patricia Dragon-Jordahl, Dept. of Foreign Languages, Roanoke College, Salem, VA 24153.

Central States Conference on the Teaching of Foreign Languages.

Dates: April 9-11, 1981. Omaha, Nebraska. Reuben G. Peterson, Executive Secretary, Central States Conference, Augustana College, Humanities, Box 2199, Sioux Falls, SD 57102.

Northeast Modern Language Association.

Dates: April 9-11, 1981. Laval University. Ida Washington, Department of Foreign Languages, Southeastern Massachusetts University, N. Dartmouth 02747.

Symposium on "Calderon and the Baroque Tradition".

Dates: April 10-11, 1981. Toronto, Ontario. Kurt L. Levy, Chair, Dept. of Spanish and Portuguese, Univ. of Toronto, Ontario, Canada M5S 1A1.

Pacific Northwest Council on Foreign Languages.

Dates: April 10-12, 1981. Portland, OR. Ray Verzasconi, Dept. of Foreign Languages & Literatures, Oregon State Univ., Covallis, OR 97331.

Kentucky Foreign Language Conference.

Dates: April 23-25, 1981. University of Kentucky. Karl J. Fink, Dept. of German, POT 1055, Univ. of Kentucky, Lexington, KY 40506.

Northeast Conference on the Teaching of Foreign Languages.

Dates: April 30-May 2, 1981. New York, NY. James Dodge, Box 623, Middlebury, VT 05753.

California Foreign Language Teachers Association.

Dates: May 1-3, 1981. Marriott Hotel, Santa Clara, CA. Joan Stern, 32 Keel Court, Sacramento, CA 95831.

Fifth Annual CIHED Conference.

Date: May 14, 1981. Boston, MA; "Foreign Languages For The Professions: An Inter-Cultural Approach to Modern Communications". For information or submission of papers, contact: The Center for International Higher Education Documentation, Room 202 DG, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Tel. (617) 437-2770, 2771.

Society for Rousseau Studies.

Dates: May 14-17, 1981. Toronto. Aubrey Rosenberg, Victoria College, University of Toronto, Ontario M5S 1K7.

Summer Institute For Haitian Creole Bilingual Teachers.

Dates: June 21 - August 14, 1981. Creole Institute, Ballantine Hall, Room 602, Indiana University, Bloomington, IN 47405.

National Endowment for the Humanities Institute.

Dates: June 22 - July 17, 1981. Purdue University, West Lafayette, IN. For information write: Dr. Joseph Wipf, NEH Institute Director, Purdue University, Dept. of Foreign Languages, West Lafayette, IN 47907

Institute in Individualized Instruction in Foreign Languages.

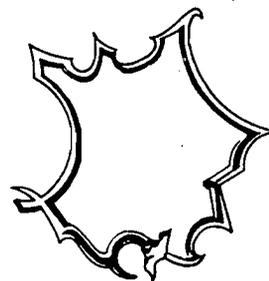
Dates: July 6-30, 1981. Columbus, Ohio. National Endowment for the Humanities (60 Participants); Leon I. Twarog, Chairman, Dept. of Slavic and East European Languages and Literatures, Ohio State University, Columbus, OH 43210.

International Federation for Modern Languages and Literatures.

Dates: August 28-September 9, 1981. Arizona State University, Tempe, AZ. Peter Horvath, Dept. of Foreign Languages, Arizona State University, AZ 85281.

American Association of Teachers of French.

Dates: November 27-29, 1981. Cincinnati, OH. AATF, Fred M. Jenkins, Executive Secretary, 57 East Armory Avenue, Champaign, IL 61820.



AATF National Bulletin (USPS 131-090)
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