

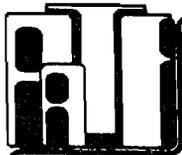
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 7, NUMBER 3, JANUARY 1982

AATF MEMBERSHIP CARD NOW AVAILABLE FROM NATIONAL HEADQUARTERS

At the request of a number of members, we have created an official membership card, reproduced below. The cost of sending these to every member is, at present, prohibitive; thus, we would ask you to drop us a postcard at 57 E. Armory, Champaign, IL 61820, if you would like yours. It may be particularly useful when you travel to France and need proof of membership to qualify for reduced entrance fees at museums and the like. As soon as we can verify your current membership, we will send your card without delay.



American Association of Teachers of French

M., Mme/Mlle _____
est membre de l'Association Américaine des Professeurs de
Français avec tous les privilèges et tous les droits qui s'y attachent.
Fait à Champaign, Illinois, Etats-Unis d'Amérique,

le _____ pour servir et valoir
ce que de droit.

Le Secrétaire Général

Volume 7, Number 3
(January 1982)

Editor: James E. Becker

Reading Committee: Edward D. Allen, Ohio State University; Michael Oates, Univ. of Northern Iowa; Mathé Allain, University of Southwestern Louisiana; Phyllis Dragonas, Melrose Public Schools, (Mass.)

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.

NOS AMIS CANADIENS SE REUNISSENT

L'Association canadienne des professeurs de langue seconde/ The Canadian Association of Second Language Teachers (CASLT/ACPLS) tiendra son douzième congrès annuel à Winnipeg, Manitoba, Canada, (Holiday Inn, centre-ville), les 6, 7, 8 mai 1982. Thème: Prenez une langue seconde à coeur à Winnipeg, au coeur du continent! Pour des renseignements communiquer avec Willem Steur, chef de publicité, 311 avenue Ashland, Winnipeg, Manitoba R3L 1L6, (Canada).

Bonne Année!





Je comprends, dit l'éléphant or The Audio-Lingual
Method of the 1890s

An anecdote current among foreign language teachers in the early 1960's told of an American professor of French who, after some twenty years of successful teaching, went to France for the first time. To his embarrassment, he could neither understand the natives nor be understood by them. In despair and frustration he decided to go home and take up some other line of work. On his last day in Paris while he was seated dejectedly on a bench at the zoo near the elephant pen, he suddenly noticed an attendant giving oral instructions to an elephant and saw the animal respond obediently. "Well," said the professor, "maybe there's some hope after all. If an elephant can learn French, so can I." Presumably he went back to the United States, took a course in conversational French, and lived happily ever after.

The unfortunate professor, unlike the elephant, learned his French by the traditional grammar/translation system prevalent during his school and college days. This, of course, was before the advent of total immersion and the audio/lingual techniques which grew out of the military need in World War II for quick and efficient language instruction. He might have been spared his discomfiture, however, if a technique tried at the end of the nineteenth century had gained wide acceptance instead of being rejected as "revolutionary" by the academic establishment of the day.

In January 1893 the Paris daily, le Temps, printed an enthusiastic report on the success of an experiment in language teaching based on a method developed by a Frenchman, François Gouin. This news was welcome, said the writer of the article, because everyone knew the miserable results produced after five or six years of language study by methods current at the time. "None of the students in our lycées or collèges can say a word in English or German if he has to go beyond the banks of the Channel or the Rhine."¹ Gouin, born in Normandy in 1831, who had taught in Germany, Rumania, and Switzerland as well as

in France, had worked out his method during his student days in Berlin in the 1850's and explained it in a textbook published some years later.² He believed that because the child speaks well before he reads and writes "language must be oral first." "We must appeal to his ear; he must pronounce the words before he is allowed to read them and reproduce them in writing." Language was a "mental railway" that would allow one to "enter into and assimilate the mind and spirit of a foreign nation, not as today, in ten or twenty years--the third of a lifetime--but for those of trained will in a single season."³

In the experiment recounted by le Temps, the five children of the celebrated English publicist, W. T. Stead, founder and editor of Review of Reviews, served as guinea pigs. The three eldest had had some previous training in French, but the two youngest--aged eight and twelve--had not. All studied French and only French for five months, five days a week, several hours a day. Only the youngest had a lighter schedule. At the end of the period, they took a four-hour examination under the eyes of an impartial jury of professors. Here are some sample questions from the twenty-four on the test:

1. Give the French name of each object shown you
2. Repeat in French a little story that the master has just told
3. Read an article in a French paper or a page of a writer and give the substance in French
4. Repeat immediately in French a commentary given in English
5. Explain in French what one does under a given circumstance
6. Improvise in French the end of a story begun by the master
7. Tell the same story twice in different words
8. Do a math problem in French
9. Serve as an interpreter between two persons--one doesn't know French, the other English
10. Write an ordinary letter (not technical) in French.⁴

According to the jury headed by A. C. Poiré, French master at Huddersfield College, the Stead children from the youngest to the oldest passed this extraordinary examination with flying colors.⁵ Le Temps reported that they "spoke fluent French with a good accent, read a page of Monte-Cristo, repeated an anecdote, improvised a story, wrote a letter, explained a grammar rule, asked for a cutlet or an orchestra seat as if they had lived all their lives near the Lycée Condorcet. The youngest, who had no training in written French, was the best speaker of the group."⁶

According to Gouin, his system was within the intellectual reach of anyone. It was merely a matter of reducing language to a series of "propositions" which could be applied to all objects and ideas. Thus when he made a series about the oak, step by step from the acorn to the woodcutter, it could be used as well to describe the life cycle of the beech, the elm, or almost any other tree. He divided objective language into seven categories:

1. man--child, schoolboy, adolescent, etc.
2. the quadruped--horse, sheep, dog, etc.
3. birds--singing, domestic, etc.
4. reptiles

5. insects
6. plants
7. the elements--sun, moon, air, water, storms, etc.

As for subjective language, Gouin worked out a system to connect it to objective words: statements expressing a feeling about an object or a person, bringing out the range of feelings from anger to enthusiasm. To teach figurative language, he constructed several metaphoric themes, for example for the word *vice*: déraciner le vice, extirper le vice, le vice germe, etc., providing a subtle comparison with the bad weed.⁷

Despite his professed dislike for grammar, Gouin gave it considerable space in his 590-page textbook. His concept of grammar, he insisted, was not the traditional one but an attempt "to replace an abstract study by the use of relationships to express form."⁸

His method attracted some followers, both in France and abroad. In London in July 1892 thirty teachers, headmasters, and language professors took a three-week course in the technique. In France, a director of the Ecole alsacienne spoke highly of it after using it two years with excellent results. An inspector of primary education reported its introduction into the lower schools, especially in Brittany where the little Bretons came to school with no knowledge of French. Edouard Lockroy, minister of education, gave him some encouragement as did the rector of the Académie de Paris and a few other pedagogues of some standing. He received hundreds of letters from Australia, America, and England asking for his book. "Teachers in the United States say they will cross the Atlantic to take instruction in my methods. I hope France won't be too far behind."⁹

Gouin noted with some annoyance the springing up of rival systems which claimed to give mastery of a language in six weeks. He considered this too short a time because the student must learn to think in the new language. His method, he was sure, would allow any person of average intelligence to learn a language in six months and retain it like his mother tongue.

While his ideas never gained the acceptance for which he hoped, his book had gone into six editions at the time of his death in 1896; furthermore, the current catalog of the British Museum Library lists eighteen references to it, either revisions or translations of his text or books by others who based their work upon it. The catalog lists editions in French, German, and English as well as one in Japanese. The English translation by Howard Swan and Victor Bétis went into nine editions after 1892, the last in 1924.

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Grand Forks, ND 58202

FOOTNOTES

1. "Une expérience pédagogique--l'enseignement rapide des langues vivantes," le Temps (Paris), le 25 janvier, 1893, p. 3, translated by author.
2. François Gouin, Essai sur une réforme des méthodes d'enseignement. Exposé d'une nouvelle méthode linguistique. L'art d'enseigner et d'étudier les langues (Paris: Librairie Fischbacher, 1880); W. T. Stead, "How to Learn a Language in Six Months," Review of Reviews (London and New York), July 1892, pp. 701-708; "La méthode de m. Gouin pour l'enseignement des langues étrangères," le Temps (Paris), le 14 février, 1893, p. 3, translated by author.
3. François Gouin, The Art of Teaching and Studying Languages, translated from the French by Howard Swan and Victor Bétis, ninth edition (New York: Longmans Green & Co.; London: George Philip & Son, Ltd., 1912), p. 2. Bétis was the tutor of the Stead children during the experiment.
4. Le Temps, le 25 janvier, 1893.
5. "How to Learn a Language in Six Months, a Striking Report of Progress," Review of Reviews (London and New York), November 1892, pp. 424-426. Poiré wrote How to Learn a Language: a Popular Exposition of the Gouin Method (Halifax: J. E. Spencer, 1894).
6. Le Temps, le 25 janvier, 1893.
7. Le Temps, le 14 février, 1893.
8. Ibid.
9. Ibid.



CIVILIZATION JOURNAL GAINS POPULARITY

Contemporary French Civilization (three issues per year) is an interdisciplinary scholarly journal devoted to the study of French-speaking societies and cultures throughout the world. **Contemporary French Civilization** began publication in 1976 and is now entering its sixth year. Past issues have treated a variety of topics such as the autonomist movement in Corsica, women in the French underground, France and its Jews in World War II, Quebec's international future, the French in American television commercials, the Louisiana French.

Each issue is comprised of a number of articles in French or English, a "dossier-documentation" section with teaching aids and bibliographies, interviews with noted French-speaking personalities, a column on the arts and a book review section.

In October 1980 **Contemporary French Civilization** co-sponsored a colloquium with SUNY-Buffalo entitled "Contemporary French Civilization and Its Impact on North American Politics and Society." A number of selected communications presented at that conference have just been published in **Contemporary French Civilization** (Volume V, numbers 2 and 3).

In December 1981 **Contemporary French Civilization** will publish its first special issue intitled "Intellectual Life in France Since 1968." The essays included in this issue examine the New Philosophers, Sartre, Lacan, reforms in secondary and university education, the state of science and research, the status of women, the popularity of holocaust literature, and other topics.

Current subscription rates are \$12.00 per year (\$15.00 through a subscription agency). Overseas and Canada add \$2.00. Subscriptions should be sent to Douglas Daniels, Managing Editor, Department of Modern Languages, Montana State University, Bozeman, MT 59717.

ACHIEVEMENT TESTING: A SELECTED, ANNOTATED BIBLIOGRAPHY

By Gary J. Rossi

This list of materials on achievement testing is the third 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 (p. 13-14) and the second, "Aptitude/Placement Testing: a Selected Annotated Bibliography," appeared in the January 1981 issue (p. 13-14). The items contained in all three lists were selected from the master bibliographic file on testing compiled by the Testing Commission and located at the AATF Testing Clearinghouse, Millikin University, Decatur, Illinois 62522. The intended audience for this series of bibliographies is the classroom teacher in need of a general orientation to a selected portion of the literature dealing with second-language testing theory and practice.

The publications included in this list on achievement testing are arranged under selected subject headings used in the master file and present reviews of research and/or describe particular testing methodologies. They are available 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. For a copy of the complete list of subject headings used in the file or for further information on the Clearinghouse's bibliography, please write to the Director, Professor Robert Vicars, at the address above.

GENERAL

Boyle, Thomas; Smith, W. Flint; Eckert, Ruth G. "Computer Mediated Testing: A Branched Program Achievement Test," MODERN LANGUAGE JOURNAL 60(8):428-440, Dec. 1976.

Describes the development of both computer-assisted and computer-managed instruction as teaching and evaluation tools in foreign languages. Explains the Branched Program Achievement Test for beginning instruction in French. This is a paper and pencil test in which the student must proceed through different "branches" similar to programmed learning sequences. Computer scoring allows for analysis of individual student learning difficulties.

Briscoe, Laurel A. "Post-Evaluation Practice," FOREIGN LANGUAGE ANNALS 10(4):405-409, Sept. 1977. (reprint available from University Microfilms).

Argues that for learning to be most effective there must be post-evaluation practice of the tested material.

Jones, Randall L. "Testing: A Vital Connection," in THE LANGUAGE CONNECTION: FROM THE CLASSROOM TO THE WORLD, ed. by June K. Phillips. (ACTFL Foreign Language Education Series, V.9), p. 237-265. Skokie, Illinois: National Textbook Co., 1977. 315 p., bib., \$9.00. (available in the ERIC microfiche collection, ED 161 255; reproduction in microfiche, \$0.83; in paper format, \$16.73).

Describes the objectives of language testing and offers a research review of skill testing of speaking, listening, reading, writing, over-all language proficiency, and culture and sociolinguistic aspects.

Jorstad, Helen L. "Testing as Communication," in THE CHALLENGE OF COMMUNICATION, ed. by Gilbert A. Jarvis. (ACTFL Review of Foreign Language Education, v.6), p.223-274. Skokie, Illinois: National Textbook Co., 1974. 447p., bib., \$19.75 (hard), \$12.50 (soft). (available in the ERIC microfiche collection, ED 162 495; reproduction in microfiche, \$0.83; in paper format, \$23.43).

Describes testing as the vital ingredient in the "teaching-learning loop" which, along with the curriculum, is open to change in response to learner feedback. Includes a review of research on aspects of second-language testing including, among others, norm- and criterion-referenced tests; discrete-point and global tests; oral communication tests; reading tests; culture tests; and program evaluation.

Nolan, William J. "The Test as a Teaching Device," FOREIGN LANGUAGE ANNALS 10(4):403-404, Sept. 1977. (reprint available from University Microfilms).

Describes a method for students to have immediate feedback concerning their test performance. Students complete two copies of the test, handing in one to the teacher and keeping one for correcting errors. This allows the student to know immediately what he must relearn.

Spencer, Samia and Pelc, Paulette. "Testing: A Hurdle or a Means of Learning?" in Illinois Conference on Foreign Languages in Junior and Community Colleges, (1972). CHANGING PATTERNS IN FOREIGN LANGUAGE PROGRAMS; REPORT, ed. by Wilga M. Rivers and others, p.281-284. Rowley, Mass.: Newbury House, 1972. 341p., bib., \$5.50.

Steiner, Florence. "Teacher-Made Tests: Vital in the Foreign Language Classroom," in Illinois. Dept. of Public Instruction. TOWARD EXCELLENCE IN FOREIGN LANGUAGE EDUCATION, A SPECIAL PUBLICATION, ed. by Pat Castle and Charles Jay, p.75-78. Springfield, Illinois: The Department, 1968. 116p. (available in the ERIC microfiche collection ED 034 448; reproduction in microfiche, \$0.50; in paper format, \$5.90).

Emphasizes that a good test should evaluate what has been taught and that the student should be able to learn from it. Provides guidance to teachers in developing tests of listening comprehension, pronunciation and speaking skills, and writing skills.

Valette, Rebecca M. "Evaluating Oral and Written Communication, Suggestions for an Integrated Testing Program," in PROBLEMS IN FOREIGN LANGUAGE TESTING, ed. by John A. Upshur and Julia Fata. (LANGUAGE LEARNING special issue, no.3), p.111-124. 1977. (available from Language Learning, N. University Building, University of Michigan, Ann Arbor, Mich. 48104).

Valette, Rebecca M. "Evaluation of Learning in a Second Language," in Bloom, Benjamin Samuel. HANDBOOK ON FORMATIVE & SUMMATIVE EVALUATION OF STUDENT LEARNING, p.815-853. New York: McGraw-Hill, 1971. 923p., bib., ISBN 0-07-006114-9, \$21.95.

Reviews the concepts of foreign language testing including, among others, objectives of second-language instruction, summative evaluation, normative evaluation, and the role of commercial tests.

AUDIO-VISUAL ASPECTS

AUDIO-VISUAL LANGUAGE JOURNAL 12(3), Winter 1974-75 is a special issue devoted exclusively to testing and examinations.

COMMUNICATIVE COMPETENCE

Bartz, Walter H. "Testing Communicative Competence," in Central States Conference on the Teaching of Foreign Languages, (1976). TEACHING FOR COMMUNICATION IN THE FOREIGN LANGUAGE CLASSROOM, A GUIDE FOR BUILDING THE MODERN CURRICULUM: SELECTED PAPERS FROM THE 1976 CENTRAL STATES CONFERENCE, ed. by Renate A. Schulz, p.52-64. Skokie, Illinois: National Textbook Co., 1976. 131p., bib. (available in the ERIC microfiche collection, ED 134 023; reproduction in microfiche, \$0.83; not available in paper format).

Discusses the concept of testing for communicative competence as opposed to measuring learning by discrete-point linguistic tests. Three considerations are addressed for teachers interested in developing their own tests of communicative competence: face validity, administration procedure, and scoring procedure.

Levine, Josie. "An Outline Proposal for Testing Communicative Competence," *ENGLISH LANGUAGE TEACHING JOURNAL* 30(2):128-135, Jan. 1976.

Discusses a method for designing, administering, and scoring tests to evaluate communicative competence.

Rivenc, Marie-Madeleine and Porcher, Louis. "Suggestions Pour une Evaluation par Images," *FRANÇAIS DANS LE MONDE* no.137: 53-56, mai-juin 1978. (reprint available from University Microfilms).

Schulz, Renate A. and Bartz, Walter H. "Free to Communicate," in *PERSPECTIVE: A NEW FREEDOM*, ed. by Gilbert A. Jarvis. (ACTFL Review of Foreign Language Education, v.7), p.47-92. Skokie, Illinois: National Textbook Co., 1975. 372p., bib., \$19.75 (hard), \$12.50 (soft). (available in the ERIC microfiche collection, ED 159 880; reproduction in microfiche, \$0.83; in paper format, \$19.41).

Explains the meaning and background of communicative competence, reviews the recent research literature of the field, describes published and teacher-made materials, discusses questions associated with testing, and suggests directions for future research. Included in the testing discussion are published tests, scoring procedures and rating scales, a listening test, and a writing test.

FLES

O'Rourke, Everett V. "Evaluation and Testing," in Levenson, Stanley and Kendrick, William. *READINGS IN FOREIGN LANGUAGES FOR THE ELEMENTARY SCHOOL*, p.412-425. Waltham, Mass.: Blaisdell, 1967. 555p., bib. (out of print).

Pillet, Roger. "Evaluation in the Target Language," in American Association of Teachers of French. FLES Committee. *CULTURE IN THE FLES PROGRAM: A REPORT BY THE 1965 FLES COMMITTEE OF THE AATF*, ed. by Lee Sparkman, p.67-76. Philadelphia: Chilton, 1966. 128p., bib. (out of print).

PRONUNCIATION

Leon, Pierre. "Les Tests de Prononciation," *CANADIAN MODERN LANGUAGE REVIEW* 22:16-27, 1966.

Whiteson, Valerie. "Testing Pronunciation in the Language Laboratory," *ENGLISH LANGUAGE TEACHING JOURNAL* 33(1):30-31, Oct. 1978.

READING/WRITING (INCLUDING GRAMMAR)

Brière, Eugene J. "Testing the Control of Parts of Speech in Foreign Language Compositions," *LANGUAGE LEARNING* 14:1-10, 1964.

Matthews-Břeský, R. J. H. "Translation as a Testing Device," *ENGLISH LANGUAGE TEACHING JOURNAL* 27(1): 58-65, 1972.

Argues that translation can be a tool in the testing of grammar. Provides several examples of test items for English as the target language.

Monroe, James H. "Measuring and Enhancing Syntactic Fluency in French," *FRENCH REVIEW* 48(6):1023-1031, May 1975.

Describes a method of evaluating levels of syntactic fluency by having the student rewrite short, simple sentences into more complex ones. This type of procedure is also suggested as effective practice drill.

Wipf, Joseph A. "Measuring and Evaluating Progress in Reading," *FOREIGN LANGUAGE ANNALS* 9(6):569-576, Dec. 1976.

Discusses a methodology for constructing test items for the measurement of reading skills. Includes a glossary of testing terms.

SELF-INSTRUCTIONAL & INDIVIDUALIZED PROGRAMS

Carter, Thomas P. "A Technical Solution to the Problem of Test Administration in an Individualized Language Program," *AMERICAN FOREIGN LANGUAGE TEACHER* 4(3):11-13, Spring 1974.

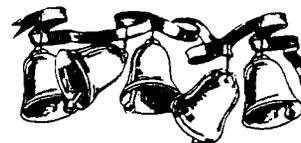
Farrington, Brian and Richardson, Catherine. "A Self-Instructional Language Laboratory Course in French for First-Year University," *AUDIO-VISUAL LANGUAGE JOURNAL* 15(3): 233-236, Winter 1977-78.

Phillips, June K. "Individualization and Personalization," in *RESPONDING TO NEW REALITIES*, ed. by Gilbert A. Jarvis. (ACTFL Review of Foreign Language Education, v.5), p.219-262. Skokie, Illinois: National Textbook Co., 1974. 404p., bib., \$19.75 (hard), \$12.50 (paper). (available in the ERIC microfiche collection, ED 161 243; reproduction in microfiche, \$0.83; in paper format, \$20.75).

Reviews the theory of individualized instruction and offers methods for evaluating student progress in such programs.

Terry, Robert M. "MONIQUE: the Assistante." (Paper presented at the annual foreign language conference sponsored by the Division of Secondary Education, Department of Education, Commonwealth of Virginia, Richmond, Oct. 13-14, 1977). 13p. (available in the ERIC microfiche collection, ED 145 725; reproduction in microfiche, \$0.83; in paper format, \$1.67).

Discusses a computer program which allows students the opportunity for self-evaluation and supplementary practice in language drill.



FRENCH CALENDAR 1982

A 1982 calendar for French fans has been prepared by the Washington Chapter of the AATF. Designed by Yvette COURIVEAUX and edited by Susan REDD, the "French Fat Cat's No-Fail Diet" calendar follows thirteen months of Quebec and French specialties tasted by the gourmand Sylvestre. The poster format is two feet by three feet and appropriate for a door in the kitchen or a wall in the French classroom. It has the dates indicated for francophone scientists, writers, artists, singers and cinema stars. Only 200 copies have been printed this year. This humorous format is actually full of cultural material to help the teacher of French remember famous dates as well as professional meetings like the MLA, ACTFL, and PNCFL conventions in 1982. Copies may be ordered by mail when full payment accompanies the request. Send checks payable to "AATF Calendars" to:

Mrs. Susan M. Redd
AATF Calendars
M V H S - 314 North 9th Street
Mount Vernon, WA 98273
Tel. (206) 336-3155 - 12:15 or 2:45 p.m.
or 424-9170 - before 10 a.m., after 6 p.m.

Price: \$4.25 (first class postage assured) in US funds, or \$5.15 in Canadian funds.

FRENCH LANGUAGE TEACHING ASSISTANT PROGRAM ACADEMIC YEAR 1982/83

The Institute of International Education invites your participation in the French Language Teaching Assistant Program (FLTA) for academic year 1982/83. The program is administered by the Institute in New York in cooperation with the Office of International Services of the French Ministry of Education 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 of International Services 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**.

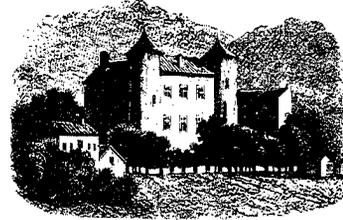
ROLE OF PARTICIPATING SCHOOLS: The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming French Assistant may have classroom responsibilities including teaching of grammar, literature, 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.

Participating institutions are charged a nominal fee. These institutions contribute \$25 for dossier reviews of potential candidates and \$75 for each placement.

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.



Saint-Point, près Mâcon

CANADA COUNCIL ANNOUNCES NEW PROGRAMS FOR WRITERS

Ottawa, October 21, 1981 -- The Canada Council has initiated two new programs for Canadian writers. The new initiatives are both extensions of the long-established Canada Council program of public readings. They are intended to provide access for Canadian writers to larger audiences within Canada and abroad.

The first program will provide opportunities for Canadian poets, fictions writers, playwrights, and children's writers to give public readings of their works in the United States, where a dramatic interest in Canadian writing is already evident.

Under the terms of the program, postsecondary institutions, libraries, museums and art galleries in the U.S. may invite Canadian writers to read their works for the public. The Council will pay the writer's reading fee of \$150, and the host organization will provide accommodation, meals and publicity. Travel costs will be shared by the Council and the host. Priority will be given to proposals involving two or more readings in the U.S. by the same writer. Organizations interested in participating should contact the Writing and Publication Section of the Council at least six weeks before the scheduled time of the reading.

The second new program allows Canadian postsecondary institutions, galleries, museums and libraries to invite writers to their community for four to ten-day residencies. During that time the writer will read for the public and be available to residents of the community to read their manuscripts and participate in formal and informal discussions.

Under this program, the Council will pay two-thirds of the writer's stipend of \$150 per day plus travel, while the host organization pays the remainder of the stipend, accommodation and meals. Organizations who wish to host writers should contact the Writing and Publication Section at least 30 days in advance of the proposed residency.

Ref: Gwen Hoover, Writing & Publication Section
Jocelyn Harvey, Public Relations Officer
Tel: 1-800-267-8282 or
in Ottawa, 237-3400



UPDATE ON CURRENT ADDRESSES

Gessler Publishing, 900 Broadway, New York 10003
 French Institute/Alliance Française, 22 East 60th St.,
 New York 10022

Consulat General de France, 444 N. Michigan Avenue,
 Chicago, IL 60611

ACTFL, 385 Warburton Ave., Hastings-On-Hudson, NY
 10706 (914) 478 2011

AATF Announces Dakar Program

June 26-July 3, 1982

MESSAGE FROM GEORGES JOYAUX, PRESIDENT

"Dakar is the first in a series of educational programs the AATF is sponsoring to the francophone world. Special events and contacts with leading intellectuals will provide a rich educational experience in a country which most of us know only through its literature. I hope you will plan to join me in Dakar in June."

PROGRAM HIGHLIGHTS

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Dakar 1982

POUR VOS ETUDIANTS

Conversational Games For French Students

by James E. Becker/Larbi Oukada
Price Lab School
University of Northern Iowa

One of the most challenging and frustrating "bête-noire" in second language teaching has been, and still is, the acquisition of a relatively adequate verbal fluency. The reasons are numerous: students' phobic reactions to new sounds and phonological combinations, inhibitory practices in some depersonalizing and dehumanizing teaching methods, proliferation on the market of text and workbooks emphasizing reading and writing, the inherently complex nature of any language sound system and the debilitating four-wall environment of the classroom are a few of the factors accounting for this state of affairs. Most of these problems are unfortunately outside teacher control. However, a major source for the comparatively deplorable status of verbal skill lies at the heart of teaching; namely the absence of methodically and deliberately designed "strategies" to improve communicative competency.

Language games are, we believe, a powerful pedagogical tool and a practical teaching approach which can and should be incorporated on a regular basis into the teaching of conversation. Games present an effective means for increasing student interest and participation. When used wisely and moderately with a combination of other creative activities, games can help revive student enthusiasm and may even revitalize the entire language program.

Conversation is an important independent skill, badly in need of increased emphasis in today's language teaching. Its unique and distinctive features are spontaneity and improvisation. Textbooks, hence teaching, are usually compartmentalized into controlled units devoted mostly, if not solely, to a single grammatical concept (i.e. le passé-composé, le subjonctif) and devoid of material targeted to enhance and challenge students' spontaneous and improvisational talents in the second language. Furthermore, language teachers may unconsciously relay the impression that foreign languages are to be used in class and most often between the student and his teacher. We hope that some of the games presented here, as well as others, are not used, as one author has suggested, "to fill odd minutes that would otherwise be wasted", or simply because "they are fun", but because they captivate, more than any language practice or drill, the very essence of conversation. They do so by:

- a) strengthening motivation.
- b) reducing stress.
- c) improving interpersonal relationships among students and reinforcing that communication is a people process rather than a language process.
- d) training the student to deal with unexpected topics and unexpected questions.
- e) incorporating gestural behavior.
- f) allowing the student to improvise and generate new

sentences in the language.

- g) giving the linguistic exchange a natural context in an animated environment. Communication is not a passive but a highly active skill.
- h) having deserved and fruitful fun in the classroom.
- i) involving "total physical response" to use Asher's terminology, and therefore enhancing retention.
- j) adding an important component in any teaching model: dynamism. Language, as any concept, cannot be learned by "analytic simplification" and/or "synthetic reconstruction" processes alone.

Selected Conversational Games

PICTURE DRAWING

Procedure: The class is divided into either pairs or small groups of no more than four students. Students are to sit with their desks away from the screen, blackboard or front of the room. One student will describe a picture, drawing on the blackboard or a transparency to the others as they draw on a blank sheet of paper. This is to be done entirely in the target language. This is excellent for reinforcing prepositions as well as for listening comprehension. Be sure to pick a student who can handle the language well enough to describe the picture or object being described. The student who has drawn the closest facimile to the description given is declared the winner. Students may ask questions to clarify what has been said but are not to turn and look at the original.

Tips: A time limit should be set to animate verbal exchange. The picture should be simple. It should not be a drawing contest. Prizes can be awarded to the best likeness. Select with care the picture, preferably one that uses much of the vocabulary that is currently being studied.



SON ET SENS - 1977, 1972 Scott, Foresman and Company

Example of picture

Variation: The teacher describes a most *ridiculous looking person* with . . .trois oreilles, un nez rond comme une bouteille, des cheveux longs avec des boucles, un oeil au milieu du front, etc.; *a rural scene* complete with clouds, trees, birds in the sky, cows, horses, a barn (a certain number of each); or *a house* with . . .trois salles de bain, six cuisines, une chambre à coucher, quatre garages, etc. Students love to draw and to laugh at what they and others have drawn. It is especially effective when students can take the place of the teacher and do the "teaching". This should be done as often as possible, even if it means that the teacher must prepare a written script for the student(s).

IMPROVISATIONAL SITUATIONS

Procedure: Each group of two students is given a card stating a conversation topic (see examples below). Students are given a few minutes to work out and improvise the actual dialog. Then, each group presents their sketch to the class.

Tips: Topics should be relevant to students' desires and interests. Comedy situations enhance better cooperation and participation from the students. The "situations" can be home assignments if the pair could meet or call each other. Cultural variants could be demonstrated in this game.

Examples:

- You are Columbus. The crew wants to go back to Spain, and perhaps, to execute you. Talk them out of both. Be eloquent.
- Your hotel reservation in Geneva has been confirmed but upon arrival you find that there is no room. Argue with the desk clerk and with the manager about giving you a room. You may be obnoxious but not abusive, and they should be sympathetic but firm in their refusal.
- You have just seen a waiter in your section spill his third plate of food on somebody. At this time he is eager to come and take your order. You are hoping someone else will come to help you, that he will get off work very soon, or that any other arrangement might be made. Politely decline, stall, or make conversation, though he will insist on bringing you something and on taking your order.

COURT CASES

Procedure: This game is played on the model of an actual court room. Students are assigned various roles: judge, attorneys, defendant, plaintiff, witnesses, etc. A "case", preferably of students' or local interest, is selected and discussed. Then the court "entre en séance".

Useful terminology: (borrowed from Shelley and Lewis' "Games for the Foreign Language Association," a presentation given to the Iowa Foreign Language Association, Oct. 16, 1981).

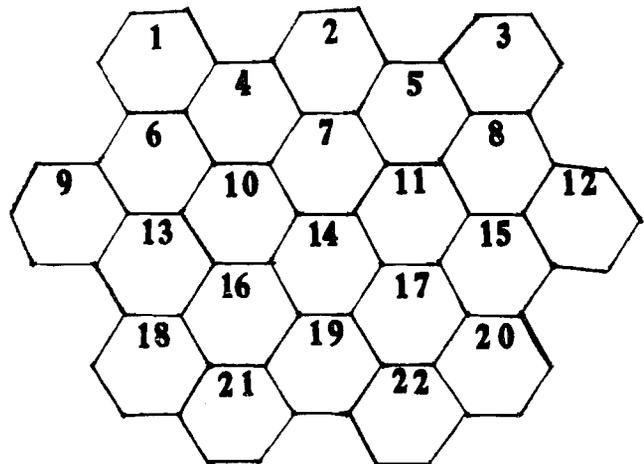
- Le tribunal va entrer en séance.
- Jurez-vous que ce que vous dites est la vérité, la vérité complète, et rien que la vérité?
- J'appelle. . . à la barre des témoins.
- Je dirige le témoin de répondre à la question.
- Citez votre prochain témoin.
- Voulez-vous contre-interroger le témoin?
- Je présente ceci comme une pièce à conviction.
- J'invite l'auditoire à garder le plus profond silence.
- M. le Président, j'objecte.
- Dites votre objection.
- L'objection est acceptée.
- L'objection est rejetée.
- L'avocat harcele le témoin.
- L'avocat mène le témoin.
- Avez-vous des questions de réplique?
- Vous pouvez prendre votre place.
- L'audience est levée.

Tips: Recommended for advanced students. The court "séance" should be short enough as to postpone the completion of the case. The postponement creates suspense and arouses students' interest. Independent rehearsal for the next day in court is common. The teacher should play the role of judge to assure desired management.

Variation for intermediate students:

Two students go into the hall or to the back of the room and make up an alibi as to where they were last night between 7 and 10 p.m. (3-4 min. to prepare). One re-enters and is asked many questions by the class—Qu'est-ce qu'est-ce que tu as fait hier soir? Où es-tu allé? A quelle heures est-ce que tu as vu ton ami?, etc. After 5 minutes of questioning, S₂ enters, the same questions are asked. The more creative student will finesse the student into tough situations with tough questions. It's fun. The result should be: coupable ou non coupable!

Block buster grid



MINI-BAC QUIZ BOWL

Procedure: A number of quiz games exist, in which students answer questions in the target language à la "Jeopardy". We have selected a student favorite called "Block buster". First, one needs an overhead of blocks filled with consecutive numbers (see illustration above). Second, the class is divided into two teams, A and B. The teacher asks a question from a pool of topics or "categories" (i.e. le théâtre, les romans, le sports, les femmes célèbres, les présidents). If Team A answers correctly then a block of their choice is marked A and team B gets the next turn, and so on. The object of the game is for each team to connect, from one side of the grid to another, a bridge with blocks containing their letter. A minimum of four blocks must make up the bridge.

Tips: This game can be modified to satisfy particular needs. For instance, material covered in the regular class, including grammatical concepts, can be chosen as a category.

REPORT ON THE NEH INSTITUTE ON CONTEMPORARY FRENCH CULTURE

On the 28th of June 1981, twenty participants gathered at the State University of New York in Albany to begin a six-week institute on social and political trends in contemporary France. For many, this study represented a departure from our traditional fields of language and literature and provided us with a unique opportunity to prepare as a group new courses that we will teach in French civilization in our respective institutions.

Under the auspices of the National Endowment for the Humanities, each participant received a stipend of \$1,800 which covered living expenses and travel to and from Albany. The program was developed and directed by Professor Georges Santoni who is on the faculty at SUNY and conducted a similar Institute there two years ago. His purpose was to enable the participants to be in contact with a variety of experts in the field of contemporary French culture and to assemble as much literature and authentic documentation on the subject as the NEH budget would allow. In this regard, the program was indeed a success.

The format of the Institute included long morning sessions of discourse and presentation of data by the speakers, followed by afternoon discussions and individual work in the SUNY library. The theme of contemporary youth in France was one of particular interest to university professors who frequently make comparisons for their students between young people in America and young people in France. To highlight this theme and to illustrate many of the social markers characteristic of French youth and their educational system, Professor Santoni presented a series of films in the evening whose titles may be of interest to others teaching civilization courses: Ne pleure pas la bouche pleine, L'Amour en l'herbe, La Dentelière, Baisers volés, Souvenir d'en France, Diabolo menthe, L'argent de poche, Les 400 coups, Loulou and Coup de tête. The particular speaker in residence each week attended the films with the participants and initiated discussions of the film from sociological, cultural and historical points of view. The presence of several native French speakers in the group added an important dimension to these discussions and provided the American professors with an insight and understanding of the films which would have been difficult to acquire on our own.

The NEH required that two weeks of the Institute be devoted to pedagogy. The two speakers responsible for this area were Louis Porcher, Professor at the Ecole Normale Supérieure at Saint-Cloud and François Mariet, Professor at the University of Pau and the Institut d'Etudes Politiques de Paris. M. Porcher stressed the conjunction of linguistics and culture in presenting his methodology and demonstrated, for example, the use of semiotics in decoding the rich cultural content of advertisements. He also gave an analysis of the various daily and weekly newspapers in France and suggested how they might be effective teaching materials for a civilization class. M. Porcher has published several books and articles on the use of media in teaching language and civilization and considers them viable

authentic documents for teaching as well as testing a student's knowledge of another language and culture.

M. Mariet specializes in the sociology of culture and began his lectures emphasizing the importance for professors of civilization to resist the facile approach based on folklore and well-established prejudices. To avoid the clichés, for example, that France is the country of lovely châteaux, fine wine and good bread (excluding all other aspects of her society), it is essential to use a scientific approach as we attempt to depict another culture to our students and to try diligently to distinguish between the logic of theory which prevails in the classroom and the logic of practice which exists in real life. To demonstrate how civilization can be taught in an objective and scientific manner, M. Mariet lectured at length on French youth, using as his point of departure statistics and data to describe various aspects of a young person's life including the language he invents to communicate with his peers, his political activities, religious inclinations, educational and social categories, military service, leisure activities and job experience.

To bring these tendencies to life for our students, M. Mariet demonstrated the pedagogical value of analyzing the cultural and linguistic components of contemporary music enjoyed by young people in France today. He also presented a method whereby the instructor uses a series of slides in order to replace explanation in a civilization course with description. By carefully analyzing the denotation and the connotation of objects and surroundings, students can begin to decipher signs which indicate social class, educational background, personal tastes, geographic location and other distinguishing features. In brief, M. Mariet appealed to the participants to base their teaching of civilization less on personal enthusiasm and experience and more on scientific data and realistic description.

The themes and tone of the Institute changed considerably with the arrival of Michel Crozier, well-known sociologist, professor and research director with the Centre National de Recherches Scientifiques. Specializing in the sociology of organization, M. Crozier presented his vision of France and the French people seen through the bureaucratic hierarchy, the systems of administrative power and the decision-making processes of French industry and political organizations. As evidenced in his works La Société bloquée (Seuil, 1970) and On ne change pas la société par décret (Grasset, 1979), M. Crozier maintains a rather pessimistic view of the rigidly hierarchized and centralized society in France. Despite certain changes taking place at the base of the pyramid, the large, long-established systems of government and industry prevent these modifications from reaching the summit. M. Crozier paid special attention in his lectures to the subjects of the French elite (linked closely to the system of the "Grandes Ecoles"), to the functioning of French industry and to the current status of France as a world economic power in light of the recent Socialist victory.

Continuing the analysis and explanation of the Socialist Party's surprising victory, M. Gérard Vincent from the Institut d'Etudes Politiques de Paris underlined what he

called the "erreurs monumentales des adversaires à la droite" and gave his own projection for the Left's chances for success in the future. He covered a wide variety of other topics in his week of seminars, including French family life, the creation and production of the law, the different branches of the secondary and higher educational systems and the criteria for determining the social status of an individual (1. Catégorie socio-professionnelle 2. Revenus 3. Diplômes 4. Prestige 5. Religion 6. Tous les autres aspects qui ne sont pas quantifiables). With little previous experience in the field of French sociology, the participants were pleased to hear M. Vincent's brief comparison between the sociological positions of Pierre Bourdieu and Raymond Boudon. Like the other "conférenciers", Gérard Vincent did not conclude his week without passing several times on the subjects of the effects of the media on contemporary society, the causes and effects of "mai '68" and the social inequalities which persist because of the impenetrable partitions separating the different segments of French society.

The final week of seminars was led by M. Henri Mendras, author, sociologist and director of a research team at the Centre National de Recherches Scientifiques. In his commentaries on the recent elections as well as in his examination of the class structure and social institutions, M. Mendras presented an image of France more optimistic and less disquieting than that of his predecessors. As an expert in the areas of rural population and country life, M. Mendras explained many of the shifts which have occurred since the post-war period and the effects which they have had on politics and the social mobility of the French people. Although M. Mendras covered a number of topics that were of grave concern to all of the speakers, his point of view was unique because he presented a vision of France seen from the base with all of its diversity. Through his prolonged study of small towns and villages in various regions of France, he could attest to an informal economy and rural political power that continue to function in a dynamic manner and account for both the stability of the nation and the measurable progress effectuated in spite of the immutable hierarchy separating the base from the summit.

The conclusion of the research project which Mendras began in 1962 confirms his theory that the diversity of the rural societies persists throughout France despite three centuries of growing centralization. In a graphic analysis of the social geography of France, Mendras provided some very interesting correlations regarding geographic location, religious practice and political inclinations. The social philosophy which emerged from M. Mendras' week of lectures can perhaps best be summarized by a passage from one of his own writings:

Contrairement à ce qui se dit et qui s'écrit le plus souvent, ce consentement me paraît très fort aujourd'hui parmi les Français. Tous...reconnaissent la légitimité républicaine, partagent une morale de l'efficacité et se soucient avant tout de bien vivre. En même temps, chacun accorde à autrui de chercher son bien-être à sa façon, selon les valeurs qui sont les siennes, et qui suscite des préjugés et donc des manifestations diverses

de racisme qui sont le revers de la médaille que je présente trop belle. (La Sagesse et le désordre, Editions Gallimard, 1980; p. 61)

In addition to the five speakers mentioned, several others came during the course of the Institute to give brief lectures on specific topics. Included in this last group were Professor Laurence Wylie who gave us a very warm and personal presentation of his own methods for teaching civilization and non-verbal communication and Professor William Beer, author of The Unexpected Rebellion in Contemporary France (N.Y.U., 1980). By the end of the Institute, the participants had had the opportunity to spend several hours with each of the "conférenciers" in an informal setting to ask questions, argue issues and address more directly some of the concerns which we had as professors of French in American institutions.

This exchange of ideas among the group, supported by a rich collection of recent publications on the subject of contemporary France, of cassettes and video tapes, places us in a very favorable position to return to our home institutions and develop or transform our civilization courses according to the methods and information which we learned in Albany. I feel certain that I speak for all of the participants in expressing my sincere gratitude to the National Endowment for the Humanities, and to Professor Georges Santoni in particular, for this most invigorating and enjoyable professional experience.

Helen C. Staples
Lynchburg College

Other participants in the NEH Institute on Contemporary French Society:

Wendy Allen, St. Olaf College
Mustapha K. Bénouis, University of Hawaii
Carol M. Bové, Virginia Tech.
Nicole Fouletier-Smith, University of Nebraska
Christian Garaud, University of Massachusetts
Mary Anne Garnett, University of South Dakota
Lydie J. Haenlin, Wells College
Glenn Halvorson, Upsala College
William N. Hatfield, Purdue University
Huguette R. Henderyksen, Glassboro State College
Michael B. Cline, Dickinson College
Arley W. Levno, Towson State University
Anna Limoges Miller, Bowling Green St. Univ. (Ohio)
James K. Wallace, University of Missouri
Matthew W. Morris, Oxford College of Emory Univ.
Patricia Lynn Pecoy, Ohio Wesleyan University
Jerome Schwartz, University of Pittsburgh
Ada Maria Vilar de Kerkhoff, Univ. of Puerto Rico
Maryann Weber, Notre Dame College (Cleveland)



Domrémy

**EPITRE AU CONSEIL
D'ADMINISTRATION
DE MON UNIVERSITE**

by Jeanne-Andrée Nelson

Au nom du Fils au nom du Père
Je voudrais être titulaire!
Les présidents, les sénateurs,
Les ministres, les gouverneurs,
Souffrent mille et une tortures
Quand ils songent à leur futur;
Mais dans nos universités,
Les mentors n'ont point d'anxiété,
Calés au fond de leurs fauteuils,
Parmi leurs livres et leurs feuilles,
Ils croupissent dans leur bureau
Qui est leur berceau, leur tombeau.
Il faut pourtant qu'on les tolère,
Ils sont pour toujours titulaires!
La nouvelle génération
Convoite leur situation,
(Ces fossiles nous font obstacle,
S'ils pouvaient mourir, quel miracle!)
Homme, ici point de moquerie,
De notre mal nul ne s'en rie.
Un jour j'usurperai leur rôle,
J'aurai maison et couche molle.
Ayez pitié de ma misère,
Laissez-moi être titulaire!
Je promets à mes chefs hautains,
De me lever tôt le matin,
D'accueillir, de reconforter,
De cajoler et de flatter,
De ménager, de corriger,
De séduire et d'encourager,
Un nombre vaste d'étudiants
Même des plus récalcitrants.
Je serai leur frère et leur mère
Pourvu que je sois titulaire!
A tous les discours de mon chef,
Je prends des notes derechef,
Je suis prévenant et patient,
Dévoué, gai et pertinent.
Aux réunions où chacun baille,
J'écoute, griffonne et travaille.

Je cherche à gagner l'amitié
De l'érudit et du raté.
Ma haine, mon dégoût, j'enterre,
Pour qu'on me nomme titulaire.
Et quand vingt heures au cadran sonnent,
Pensant qu'il n'y a plus personne
Dans les bureaux ni les couloirs,
Le doyen peut voir chaque soir
Une lumière à ma fenêtre,
Qui le force enfin à connaître,
La fièvre qui me transporte,
Quand je médite et lis, de sorte
Qu'au massacre des professeurs,
Il optera en ma faveur,
Et me sauvera du naufrage,
En signant mon nom sur la page,
Des élus qui ont su lui plaire,
Et sont devenus titulaires.
Je n'ai pas chanté tout l'été,
J'ai rédigé et annoté
Un essai dans lequel je cite
Tous les grands noms de la critique,
Afin de me voir imprimé
Dans des revues (que nul jamais
N'ouvre, ne lit, ni ne consulte).
Permettez alors que j'exulte
Quand les autres se désespèrent
De se voir un jour titulaires,
Et qu'en recevant l'accolade
De mes envieux camarades,
Je fasse tout bas le bilan,
De ceux qui à la fin de l'an,
Devront refaire leurs bagages,
Pour chasser le même mirage.
De mer en mer, de rive en rive,
Ils flotteront à la dérive,
Trainant mille regrets funestes,
Comme le déplorable Oreste.
Ils maudiront le ciel, la terre
Parce qu'ils ne sont pas titulaires!
Mais je délire, je me leurre,
Je ne suis pas encore vainqueur,
Je tremble, je frémis, je sue,
Je redoute qu'à mon insu,
Notre Ubeusque président,
Me trouve médiocre pédant,

Et que décidé à me perdre,
Il me retrempe dans la merdre.
J'ai quarante ans, j'ai un ulcère,
Ma femme commet l'adultère,
Avec un copain titulaire.
Mes enfants (si je suis leur père)
M'ignorent, sont analphabètes
Et disciples d'un faux prophète,
Pour qui ils chantent dans les rues,
Le crâne rasé, les pieds nus.
Ma maison, ça c'est la limite,
Est dévorée par les termites,
Mes créanciers m'épient, me guettent,
M'envoient requête sur requête,
Exigeant mon piteux salaire
De professeur non-titulaire.
Aux conférences, assis, docile,
J'applaudis, le regard fébrile,
Les discours de grands érudits
Sur de vieux textes inédits,
(Qu'ils auraient dû sans hésiter
Replonger dans l'obscurité).
Leurs yeux sont calmes, éthérés,
Leur avenir est assuré,
Ils irradient une lumière,
Qui ne sied bien qu'aux titulaires,
Les sépare des ignorants,
Tout en les plaçant à un rang,
Inaccessible aux créatures,
Qui ont l'audace je vous jure,
D'être contents, nom d'un bonhomme!
Sans instruction et sans diplômes.
Tant pis pour eux, moi je veux être
Un officier des Belles Lettres,
Du savoir le dispensateur,
Pour un prix modeste d'ailleurs.
Toutes les âmes mercenaires,
Ont leur récompense sur terre,
(Les affaires sont les affaires!)
Je veux devenir titulaire.

Stockton State College
Pomona, NJ 08240



SCHOLARSHIP GRANTS AVAILABLE

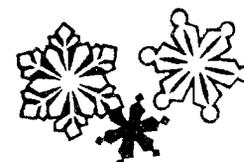
The National Endowment for the Humanities and Austin College announce scholarship grants to the Summer Institute for Language Teachers, July 5-29, 1982, at Austin College, Sherman, Texas.

Secondary teachers of French, German and Spanish from Arkansas, Louisiana, New Mexico, Oklahoma and Texas are eligible. Deadline is April 1, 1982: notification of awards by May 1, 1982. Grants cover room, board, instructional materials, tuition, and a year-long follow-up of application and evaluation during which Institute faculty will serve as resource persons and contacts. Six hours of graduate credit will be awarded.

The Summer Institute runs concurrently with the college's annual Seminar on Contemporary America bringing more than 200 native French, Germans and Latin Americans to campus. Grant recipients will be housed together with foreign nationals.

For further information and application procedures write or phone:

Professor G.T. Cates, Director
NEH Summer Institute
Austin College
Sherman, TX 75090
(214) 892-3612



PHONE CALL INITIATES ORMESSON-BRISTOL VISIT



By Willis Wager
133 Tadlock Road
Bristol, TN 37620
Tel.: 615-968-3239

Person-to-person contact was the basis of a dinner on August 25, 1981, to foster French-American friendship at King College, Bristol, Tennessee. The occasion was a celebration of the Yorktown Bicentennial.

Mrs. John S. Gaines, who teaches French at King College and at East High School, Bluff City, had long been active in organizations for better French-American relations. Prompted by a note in the AATF National Bulletin, she phoned Paris to ask whether there was interest in exchange with East Tennessee.

Eventually she got a call back from M. Lagneau, who teaches in a suburb of Paris. He indicated interest on the part of himself, his students, their parents, and the town where he teaches, Ormesson.

Accordingly, on a recent visit to France Dr. and Mrs. Gaines and their two young daughters were welcomed there, visited the school where M. Lagneau teaches, and were given a reception by the school community and the mayor of the town.

In response to an invitation to visit Bristol, M. and Mme. Lagneau and a group of fifteen students and their parents were honored at a dinner held in the King College dining hall. The occasion was announced as a celebration of the Yorktown Bicentennial.

Prof. William J. Wade explained the significance of the Yorktown Battle of 1781, with running translation by Mrs. Gaines. M. Lagneau responded with an expression of gratitude for American participation in World Wars I and II, and invited all present to return the visit to France where he and his village stood ready to welcome them. Other speakers included Pres. Donald R. Mitchell and Dean John S. Gaines of the College. A group of cloggers and a Bluegrass music ensemble performed, and there was general dancing.

In all, there were 95 at the dinner. The affair gave an opportunity for host families, French teachers from the area, and all interested to get together.

During the days immediately following, the group of French visitors observed schools in the area, toured local industrial plants, and made trips from Bristol out to points in which they were particularly interested.

While in itself small, the development begun by a one-to-one contact perhaps indicates a direction of potential development and a continuing wish to strengthen ties between the two nations which in the past have supported each other with the very lives of their citizens.



Love does not cause suffering; what causes it is the sense of ownership, which is love's opposite.

— Antoine Saint-Exupery



Group from Ormesson led by M. and Mme. Lagneau (upper right and left facing camera) which visited Bristol, Tennessee, as a result of phone call to Paris by Mrs. John S. Gaines, teacher of French.

EXCURSION LINGUISTIQUE: A LA DECOUVERTE DU PATOIS ET DES JOLIS MOTS DU POITOU

Le Poitou, ça vous rappelle quoi? Oui, le nom d'une ancienne province dans l'Ouest de la France où l'on élève (corrigez: élevaient) des ânes et des mulets, plus connue maintenant pour son beurre fermier et ses chabichoux que pour son naguère réputé lait d'ânesse. Terre paysanne donc, pauvre également, spécialement la région au nord-ouest du territoire poitevin, qui prend le nom de gâtine dans la région de Parthenay et de bocage dans le bressuirais et en Vendée. Cette ancienne province, vous l'ignorez peut-être, forme de nos jours trois départements: La Vienne (capitale, Poitiers), les Deux-Sèvres (cap., Niort) et la Vendée (cap., La Roche-sur-Yon).

Vous vous souvenez sans doute que c'est à Vouillé (15 km à l'ouest de Poitiers) -- c'est ce que nous affirment les livres d'histoire sans que personne n'en connaisse l'endroit exact -- qu'en 732 Charles Martel, venu au secours des Aquitains, arrêta les Arabes qui marchaient sur Tours à travers "le seuil du Poitou". Vous vous souvenez même peut-être du pittoresque de certains surnoms des Guilhem, cette dynastie qui va faire de l'Etat poitevin fondé en 935 l'un des plus puissants d'Occident: Guillaume Tête d'Etoupe, Guillaume Fier-à-bras? Si les troubadours vous sont quelque peu familiers, vous connaîtrez le nom de Guillaume VII, comte de Poitiers, neuvième duc d'Aquitaine, dont les oeuvres en provençal sont les plus anciens vers écrits dans une langue moderne.

La langue de Guillaume IX d'Aquitaine est en effet la langue d'oc. Le Poitou, à cette période de son histoire, est soudé à l'Aquitaine avec laquelle il avait toujours été lié depuis la conquête romaine. Aliénor d'Aquitaine meurt en 1204 et cette même année verra le Poitou rattaché au domaine royal par Philippe-Auguste, passant par le fait même sous la tutelle politique et linguistique de Paris. Le français du roi, qui est la langue d'oïl, langue de l'administration et du commerce, devient donc la langue des bourgeois de Niort et de Poitiers, qui expédient vins et sels vers le Nord et vers l'Angleterre. Cette pénétration du français deviendra de plus en plus marquée au cours des XIV et XV^{ème} siècles, reléguant à un patois la langue du commun du peuple, du monde paysan en particulier.

Par définition, ce patois est un système linguistique essentiellement oral, exprimant entre autres choses la familiarité et souvent la grossièreté, fonctionnant dans un point déterminé et perçu par ses utilisateurs comme différent de la langue officielle. Aujourd'hui, si les plus âgés (les "anciens" comme nous disons) parlent encore spontanément le patois et n'en ont nul remords, les plus jeunes en feraient facilement un complexe. D'ailleurs, personne n'apprend plus le patois d'une manière active, on se contente d'utiliser les mots les plus courants.

Le patois poitevin est donc de nos jours réduit à une sorte de musée où se retrouvent tout d'abord bien des mots de l'ancien français, ainsi: graille (corbeau), qui a donné grolle, gorre (truite), qui a donné goret, gorete, oeille (brebis), qui a donné ouaille, etc . . . S'y découvrent également un certain nombre de mots venant de la langue d'oc:

vinette (occitan moderne, vineta) pour oseille, dây (occitan moderne dâlh) pour faux, aigail (occitan moderne, aigal) pour rosée, etc . . . S'y ajoutent encore certains mots provenant du français dialectal, tels besson, bessoune (jumeau, jumelle) ou maraud (cf. espagnol moderne marano), qui se dit expressément du matou en chaleur et de son miaulement caractéristique. D'autres mots sont employés dans une autre acception que celle du français, ainsi drd! (néerlandais drol), désignant le garçon et drôyer désignant la fille. Certains mots enfin appartiennent au français régional et sont couramment utilisés par des locuteurs qui cependant ne parlent pas le patois, ainsi: rimé, en parlant du lait brûlé qui colle au fond de la casserole, bourié pour les ordures ménagères, etc . . .

Et pourtant qu'il est expressif et coloré ce parler de chez nous! Bedasser, par exemple, avec sa désinence péjorative, est incomparablement plus suggestif que besogner, trimer ou peiner, de même, bouliter, regarder à travers une bouлите, petite ouverture ronde. Les phénomènes atmosphériques trouvent également des termes propres: ainsi, la châlaine est l'éclair de chaleur, tandis que l'éloïse (un mot du vocabulaire de Montaigne: "Notre vie, écrit-il (Essais, III, v), n'est qu'une éloïse dans une vie éternelle.", c'est l'éclair. On appelle vent de galerne, un mot que le français connaît depuis la Chanson de Roland, un vent terrien qui souffle du nord. Lorsque le soleil est entouré d'un nuage noir, signe de pluie, les paysans disent encore: "L's'ulèy a l'bàrèy d' k'u." (Le soleil a le baril au cul.)

Les mêmes images paysannes apparaissent dans les proverbes et beaucoup d'expressions courantes: ainsi, le proverbe, "Oignez vilain, il vous poindra" s'animalise en "Faites du bien à un âne, il vous fera des crottes." D'un hypocrite, on dira encore qu'il est "franc comme un âne qui recule." "Compter l'oeuf dans le cul de la poule", c'est évidemment escompter un profit bien aléatoire. Au lieu de dire "Amis comme cochons", on dira plutôt "Amis comme goretts." "Chasser les perdrix coiffées", c'est courir les filles. "Être accrété comme un jau", c'est être rouge de colère comme la crête d'un coq. "Manger comme un freux et boire comme un creux", c'est manger comme un corbeau et boire comme un trou, c'est-à-dire s'empifrer, auquel aiment s'adonner les goulebenèzes (gueules bien aise). "Faire un repas d'ouailles", c'est manger sans boire. "Faire godaille", c'est mettre du vin dans sa soupe. Recevoir les derniers sacrements, c'est "cirer ses bottes", et mourir, "musa ó bwése." (passer à travers le buisson.)

Partout perce le pittoresque. Dans les verbes bien sûr. Citons encore: s'aisiner, être adroit à l'ouvrage, le faire avec aisance, tandis que petasser (d'où Marie-petasse, à propos d'une femme qui n'avance à rien), c'est ne pas avancer en besogne. Berdasser, c'est tenir des propos inconsidérés (d'où Marie-berdasse, commère de village.) S'épivarder, se plumer avec son bec comme le pivert, veut dire faire le beau. S'accrapaudir, c'est s'aplatir comme un crapaud. Ajoutons-y quelques noms. La toile d'araignée (arena tela du latin) devient la poétique arantèle, chère au poète poitevin, Maurice Fombeure. L'ageasse est la pie, ses petits, des ageassons. Un boudet est un jeune veau (et par extension péjorative, un grand nigaud de garçon), tandis

qu'une boude est une génisse qui tête encore sa mère. Le jeune taureau, le taurillon, a le nom plus coloré de couillard. . .

Et vais-je vous surprendre en vous disant que ce patois de mon enfance je le retrouve de ce côté-ci de l'Atlantique, dans cette "Vendée acadienne" que fait revivre avec tant de verve la "conteuse" Antonine Maillet, l'auteur des Cordes-de-bois et de Pélagie-la-Charrette (Prix Goncourt 1979)? Tout lecteur quelque peu familier avec notre patois aurait tout de suite reconnu bessoune (jumelle), pigouiller (avancer à la perche), garocher (jeter des cailloux): autant de termes qui s'utilisent aussi bien en Poitou qu'en Acadie; ou quand Tom Thumb, des Cordes-de-bois, qui avait appris à parler français, lance "en acadien" son premier mot de français, son "t'as qu'a ouère!" a une résonance bien poitevine. Ainsi que l'a si minutieusement étudié et documenté Geneviève Massignon, (Les Parlers français d'Acadie, Paris, 1962) dans un travail qu'elle définit trop humblement comme "l'essai d'un chercheur placé devant le problème de la survivance d'un parler français transplanté depuis le XVIIème siècle," on rencontre en Acadie un grand nombre de termes qui se retrouvent dans les divers dialectes ou patois de France. Et en particulier, "les termes strictement poitevins et charentais sont beaucoup plus nombreux, et aussi plus caractéristiques des régions purement acadiennes, que les termes issus de l'ensemble 'Vallée de la basse Loire' (Anjou, Touraine, Blésois, Vendômois)."

Restent enfin la façon de parler ce patois et comment l'écrire. Si les efforts de la dialectologie moderne ont permis d'établir une notation phonétique précise, sa lecture n'en reste pas moins savante pour les non initiés. A titre d'exemple, et pour rester dans l'atmosphère délibérément bucolique de cette excursion, quoi de plus à-propos que de vous illustrer cette prononciation avec la transcription phonétique (qui est celle de l'Atlas linguistique et ethnographique de l'Ouest) et sa traduction d'une authentique chanson, celle de la mère gorette, la chanson de la truie?

Eta tœ ma bel (ter)	Etends-toi ma belle
d'un à té pœt'i méz afa	donne à tes petits mes enfants
d'un (ter)	donne
d'une lœtâ lé (bis)	donne-leur ton lait
d'une lœ mà bel (bis)	donne-leur ma belle
d'une lœ mà mi	donne-leur ma mie
d'un. (ter)	donne.

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JNCL/CLOIS QUARTERLY REPORT SUMMARY (JUNE-SEPT. 1981)

- Council for Languages and Other International Studies (CLOIS), a legislative/policy action organization, was created and registered under the Federal Regulation of Lobbying Act.
- Network affiliates were identified by Congressional district for seven JNCL member organizations, facilitating the targeting of members of Congress for constituent lobbying efforts.
- A political action workshop was developed for member use and dissemination.
- Four comprehensive legislative updates were released detailing the status of legislation or policies relevant to foreign languages and international studies. Supplemented by action alerts when necessary.
- Testimony on H.R. 3231, Rep. Simon's National Security and Economic Growth through Foreign Language Improvement Act, was prepared and delivered before the House Subcommittee on Postsecondary Education.
- A news release was distributed describing testimony offered on behalf of H.R. 3231 by the defense, intelligence and military communities.
- A brochure describing the activities and membership of JNCL and CLOIS was prepared for publication.
- JNCL was represented in major conferences dealing with national language policies in Florida, Maryland and New York.
- Close working relations were established with other coalitions and non-governmental organizations in education and international areas.
- List of members of Congress sympathetic to foreign language and international studies were compiled as a resource for arranging meetings and inviting speakers.
- The Director of Liaison assisted the introduction of Rep. Gonzalez's National Commission for Utilization and Expansion of Language Resources (H.R. 4389) with draft language and strategy suggestions. Mobilized public support behind this legislative initiative.
- Close monitoring of and continuous actions on the budget process protected the funding of JNCL priorities, notably Title VI, HEA, Title I, III and VII of ESEA, NEH and NIE.

Computer Literacy Has A Place In the Modern Language Classroom

* * * * *

* "If many faultes in this "edition" you fynde, *

* Yet think not the correctors blynde: *

* If Argos heere hymselfe had beene *

* He should perchance not all have seene." *

* Richard Shackland . . . 1565 *

* * * * *

CALENDAR OF EVENTS

Tenth Annual Conference on Twentieth Century Literature.

Dates: Feb. 24-27, 1982. Louisville, KY. Marilyn V. Schuler, University of Louisville, Dept. of Modern Languages, Louisville 40208.

American Council on the Teaching of Foreign Languages

Dates: March 7-13, 1982. Ms. Helen Gallagher of ACTFL informs us this is the week scheduled for the national observance of Foreign Language Week.

Colorado Conference of Foreign Language Teachers.

Dates: March 12-13, 1982. Colorado Springs, CO. Mr. Sam Butler, Sec.-Treas., CCFLT, 1095 South Downing Street, Denver, CO 80209.

Ohio Modern Language Association.

Dates: March 18-20, 1982. Columbus, OH. Carolyn White; 1100 East Cooke Rd., Columbus, OH. 43224.

French Literature Conference.

Dates: March 25-27, 1982. University of South Carolina. Theme: "Eroticism in French Literature." Write: Professor Sandra Daniel, Dept. of Foreign Languages, University of South Carolina, Columbia, S.C. 29208

Northeast Conference on the Teaching for Foreign Languages.

Dates: April 1-4, 1982. New York, NY. James W. Dodge, P.O. Box 623, Middlebury, VT 05753.

Second Annual Midwest Regional TESOL.

Dates: April 2-3, 1982. Indianapolis. Phillip W. Roth, State Dept. of Public Instruction, Division of Migrant and Bilingual-Bicultural Education, State House 229, Indianapolis, 46204.

Central States Conference

Dates: April 22-24, 1982. Louisville, KY. Write: Robert C. Lafayette, School of Education, Indiana University, Bloomington, IN. 47405 or Howard B. Altman, Dept. of Modern Languages, University of Louisville, Louisville, KY 40292.

Teachers of English to Speakers of Other Languages.

Dates: May 2-7, 1982. Honolulu, HI. C. LeClaire, TESOL, 202 DC Transit Bldg., Georgetown Univ., Washington, DC 20057.

Pacific Northwest Council on Foreign Languages.

Dates: May 6-8, 1982. Alberta. Ray Verzasconi, Foreign Languages & Literatures, Oregon State University, Corvallis, OR 97331.

American Association of Teachers of Spanish and Portuguese.

Dates: August 11-13, 1982. New Orleans. Richard Klein, AATSP, Holy Cross College, Worcester, MA 01610.

International Comparative Literature Association.

Dates: August 22-29, 1982. New York. Anna Balakian, Dept. of Comparative Literature, New York Univ., NY 10003.

Ninth Congress of the Société Rencensvals pour l'Etude des Epopeés romanes.

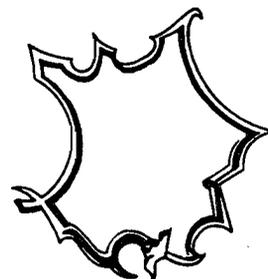
Dates: August 29 - Sept. 4, 1982. Padua, Italy. Information: Prof. John R. Allen, Secretary-Treasurer. American-Canadian Branch, Dept. of French & Spanish, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2

Nebraska Foreign Language Association.

Dates: October 29-30, 1982. Lincoln, NE. Karen Soukup, Dept. of Foreign Languages, Univ. of Nebraska at Omaha, 68182.

American Council on the Teaching of Foreign Languages.

Dates: Nov. 25-27, 1982. New York, ACTFL, 385 Warburton Ave., Hastings-On-Hastings, NY 10706.



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