

AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 7, NUMBER 4, APRIL 1982

AATF CONVENTIONS 1982 and 1983

Our 1982 Convention, the 55th, will be held in New York City November 23-27, jointly with ACTFL and AATG. As in the past, workshops (Nov. 23-24) will precede the meeting proper (Nov. 26-27). Sessions will be similar to those held last year in Cincinnati and will include, hopefully, separate roundtables on French and Quebec politics today.

CALL FOR PAPERS: if you have a paper to offer in New York, please communicate immediately with Program Chair Prof. Georges Joyaux, Dep't. of Classical & Romance Langs., Michigan State Univ., East Lansing, MI 48823, who will forward your request to the proper section chairperson.

For 1983, the AATF will return to FRANCE for its 56th Annual Meeting. As of this moment, the site has not been chosen but it will likely be an important provincial city, in contrast to our previous choice (Paris, 1977). Commencez à mettre des sous de côté dès aujourd'hui!!

WESLEYAN INTENSIVE LANGUAGE PROGRAM 1982

The Wesleyan Intensive Language Program 1982, Aug. 4-August 25, offers three weeks of intensive instruction in beginning and intermediate German and intermediate French. Classes are held every day except Sunday with three hours of instruction in the morning and three hours in the afternoon. Students and instructors take all meals together except breakfast. Feature films in each language are screened throughout the three-week period. For information write to: Intensive Language Program, Wesleyan University, Middletown, CT 06457 or call: Annemarie Arnold, Director, (203) 342-2607 (home); (203) 347-9411 Ex. 440 (office) or Mary Lou Nelles, Secretary (203) 347-9411 Ex. 271.

Volume 7, Number 4

(April 1982)

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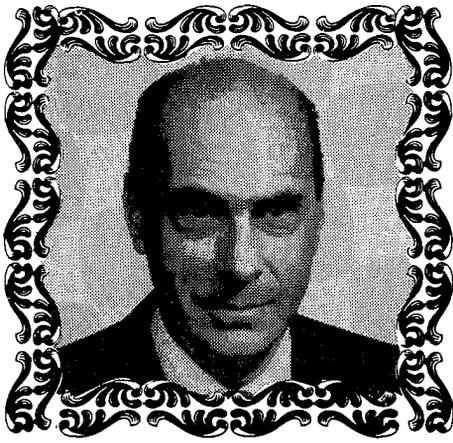
1981 AATF ELECTION RESULTS

Three Regional Representatives and one Vice-President were elected in 1981 for three-year terms to run from 1982 through 1984. They are: VICE-PRESIDENT: Philip Stewart, Chairman of the Department of Romance Languages at Duke University; REPRESENTATIVE FOR REGION II (New England): Yolande L. Petrin, Avon Old Farms School, Avon, CT; REPRESENTATIVE FOR REGION VII (West Central): Dianne B. Hopen, Head, Modern Language Department, Humboldt Senior High School, St. Paul, MN; REPRESENTATIVE FOR REGION IX (Pacific): Sister Eloise Thérèse Mescall, Chairman, Department of Modern Languages, Mount St. Mary's College, Los Angeles, CA.

JOUEZ-VOUS AU TENNIS?



Philip Grosse, 5055 North 83 Street, Scottsdale, AR 85258 has just finished his latest booklet on sports vocabulary. This time it is on "Le Tennis." Grosse has compiled in alphabetical order, hundreds of terms used in tennis. It is his most comprehensive booklet to date and the 32 pages will give the reader a very firm base for wanting to grab a racket and work on their "boulet de canon." The cost is \$2.00 and includes postage. There is a 15% discount on orders of \$15 or more.



TECHNIQUES OF CONDUCTING QUESTION- AND-ANSWER RECITATIONS ON READING PASSAGES IN FRENCH

by Francis W. Nachtmann
University of Illinois

In an oral recitation on a reading lesson, where the basis of the recitation is a questionnaire presented in the book itself, it is possible to have a very valuable experience for the students, but the task is less simple than it looks.

HOW THE RECITATION SHOULD BE CONDUCTED

1. Insist on absolute audibility at all times from every student.

Exhortation is acceptable ("On ne vous entend pas du fond de la salle, Mademoiselle"), but is only a feeble beginning, and by itself will accomplish very little. Check on the audibility of a response by immediately asking the same question of another student in another part of the classroom. If the student says he has not heard, or shows by his answer that he has not heard, return immediately to the original source, have her repeat, and then again test by asking a distant student to repeat. When the students realize, through your repeated use of this technique, that you are not going to settle for less than complete audibility, the exhortation alone will begin to produce results.

There are other techniques which can promote audibility. If the classroom chairs are movable, the class should by all means be seated in a semicircle or on three sides of a square. This gives a more friendly, conversational aspect to the set-up, permits the students to see each other's lips and to be squarely in the line of the answer, rather than behind the person speaking. Students should be made to lift their eyes from their books and their papers when they answer. As a last resort, the weak-voiced student, who insists on murmuring answers intended for the teacher's ears alone, can be re-seated in a far corner of the room where the suggestion of distance will cause her to project her voice.

2. Insist that everyone listen to the person responding and concentrate on that item alone.

Students must understand that they have to listen to each response given, agreeing or disagreeing mentally, preparing possible additions or questions based on the answer, and ready to react to any extemporaneous variation which the teacher may throw in as an extension to the prepared item. In other words, each answer must be an interesting, useful activity in itself, one in which the whole class is participating with the individual called on--not a dull accounting rendered by one student while the others are busily preparing the answer to the following question just in case they happen to be the next victim. The way in which you can insure group participation in every individual response is again to use the technique of calling on more than one student to answer the same question. The hapless student who gives a brilliant answer he has just composed to question 16, only to discover from the class guffaws that you were repeating question 15 addressed to him, is not likely to become inattentive quickly again. You should never go up one row and down the other in using a questionnaire from the textbook. Such a system is merely an invitation to a student to lean forward to see who is reciting, count the number of intervening students, calculate the question he is likely to get, and start rehearsing the answer, oblivious of everything that happens in between.

3. Maintain variety in the recitation.

a. You should add an occasional question which is not in the book.

b. You should add a brief *explication de texte* occasionally when you are able thereby to contribute some clarification to question or answer. You may want to make a useful cross-reference to another subject matter, to the news of the day, or to some other interesting subject.

c. You may vary the recitation by having a student put the questions.

d. You may establish a temporary rule that the student who has just answered may read the following question.

e. You may let the student who reads the question choose which one of his classmates is to provide the answer.

f. You may resort occasionally to a quick choral drill when an error committed by a couple of students in a row indicates a probably class-wide weakness. The choral technique gives everyone a chance to speak up and wakes everyone up.

Should the students have their books open or closed on the questionnaires?

Perhaps open, but turned over, so that the questionnaire can be quickly consulted if the teacher so instructs. You may prefer to have the books open (but turned over) at the page of text which contains the desired answer. There are times when the teacher may even wish to have the entire recitation from the open text, each student finding the answer. This might happen, for example, when the class has been deprived of ordinary study time to prepare an assignment (perhaps the day vacation ends) or if the recitation has started off so erratically and unsatisfactorily that the

teacher decides to have a class demonstration of how to prepare the questionnaire. A single student may give such a confused answer that the teacher will require him to find and read the correct response in the text. But if you allow a student to read from the text, you should immediately follow up by posing the question a second time and requiring him to repeat the answer looking you squarely in the eye. The goal should always be to achieve an answer that approximates an intelligent interchange between intelligent people, not just a mumbling accounting to allow the teacher to check up on preparation and to award a grade.

Should students be allowed to write out the answers?

Actually, it is impossible to prevent students from writing out the answers if they insist on it--so the question should really be "should students be allowed to have written answers exposed in class?" There is no absolute solution to this. Usually written answers should not be consulted in a recitation which is supposed to be oral. But even some of the best students, who are well prepared orally, may like to make notes, additions, or corrections on their written answers as they hear what the class session brings. One absolute qualification, however, can be made. If it becomes desirable or necessary to allow a student to consult his previously prepared notes in delivering an answer to a question, he should immediately be required to repeat the answer looking you in the eye. If he breaks down and again has to consult his notes, you should remain with him till he is able to answer independently of any written aids. Or, if that threatens to become tedious, you may switch the same question to another student, then come back to the hesitant first responder.

Showing students how to prepare answers to a questionnaire.

Most students need some help in learning how to study a reading passage and prepare a recitation based on a questionnaire provided in the book. Since so many of them do make written notes for an oral recitation, the teacher should warn them against common pitfalls, in fact should actually carry out an occasional demonstration preparation in class. The student who prefers to have written notes on the answer can be shown how to first compose the answer orally after consulting the text, repeat the answer until he can say it fluently, THEN write it down. He should not fall into the habit of copying down an answer one word at a time as he grubs it from the text, the answer being transferred from the printed page of his textbook into his written notes without ever passing through his vocal cords or even his mind. The students should be shown how to prepare the simplest possible complete answer to a question, cannibalizing the question to provide the answer. If this seems too obvious to teach, you are an inexperienced teacher. The teacher should also have a clear-cut class policy as to the form the answer is allowed to take. Obviously, students should not be permitted to limit an answer to a mere "Oui" or "Non". But they should know whether you permit a mere phrase as they would often give in their native language (Where is the drugstore? - Across the street from the church.) or whether for linguistic

discipline you want them to repeat, somewhat more artificially, a complete sentence (The drugstore is across the street from the church.) or whether you insist on a proper conversational use of pronouns in the response (It is across the street from the church).

"But I can't cover the lesson if I do all these things".

Our goal should not be to "cover the lesson," but to offer an interesting educational experience with French. Ten questions out of a 20-question exercise, answered correctly and with much class participation and interest, constitute an exercise far superior to a languid, dispirited, inaudible recitation of twenty questions and answers which "covers the assignment". With experience the entire questionnaire can eventually be covered in the oral work, after the students understand what kind of high-quality work is demanded. Moreover, if good work habits are inculcated, the instructor can limit the recitation to mere spotchecking the preparation when time is short. He picks out only the more interesting items in the questionnaire.

"I repeat the students' answers because they don't talk loud enough."

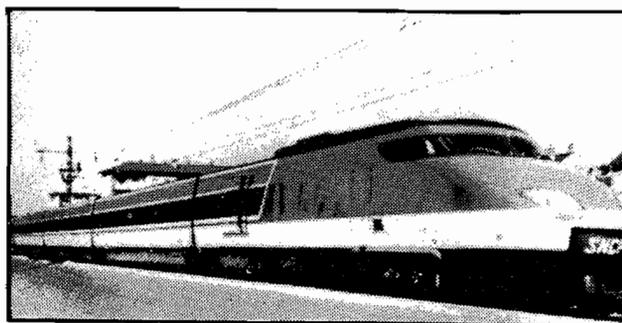
If they don't talk loud enough, see that they do. Give them no peace until they do. But once the response is correct and loud enough, shut up. Let the student's answer stand. Pay him the tribute of recognizing his competence. His every answer should not have to be hallowed, dedicated, and consecrated by being repeated in your learned tones in order to be valid.

"I repeat the students' answers because their pronunciation in French is so awful."

How will it improve merely through your activity? Your intervention should be directed only towards stimulating corrective action by the student. The final sound in each interchange should be the corrected response in the student's voice. Remember, some time, somewhere, the student may have to direct a sentence in French to a Frenchman without the availability of your special echoing service.

* * * * *

Camembour-style de blagues qu'on aime bien faire entre la poire et le fromage.



THE FRENCH TURBOTRAIN T.G.V. 001
Compliments de l' Ambassade de France,
Service de Presse et d'Information, NYC

TASK FORCE SWINGS INTO ACTION

Projects to improve the quality and quantity of foreign language and international studies in elementary, secondary, and undergraduate education are being developed by a new task force of the National Council on Foreign Language and International Studies.

"We are seeking to give attention to the full range of the educational experience where young Americans are potentially prepared for global citizenship," noted Marylee Wiley, co-chairperson of the Task Force. A French teacher who has taught at the elementary, secondary, and university levels, Professor Wiley is a member of the faculty of the Department of Secondary Education and Curriculum and Coordinator of the African Studies Center Outreach Program at Michigan State University.

This Task Force on Elementary, Secondary and Undergraduate Education was appointed by the National Council and is one of several working to improve and support foreign language and international studies in the nation. Other task forces are one on National Manpower Targets for Advanced Research on Foreign Areas and another on the Utilization of International Skills in the National Interest. New task forces may be established as needs arise.

The council has identified two priorities in its initial approach to elementary, secondary, and undergraduate education. These are improvement in the competency of teachers and administrators for international education and curriculum and improvement in the quality of instructional materials.

Some of the projects now being undertaken by the Task Force include:

- strengthening the foreign language and international studies capacity in the 50 states,
- assisting local school boards, teachers, administrators, and community organizations in this area of study,
- assisting to increase the quality of preservice and inservice education, as well as professional enrichment, of teachers and administrators,
- identifying and disseminating effective models of foreign language and international studies education in K-12 and undergraduate institutions,
- seeking to expand the availability of foreign and domestic television programming for use in school and college,
- encouraging more active use of foreign students and faculty who reside in American communities.

The Task Force is seeking comments and suggestions from interested organizations and individuals. An opportunity was provided for dialogue with Task Force members on May 15, 9 a.m.-noon and 1 to 4 p.m., in Washington, D.C. at Eleven DuPont Circle, Room 304. The morning session was devoted to elementary and secondary education and the afternoon to the undergraduate arena.

Members of the Task Force now include Barbara B. Burn, Director of International Programs at the University of Massachusetts; John Carpenter, Dean, School of Education, Florida International University; H. Thomas

Collins, Educational Consultant; Larry E. Condon, Education Director, Lincoln Center for the Performing Arts; Richard G. Creasey, Superintendent of Schools for Colonial School District, Plymouth Meeting, Pennsylvania; Gerard Ervin, Department of Russian Language, Ohio State University; Vicki Galloway, Foreign Language Consultant, South Carolina Department of Education; Anna Ochoa, School of Education, Indiana University; A. Craig Phillips, Superintendent, Department of Education, State of North Carolina; John C. Porter, President, Eastern Michigan University; and David Wiley, Department of Sociology and Director, African Studies Center, Michigan State University, and co-chairperson of the Task Force.

Persons interested in contacting the Task Force may write directly to David and Marylee Wiley, African Studies Center, Michigan State University, East Lansing, Michigan 48824.

SECONDARY SCHOOL STUDENT EXCHANGE

Here is a "hard-to-resist" offer from an already established group. If interested, please contact M. Bresillon directly. The following is an excerpt from his letter:

Je vais tout d'abord vous présenter notre association. Depuis 1977 nous avons participé à quatre programmes ISE et accueilli quatre groupes de 50 étudiants américains pendant une semaine dans des familles de notre ville.

De plus, à deux reprises nous avons organisé des échanges complets, l'un en 78 et l'autre en 80. En juillet, 45 étudiants du Minnesota venaient passer 3 semaines chez leur correspondant français et en août nous allions passer à notre tour 3 semaines dans les familles américaines autour de Northfield, Minneapolis, Rochester, et Owatonna. Ces deux échanges qui ont concerné 90 étudiants de chaque nationalité ont été des réussites et les jeunes - ainsi que les familles - ont beaucoup apprécié l'expérience. Les progrès linguistiques sont très importants, les jeunes apprennent à voir un autre pays, à se débrouiller dans une autre famille, et finissent par s'attacher très fortement les uns aux autres.

Notre région est la Bourgogne. Professeur de français je pense que vous connaissez la France. La Bourgogne est la région de Dijon, Beaune, Autun, Vézelay. Beaucoup d'églises romanes, de châteaux, de bon vin et de bonne cuisine. Nous sommes très près de Paris -200 miles- de la Suisse, de l'Italie et de la Côte d'Azur. . .

Je puis donc vous proposer un marché - un "gentlemen agreement" comme vous dites. J'ai besoin de collaborateurs américains mais en échange - c'est le mot - je puis proposer à tout professeur intéressé cette solution d'échanges d'étudiants. Nous avons l'habitude, une solide expérience et des moyens d'avoir les billets d'avion moins cher

M. BRESILLON
59, Avenue de Stalingrad
71230 SAINT-VALLIER
Tel. (85) 57.09.20

SHARING AND COMPARING

The downstate Illinois chapter of AATF was responsible for bringing an exciting experience to its members this past summer. We discovered that a group of about 25 French teachers of English would be visiting our capital in Springfield as part of an educational and recreational tour they were taking, sponsored by the French Ministry of Education. We welcomed the opportunity to meet our colleagues from France. AATF members in the Springfield and Jacksonville offered to host these visitors in their homes during the week-end of July 24. During this period, we shared with them many experiences ranging from a square dance to a tour of Lincoln's Home and Tomb. On their last day we asked them to participate in a symposium entitled "Methodology for Teaching Foreign Language."

The informality of the surroundings, the availability of a picnic-type lunch, the familiarity and easy rapport that had been created during the home stays changed the formal structure of the symposium into a talk-fest. We were obviously "comrades at arms" and we wanted to share our common interest in the topic that lies so close to our hearts, the teaching of language. The result was a very exciting, informative and gratifying afternoon!

As it often happens with human experiences, the trials and problems of our profession were explored first, while the joys and triumphs were experienced mainly through the feelings of every speaker. Our major common concern was summed up in one word, **motivation**. Even though the study of English is required in France and the study of language is for the most part optional in our country, all teachers were searching for a magic formula to use in order to stimulate student interest and to make it possible for them to successfully learn a language.

Various teaching techniques were examined and later praised or dismissed by the comments of teachers who had actually tried them; we agreed there are advantages to the audio-visual method, the audio-lingual method, the use of laboratories, tapes, magazines, songs, etc. Some of us testified to the effectiveness of one or more methods, but none of us had found absolute success or could attest to the clear superiority of one particular method. We are all searching, trying to find what works best under different circumstances, or for certain types of classes, but it is evident that we really care about our students and our profession. We are dedicated!

Some of the concerns were universal while others were specific. For instance, many French teachers who tried to use language labs in their schools, mentioned the problems they encounter in the logistics of scheduling a facility shared by many teachers of different languages. Usually, we found our problems in this respect to be not as great, partly due to the fact that we do not offer many language courses and because we don't have as many language students. Also, French teachers of English were concerned about the choice of materials to use in their upper level courses, especially in the 6th year! We also discussed what we teach in our upper levels, but for us that meant 3rd or maybe 4th year, not 6th or 7th!

In the discussion of appropriate materials, the controversy centered on whether to use anthologies, collections of many different types of works, or whether to expose the students to a whole entity such as an entire novel or a collection of short stories by the same author. Opinions differed, with no conclusion, but we were amazed to find that in their advanced English courses, the French teachers made extensive use of magazines such as "Time", "Newsweek" and "U. S. News and World Reports", using them in some cases as their only text. How many of us use "Paris-Match" for example, as a text (not as an extra) in our classrooms? When none of us answered that we did, it was the French teachers who acted surprised and asked us "Why not?". We blamed this on lack of finances, at which our French friends replied that "Good education is expensive and isn't the study of languages one of the most important components of a good education?". We found it more expedient not to comment.

We felt that we helped the French visitors in one small way. They were deploring how hard it was to get their students to speak English in the classroom. They commented that this reluctance to actually use the language was probably due to the "passive" (their word) education high school students receive under the French system of education. We told them that we had the same problem when we wanted our students to speak French, even though we felt that American schools were not "passive" and that our students were eager to speak up and speak out when they did not have to use French. What had been perceived as an ethnic, French, reaction was now discovered to be something that all of us had in common. One of the more interesting solutions to this problem, offered by an American teacher, suggested that it is sometimes helpful to have the students speak from behind a prop such as a puppet show stage. Lack of eye contact with the audience apparently makes it easier for shy students to "parler français".

Some of the American teachers had hosted a particular member of the French delegation for the whole week-end preceding this Monday event, and strong friendships were formed during this period; those of us who did not have the opportunity to have someone all to ourselves for 3 days, tried to meet as many persons as possible during this day and to make at least one special friend. Arrangements for exchanges of letters not only on a personal basis, but on the basis of entire classes of American students writing to classes of French students were made and we can hardly wait to have the correspondence start as soon as classes resume.

The benefits of this exchange program, even when held on such a limited basis, are limitless and we were thrilled by the rewards of this very enriching experience. "Hands across the ocean" takes on a very specific meaning when we find the sense of community that is present whenever even a small effort is made. Truly, "tout le monde est pays".

Jean Ahlberg
Downstate Illinois Chapter AATF

EN NOUVELLE-ANGLETERRE: UN CONGRES TRES REUSSI

Le premier congrès régional de l'AMERICAN ASSOCIATION OF TEACHERS OF FRENCH de la Nouvelle Angleterre, intitulé "Présence Franco-Américaine et Québécoise dans l'enseignement du français" s'est déroulé à Assumption College à Worcester, Mass. les 2, 3 et 4 octobre 1981. Organisé d'une façon magistrale par Mme Yolande Pétrin, la représentante régionale de l'AATF, les présidents de cinq chapitres de la Nouvelle Angleterre (deux au Massachusetts) et Mlle Claire Quintal, Directrice de l'INSTITUT FRANCAIS de la Nouvelle Angleterre à Assumption College, ce congrès peut être comparé au congrès annuel de l'AATF qui eut lieu à Québec en 1980. Et cela, non seulement à cause de son énorme succès, mais aussi pour la similarité de leur programme.

En effet, si le chansonnier Gilles Vigneault, par exemple, n'a pas chanté en personne comme il l'avait fait à Québec, nous avons pu cependant l'entendre dans le film, "Je chante pour...". Là, Vigneault interprète et commente lui-même ses chansons. C'est un film dynamique, où le chansonnier est vu en concert, avec de nombreuses prises de vues des paysages et des gens québécois qu'il célèbre dans sa poésie, alternant avec des segments montrant les visages intenses des spectateurs des concerts, pris sur le vif. C'est un spectacle qui vaut la peine d'être vu pour apprécier l'inspiration et la ferveur du poète qu'est Gilles Vigneault. Le Consulat Général du Canada avait mis gracieusement le film à la disposition des organisateurs du congrès.

Malheureusement, je n'ai pas pu assister au concert folklorique du vendredi soir, pendant lequel M. Gérard Le Tendre pianiste, compositeur, lyriciste franco-Américain présenta un panorama de la chanson française du vaste monde francophone. De nombreux spectateurs ont attesté de façon enthousiaste qu'ils avaient été charmés par la soirée. J'ai eu cependant l'occasion d'apprécier la présentation de M. Bruno Roy, professeur à l'université de Montréal et spécialiste de la question, sur un panorama de la chanson québécoise, illustrée par M. Gilles Paul à la guitare électrique. Ce dernier, qui montra beaucoup de versatilité dans ses interprétations de chansons populaires, de leur début jusqu'à nos jours, nous donna également quelques exemples de sa propre composition. Plus tard, M. Brian Thomson a démontré dans un atelier comment la chanson pouvait être un outil pédagogique et permettre le premier pas vers la poésie.

Ceux qui préfèrent la musique pure de la poésie eurent l'occasion d'écouter l'un des poètes franco-américains les plus connus, Normand Dubé, lire avec une merveilleuse conviction ses poèmes préférés. Sa causerie qui était intitulée "Les Vaillants du Pays", n'a laissé aucun doute sur les sentiments patriotiques de M. Dubé pour sa culture. C'est également pendant cette séance que j'ai découvert qu'une anthologie des écrivains franco-américains avait été publiée en France par la maison d'édition Les Belles Lettres en 1980: **Les Francos de la Nouvelle Angleterre.**

Les amateurs d'histoire avaient le choix: regarder le film vidéo, "Quittons pour mieux vivre", qui décrit en images vivides l'émigration des Canadiens Français aux Etats-Unis à la fin du 19ème et au début du 20ème siècle; ou bien écouter Mlle Claire Quintal et M. Armand Chartier donner des détails sur les statistiques, la culture, la littérature, la vie des Franco-Américains, à Woonsocket, R.I. en particulier. Saviez-vous, par exemple, qu'il y a aujourd'hui, près d'un million de Franco-Américains en Nouvelle Angleterre, qui parlent encore le français entre eux? Mlle Claire Quintal, enthousiaste comme à son habitude, fit un exposé lucide sur ses compatriotes de la Nouvelle Angleterre. Par ses connaissances profondes de leur héritage, elle est, en fait, une inspiration pour eux tous.

Entre les causeries et les ateliers, on pouvait flâner dans les couloirs et glaner d'autres renseignements sur les cultures québécoises et franco-américaines dans les stands de libraires, dont la plupart venaient du Québec ou de Manchester, N.H.



COMITE ORGANISATEUR POUR LE PREMIER CONGRES REGIONAL DE L'AATF EN NOUVELLE-ANGLETERRE

Left to Right: Linda Mazurek, Conn. Chapter; Leona Michaud, N.H. Chapter; Bess Harrington, Pres. W. Mass. Chapter; Paulette Sepul, Pres. R.I. Chapter; Karen Dorsch, Pres. N.H. Chapter; Jacques Vallée, Délégué général du Québec en Nouvelle-Angleterre; Yolande L. Petrin, Présidente, Congrès régional, Représentante régionale pour l'AATF en Nouvelle-Angleterre; Linda Demikat, Pres. Conn. Chapter

On me pardonnera de ne pas parler de tous les ateliers qui, du reste, avaient lieu simultanément. Je n'ai donc pas pu assister à tous. Je mentionnerai pourtant la présentation de M. Robert Champagne et Mlle Irene Belleau sur le système d'enseignement au Québec, qui a remporté un grand succès auprès de son auditoire. Bien des autres ateliers avaient à voir avec la qualité, la survivance et la renaissance de la langue française et de son enseignement.

Dans la soirée du samedi, la réception offerte par le délégué du Québec en Nouvelle Angleterre, M. Jacques Vallée, donna l'occasion à chacun de se retrouver ou de faire connaissance, et d'échanger des idées, tout en écoutant chanter le fameux groupe, The Psalter. Basé à Orona, Maine, ce groupe, qui est composé de Lil Labbé et de Don Hickley, voyage dans toute la Nouvelle Angleterre, au

grand plaisir des professeurs et des élèves de français de la région.

Suivit ensuite un délicieux dîner préparé par le chef de cuisine de l'université. Puis, "Les Bons Débarras" l'excellent film de Francis Mankiewicz qui reçut des mentions honorables à plusieurs festivals, conclut une journée à la fois agréable et informative. Ce film se passe en automne dans les Laurentides, du côté de Montréal, et suit les manoeuvres d'une petite fille, un petit monstre, en vérité, pour obtenir l'amour exclusif de sa mère. On ne peut qu'être fasciné par la façon dont la petite Manon manipule sa mère, aussi bien que son frère, un pauvre d'esprit, et les deux amants successifs de sa mère, pour conquérir un amour dont elle a tellement soif. Les couleurs automnales en contraste avec la lumière terne de certaines scènes, le jeu réaliste des acteurs et l'ambiance souvent morbide du film, contribuent à en faire une oeuvre sombre et forte.



A la clôture du congrès régional, une table ronde avec l'écrivain québécois, Marie-Claire Blais; Claire Quintal, Directrice de l'Institut français, Assumption College, Worcester, Mass; Marie-Claire Blais; Yolande L. Petrin, Représentante régionale pour l'AATF en Nouvelle-Angleterre et Présidente du Congrès régional; Jacques Vallée, Délégué général du Québec en Nouvelle-Angleterre.

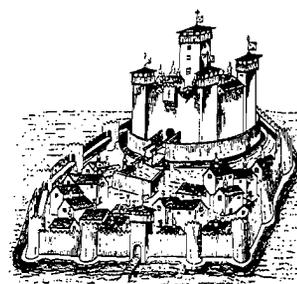
La romancière québécoise Marie-Claire Blais, qui était l'invitée d'honneur du brunch au champagne le lendemain, endorsa ce film complètement quand on lui demanda son opinion. L'oeuvre de cet écrivain, en effet, présente des similarités de thèmes avec ceux de Réjean Ducharme, le dialoguiste du film: la solitude, les malheurs physiques et moraux, plus une certaine sensualité dans ses personnages. Mlle Blais surprit sans doute bien des membres de son auditoire, lorsqu'elle déclara: "Il n'y a rien de pervers." Pour elle, qui arrivait tout juste d'une réunion à Ottawa de Amnesty International, où elle avait discuté avec d'autres écrivains les droits et la liberté de leurs collègues dans le monde, "L'enfer, c'est soi-même!" Semblant timide au début, Mlle Blais s'échauffa pourtant pour répondre aux questions qui lui étaient posées par de nombreux professeurs qui avaient utilisé quelques-uns de ses ouvrages dans leurs classes. "Je suis venue pour parler de vous", dit-elle même à un moment donné. Son habitude de solitude explique sans doute sa répugnance à parler d'elle-même, mais elle le fit quand même, avec une humilité et

une pudeur de sentiments qui lui ont certainement attiré la sympathie de son public. Une exposition de ses ouvrages avait été arrangée dans le hall, près des bureaux de l'Institut Français.

Tous les participants doivent un grand merci au Gouvernement du Québec, ainsi qu'à Mlle Irène Belleau, Président de l'Association Québécoise des Professeurs de Français, et M. Pierre Niedlispacher, directeur des Ecoles d'été, pour leur coopération et leurs généreuses contributions, tant pour les arrangements faits pour les invités québécois que pour les bourses qui allèrent à quelques professeurs et à leurs élèves pour les Ecoles d'été du Québec, et l'Université Laval en 1982.

Il est bien évident que l'énorme tâche d'organisation du congrès, entreprise par Mme Pétrin il y a un an, a porté ses fruits. Nous ne pouvons que la féliciter de ses bonnes idées et de son travail assidu. Je pense pouvoir exprimer le sentiment de tous les participants en disant qu'un tel congrès mérite un "encore". Peut-être n'est-il pas trop tôt pour commencer à y penser pour 1983?

Simone Oudot



A MARRIAGE LIST IN FRANCE?

Our very satisfying experience of gradually buying china and glassware in Paris and having them shipped, even to the west coast, suggests that a bride-to-be could have a beautiful pattern, at a saving approaching half of what comparable sets would cost in the United States, if she could persuade a relative or friend to collect the orders and checks and send them to a French retailer. A single check in dollars could be sent with instructions to label component packages according to the donors. The wait of two to three months for arrival by boat would be worth putting up with. On arrival, there would be the United States tariff to pay, a predictable amount, less than we expected, and off-set by the 15% "détaxe" in France due to shipment abroad. (The tariff could be prorated among the givers or could be the gift of the organizer.) Our happy experience over several years has been with Paradis Porcelaine, 54 rue de Paradis, 75010 Paris, which would send a catalogue of one or more manufacturers (ours, for china, was Bernardeau, Limoges); but other retailers in the Paris yellow pages ("Professions") would doubtless do the same -- unless one has the chance to stroll down the rue de Paradis and enjoy the good taste of the displays.

Frances and Howard Nostrand
University of Washington

POUR VOS ETUDIANTS

James E. Becker / Larbi Oukada
Malcolm Price Laboratory School
University of Northern Iowa

This section of the *Bulletin* is intended for all levels of instruction. We wish to invite readers to submit ideas, articles, experimental units and visual materials that can be easily copied. It is hoped that you will share those highly successful ideas and techniques with others in this section. Below are two ideas that are fun activities and are proven in the classroom. Have fun!

The Dictionary Game

The dictionary game has as its principle goal the hands-on use of a bilingual dictionary. The students will become familiar with the content, structure and composition of the dictionary as well as becoming familiar with new words. The game is played in English, however advanced classes may play entirely in French.

RULES: Divide your class or students into groups of five to seven and seat them in circles. Provide each student with several strips of paper and a pencil. A dictionary is given to one student who proceeds to look up a word that no one else will probably know. That word is written down on a slip of paper and the correct meaning is also copied along with the word. (i.e. *cuisseau* = a leg of veal) The student who looked that word up and who has written it out on the slip of paper then says the word for the others seated in the group. The word is spelled out (en français). When all the students have written the word on their slips, they are to put down a meaning in writing. They will have to guess or make up a meaning in most cases. It is usually a simple "stab in the dark". Then all the slips are collected by the leader (the one with the dictionary). That student then reads all of the slips including the correct meaning that has been mixed in with the others. All are read twice and each time the target-word is said and the meaning as well. Each student is then asked to say aloud what they think the word means from those heard. Points are then awarded. One point goes to each student who correctly guessed the meaning. One point goes to the leader for each incorrect guess. One point goes to the student whose incorrect meaning was selected (one point per). The dictionary is then passed on to the next student who leads the group.

An alternative to letting students pick their own words would be to have a select group of words that could be put into a hat or a box. The student(s) would simply choose one and look it up, copy down the word and the meaning, and the activity would proceed as outlined above. This would save time and would also allow the teacher to direct the kinds of words or to reinforce previous studied vocabulary that may have been forgotten. It is best to have only one correct meaning. When known lexical items are inserted and several students know the correct response, it confuses the game. You may even wish to add to your rules the stipulation that if anyone in the group knows the word,

another must be chosen. A good source of vocabulary words is *Le Français Fondamental*, 1^{er} and 2^e degré, 1959. **You Don't Say**

A second activity that reinforces the use of the aural skills and that students enjoy is "You Don't Say". Students often learn a simple one-to-one correlation of words, that is, that *pomme* means *apple* or that *a horse* is *un cheval*. When teachers strive to keep the classroom activities entirely in the target language, it oftentimes seems necessary to translate the vocabulary item. This game stresses that French be the only language spoken.

RULES: Five known vocabulary words are typed on a three by five card. A second card has five different words typed on it. The class is divided in half. Two students are given the cards. They have ten seconds to study them over. The teacher then says . . . *Allez!* and they begin to explain those words in French to their group. They must go in order and the members of the class simply say the word or words and then the student goes on to the next item on the list. Antonyms, synonyms and short explanations are the norm. If the word was "la maison", the student could say . . . "C'est où j'habite". Simple words work best for the elementary levels of instruction. You may wish to use the same word list and scramble the words as some students feel that "their" list was harder. Students may choose their own list and with teacher approval use these to compete with other students on a challenge basis. A different twist is for the teacher to use this technique often by simply having the students write down the meaning of 20 to 25 words that are defined quickly. The teacher can use any vocabulary that is needed to explain a word, even new vocabulary. If needed, a drawing on the blackboard or a photo can be used . . . in short, anything, just as long as no English is spoken. This works extremely well for reinforcing vocabulary lists or picture definitions in your text. You are able to define the words in French as the students write the words. You could make this a race to see who can raise their hand first with the correct meaning and keep score.

Unknown vocabulary can also be introduced in this fashion. Students need to know that by circumvention they can define a word that they are unable to say. You may provide a list of words in English that your students are to define so that YOU are able to tell them what it is they are defining. The possibilities go on and on. Be creative and invent a couple of your own. Your students may be able to suggest other fun ways of using only French and of working with new and known vocabulary words. Students learn early that *un livre* is *a book*, but can they tell you in French what a book is? Can they tell you what *le français* is? Are they able to define correctly words such as *un crayon*, *une plage* and *le cinéma*? If we are to build competence as well as confidence in the classroom, we need to focus more on activities such as these. Please let us know if these two worked for you. . . or didn't work.



Larmoir meuble servant à ranger les pleurs.

1982 GILBERT CHINARD LITERARY PRIZE

The Institut Français de Washington has established an annual prize of \$1,000.00 for work in the history or criticism of French literature. The prize will be awarded to a North American scholar for a book in its manuscript form, written in English or in French. Manuscripts should be recent and unpublished, or accepted for publication and not yet printed.

The first award was attributed in December 1981 by a committee chaired by Edouard Morot-Sir, President of the Institut Français. Manuscripts should be addressed to Edouard Morot-Sir, 141 Dey Hall, The University of North Carolina, Chapel Hill, 27514, before August 1, 1982.

STEVICK'S TEXT RECOGNIZED BY THE MLA

Earl W. Stevick, staff member of the Foreign Service Institute of the U.S. Department of State, was recently awarded the outstanding publication award on the teaching of foreign languages and literature. His text entitled *Teaching Languages: A Way and Ways*, was selected by the Modern Language Association at their annual meeting. The story was carried by the *Chronicle of Higher Education* (Vol. 23, No. 7, Jan. 6, 1982). The publication is available from Newbury House Publishers, 54 Warehouse Road, Rowley, MA 01969 and is recommended reading for all foreign language educators.

SOME MEMBERSHIP STATISTICS

1981 total membership reached 9,437 in mid-summer (9,376 US and Canadian members; 61 foreign members). By the end of 1981, this total declined somewhat, due to non-renewals of some student members, who join for the academic year, as opposed to the calendar year for all other categories of membership.

The AATF is basically a regional and local organization. Thus, it may be of interest to note the following distribution of members by regions, the total based upon 9,260 domestic (and some Canadian) members active in December 1981:

Region	Representative	Chapter Members	At-Large Members	TOTAL
I	Beverly Adams	874	46	920
II	Yolande Petrin	1,104	114	1,218
III	Brenda Benzin	411	22	433
IV	Dominick DeFilippis	1,222	68	1,290
V	C. Lee Bradley	1,113	8	1,121
VI	Don Greenham	989	60	1,049
VII	Estella Gahala	1,339	65	1,404
VIII	Claude-M. Senninger	666	53	719
IX	Marie Goff-Tuttle	1,041	65	1,106
		8,759 (95%)	501 (5%)	9,260 (100%)

EUROPEAN VIDEO CLUB INC.

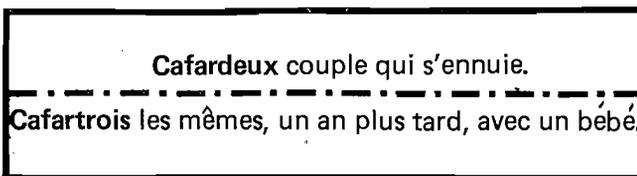
La société a l'exclusivité de la distribution aux Etats-Unis d'un nombre important (plus de 100 pour l'instant) de films français en video cassettes format VHS ou BETA 1/2" aux normes américaines.

Nous sommes également associés aux trois chaînes de télévision françaises et avons accès à leur catalogue.

Dans un bref avenir nous comptons mettre en place avec Antenne 2 (télévision française) un video magazine mensuel de news français.

Nous avons mis au point un club de location pour les collèges permettant une projection publique.

Pierre KRIEF, Pres.
Office: 695 Sutter St.
San Francisco 94102
(415) 673-3944



1981 GILBERT CHINARD LITERARY PRIZE

The Nomination Committee was composed of Professors George Daniel (University of North Carolina), Eugene Falk (University of North Carolina), Wallace Fowlie (Duke University), Raymond Gay-Crosier (University of Florida), and Edouard Morot-Sir (Univ. of North Carolina, Chairman).

Thirty-five manuscripts were submitted. Considering their remarkable intellectual quality and regretting not to be able to recognize many of them, the Committee decided to add exceptionally a second prize.

The first prize of \$1000.00 is attributed to Professor William Calin of The University of Oregon for a manuscript entitled:

A Muse for Heroes: Nine Centuries of the Epic in France

The second prize of \$500.00 is attributed to Professor Léon-François Hoffman of Princeton University for a manuscript entitled:

Idéologie et structure du roman haitien

The Committee and the French Institute of Washington express their sincere and warmest congratulations to all the thirty-five participants. Their works represent an impressive evidence of the vitality and excellence of French Studies in the United States in the field of history of literature and literary criticism. For the Nominating Committee, it was a rewarding and cheering experience. At a time when one may wonder about the future of the Humanities, it is reassuring through all these pages which signify long hours of meditation, imagination, inventivity, to feel that our profession continues to be an act of intellectual faith.

VIRGINIA CHAPTER NEWS

Minutes of the meeting of the AATF Virginia Chapter held October 9, 1981, in Roanoke, Virginia.

The meeting was called to order at 4:30 P.M. by President Marshall. He thanked the Foreign Language Association of Virginia, and especially Marshall Brannon, for their cooperation in arranging the meeting.

Officers and Board members attending the meeting were introduced. In the absence of Secretary Marta, Treasurer Robertson was asked to take minutes.

President Marshall announced plans for Le Grand Cours and encouraged colleagues to enroll their students. He also encouraged all present to invite other teachers to join the AATF. *Les Nouvelles* will once again appear for distribution, its editor having recovered from the birth of her child.

The Chapter's Spring Meeting will be held on the Alexandria Campus of Northern Virginia Community College. Dates were not yet available.

A communication from Regional Representative DeFillippis was read asking members to send to him any concerns they would like to see discussed at the National Meeting.

The business portion of the Chapter meeting was followed by an informative and witty lecture in French by Dr. Roland Simon. His topic was the bande dessinée and its presentation of French culture. Illustrations from the comics of Claire Brétcher animated the talk.

The meeting was adjourned at 6:00 P.M.

Respectfully submitted,
Barbara Robertson
Treasurer, Va. Chapter AATF

CONFERENCE PARTICIPANTS SOLICITED

The AATF will again sponsor a Carrefour Pédagogique at the 1982 National Convention. Le Carrefour Pédagogique offers members the opportunity to hear how their colleagues enliven classes with special techniques and other types of motivational devices for the teaching of vocabulary and structure, for developing language skills, and for initiating students to the study of literature, civilization, and culture. Participants will share an idea that has worked well in their classes. The basic objective of the session is to enable members to respond effectively and imaginatively to the needs of their students. Presentations should be short, stimulating, to the point and not be an excuse for pushing any commercial product. Five minutes will be allotted to each participant, in order to maximize the total number of presentations.

Members interested in making a presentation should contact Brenda Benzin, Regional Representative, 824 Delaware Road, Kenmore, New York 14223 or Dominick DeFilippis, Regional Representative, R.D. 1 Box 117, Hickory, Pennsylvania 15340.

SUSQUEHANNA CHAPTER NEWS

The fall meeting of the Susquehanna Chapter of AATF was held at the Harrisburg Academy on Saturday, October 24, 1981. Featured speaker for this session was Mrs. Nancy Leatherman, of Shippensburg State College, who provided curriculum and planning information, sample lessons and materials, pertinent addresses and personal anecdotes on course work dealing with commercial French. This topic being of growing interest in both high schools and colleges, the ideas exchanged were of value to all present. Some members expressed an interest in attending possible workshops devoted to the teaching of business matters in a foreign language.

The most pressing matter of new business was the request to all teachers, students, and supporters of foreign languages to contact representatives from the Congressional districts to urge their support of H.R. 3231 (the Simon Bill). Having been endorsed by the House Education and Labor Committee, the bill has now been referred to the House Rules Committee, to be scheduled for consideration by the entire House of Representatives. Please write or contact your own representative and encourage him to vote favorably.

Scholarships are again available to AATF members for study tours during the summer of 1982. There are 35 scholarships funded by the government of France for summer study in Avignon for four weeks in July and by the government of Québec for study at the University of Laval from early July to mid-August. Please contact the chapter president (Annette Derman) or me promptly if you are interested. We can give you specific details. Hurry!

Mrs. Daniele de Camp announced that the date of the next National French contest will be March 12, 1982, with the test given, as always, at the Lancaster Country Day School. Plan to enroll your students.

Seven new members joined the group, and all members present indicated a preference for continuing the meetings on Saturdays, rather than evenings, since some travel great distances. Mrs. Lois Beck, of Messiah College, has accepted an invitation to speak on the French literature of Black Africa at the next meeting, scheduled for March 6, 1982. Please plan to join us and make our exchange even more profitable than the last one.

Audrey Bechtel, Secretary

Jaloup-garou personne qui erre la nuit
dans les campagnes, et qui hurle à la
mort parce qu'elle a été quittée.



All AATF chapters are invited to submit their news and minutes for publication. Send these to Jim Becker, Price Lab School, Cedar Falls, Iowa 50613.

TEACHING ABROAD

The following sources will supply information on teaching positions overseas:

Study and Teaching Opportunities Abroad

by Pat Kern McIntyre

Washington, DC: Department of Education, 1980.
(Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$3.00. Publications No. 79-19301.)

U.S. Department of Education
Teacher Exchange Section
Washington, DC 20301

U.S. Department of Defense
Office of Overseas Dependents Education
Washington, DC 20301

International Schools Service
126 Alexander St.
Princeton, NJ 08540

National Education Association
Overseas Teachers Corps
1201 16th St., NW
Washington, DC 20036



1982 SUMMER INSTITUTE FOR HAITIAN CREOLE BILINGUAL TEACHERS

Indiana University, June 18-August 13, 1982

For the third consecutive year Indiana University is organizing a Summer Institute for Haitian Creole Bilingual Teachers, under the auspices of the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA). The Institute is intended for present and prospective teachers in bilingual programs addressed to Haitian children and teachers of English to speakers of Creole. Courses which make up the Institute include: beginning and intermediate level instruction in Haitian Creole; bilingualism and bilingual education as it refers to the needs of Haitian children in the U.S.; structure and sociolinguistic aspects of Haitian Creole; and a micro-teaching experience to be held in Miami or Port-au-Prince, Haiti. Participants in the Institute receive fee remission scholarships for 9 graduate credits and a stipend covering living expenses, books and materials, and part of travel costs. For information and applications contact: Creole Institute, Indiana University, Ballantine 602, Bloomington, IN 47405; tel.: (812) 337-0097. Completed applications will be due March 15, 1982.

UNE NOUVELLE APPROCHE DE L'ORAL ET DE SA PEDAGOGIE

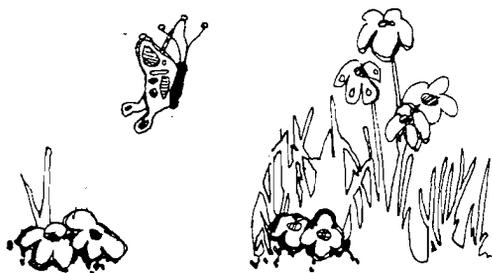
L'introduction, dans la classe, de documents authentiques - sonores et video - comme objets et supports d'enseignement constitue aujourd'hui une source majeure de motivation et pour les professeurs et pour les étudiants. Mais elle soulève de nombreuses difficultés car le renouvellement de la pédagogie de l'oral - et de ses articulations avec celle de l'écrit - ne peut se contenter d'un simple transfert d'attitudes, de connaissances et de méthodologie. Les problèmes de compréhension et d'expression doivent faire l'objet d'une approche fondée sur des recherches récentes et novatrices relatives aux composantes spécifiques et prioritaires de l'oral: rythme, intonation, mouvement et geste.

Pour répondre aux besoins actuels des professeurs et futurs professeurs, l'UER organise trois types d'enseignement pour ceux qui souhaitent enrichir ou renouveler leur formation personnelle et professionnelle (cours semestriels, annuels et intensifs; stages à la demande)

1. Un cours de PERFECTIONNEMENT INDIVIDUEL (niveau B perfectionnement): connaissance et pratique des fonctionnements vocaux et gestuels liés à diverses situations d'interactions sociales.
2. Une série d'enseignements spécialisés comportant TROIS OPTIONS (niveau B options): unité et diversité phonétique et stylistique du français actuel, en France et dans les pays d'expression française; études prosodiques (approche théorique et instrumentale); pédagogie de la phonétique.
3. Un cours intitulé PROSODIE, COMPORTEMENT NON-VERBAL ET ENSEIGNEMENT DU FRANCAIS PARLE (niveau C): techniques et stratégies pédagogiques permettant de prendre en compte de manière pertinente et motivante les aspects rythmiques, intonatifs et kinésiques de la parole, dans l'exploitation des documents authentiques et des méthodes commercialisées (aspects linguistiques, psychosociologiques et interculturels).

Ces cours peuvent être suivis séparément ou être associés. Ils constituent une formation complète et originale qui permet aux professeurs de français d'acquérir de nouveaux moyens d'enseignement.

Pour tous renseignements complémentaires, s'adresser à Odile MENOT, Institute de Linguistique et Phonétique Générales et Appliquées, Université de Paris III - 19 rue des Bernardins, 75005 Paris.



L'ambition de cet 'article' est de présenter l'Almanach de la mémoire et des coutumes 1980 que publie Hachette (1979) et "où l'on retrouvera -- nous avertissent ses auteurs, Pierre Barret et Jean-Noël Gurgand -- les arts et les manières de jadis et les sources de nos bons usages avec plusieurs gentillessees propres à désennuyer les esprits curieux et mélancoliques."

Avec amour et non sans humour, et sous une forme qui copie délibérément celle de nos vieux almanachs, tel l'Almanach du Pèlerin que le facteur apportait à chaque fin d'année et que la maisonnée lisait quasi religieusement, ces nouveaux 'faisers d'almanach' nous offrent un florilège de "croyances, coutumes et principes moraux qui, au cours des siècles, ont réglé pour l'essentiel la vie des gens." Le ton de leur présentation, au titre bucolique de 'Coquelicot', est révélateur du signe des temps: "Aujourd'hui, l'Enfer n'existe plus et les hommes d'Occident cherchent de nouvelles définitions du Bien et du Mal...Mais on ne gagnerait rien à renier ce qui, au jour le jour, et de pères en fils, nous a fait ce que nous sommes...Adieu donc aux mirobolants personnages de nos almanachs. Ils ne seront plus ces intermédiaires familiers entre le ciel et nous. Ils ne nous seront plus d'aucun recours, ni d'aucun secours."

Eh oui, même les saints ne sont plus ce qu'ils étaient, continuent les auteurs. L'Eglise catholique élimine peu à peu ce qui sent trop la fable pour enfants ou la grossière superstition. A la suite de la révision officielle faite par Rome en 1969, le Centre National de Pastorale Liturgique de Paris a établi en 1972 une liste de saints valable pour la France, après concertation avec le Bureau des Longitudes, les fabricants d'agendas, le syndicat des floristes et consultation des recensements faits dans les mairies (prénoms plus ou moins usités). Ainsi, il n'est plus question du populaire saint Christophe, le légendaire bon géant qui dévorait les gens jusqu'au jour où il porta le Christ sur son dos, et que l'Eglise catholique fêta pendant des siècles le 25 juillet; l'autre, ou plutôt le 'vrai' saint Christophe que l'on fête le 21 août est un martyr cordouan du IXème siècle. "De sang arabe, peut-on lire au nouveau martyrologe, il alla à Cordoue proclamer sa foi devant les musulmans, qui l'incarcérèrent, puis le brûlèrent." Le grand saint Eloi (celui du bon roi Dagobert à "la culotte à l'envers"), trop visiblement avatar chrétien du dieu Vulcain, saint patron des métiers du fer et protecteur des chevaux, a été délogé par Sainte Florence, une falote recluse poitevine du IVème siècle qui vécut près de Saint Hilaire de Poitiers.

"Il sera bientôt trop tard, nous avertit-on, pour fouiller sans en rire ou en pleurer le grenier de nos mémoires." Que l'on puisse donc se souvenir après nous de ces expressions naguère pleines de sens, telles "face de carême" ou "long comme un carême". Que l'on n'aille pas s'imaginer que le mot de Quasimodo (nom du dimanche après Pâques), qui avait tant frappé l'imagination de Victor Hugo qu'il en fit le nom d'un de ses personnages, provienne du nom du carillonneur de Notre-Dame! L'almanach se plaît à nous rappeler, par exemple, qu'entre le Jeudi-Saint et le dimanche de Pâques, se déroule un certain nombre de

cérémonies liturgiques enrichies de nombreuses croyances et coutumes. Ainsi, le Jeudi-Saint, après l'intonation du GLORIA, les cloches se taisent, leurs voix ne se feront plus entendre avant le Samedi-Saint. Selon les régions, on dit qu'elles vont à Rome faire leurs Pâques, rendre visite au pape, se confesser ou chercher des oeufs qu'elles laisseront tomber à leur retour dans les jardins. Le Vendredi-Saint est un jour où il convient de faire maigre pour respecter l'interdit religieux, mais aussi, dans les Ardennes, pour éviter le mal de dents pendant l'année.

A propos de dents et de coutumes, lit-on encore, Erasme, en 1530, raconte que les Espagnols avaient l'étrange coutume de se nettoyer les dents avec leur urine. Montaigne se contentait de les frotter d'une serviette. Ce n'est que vers le milieu du XVIIIème siècle qu'on commença à fabriquer des élixirs destinés à "nettoyer et affermir les gencives et conserver la bouche dans la plus grande fraîcheur." Encore fallait-il avoir des dents à entretenir. Mme de Maintenon écrivait le 9 juillet 1714: "Je ne vois presque plus rien, j'entends encore plus mal. On ne m'entend plus parce que la prononciation s'en est allée avec les dents." Autre coutume peu mentionnée dans les manuels de civilisation française: la castration était souvent considérée comme la meilleure thérapeutique pour la cure des hernies, de la lèpre, de la goutte, de l'aliénation mentale, etc...On disait au XVIème siècle: "Les châtres ne sont sujets aux varices, sont exempts de la goutte, surmontent les autres hommes en prudence..." Ambroise Paré s'éleva contre cette malheureuse pratique qui consistait à "couper les coillons aux garçons."

La rubrique 'Mémoire' du 8 décembre cite de nouveau Ambroise Paré, car c'est le 8 décembre 1555 que celui-ci soutenu par Henri II, reçoit le bonnet de docteur en chirurgie. Fait exceptionnel, remarque-t-on pertinemment, sa thèse est rédigée en français.

Enfin, chaque page est agrémentée de dictons, proverbes ou maximes; dictons encore entendus dans nos campagnes: "Quand vole bas l'aronde/ Attends que la pluie tombe"; "Neige et pluie de février/ Vaut du jus de fumier"; ou encore des expressions de sagesse populaire, la rime aidant: "Vite et bien ne se rencontrent point"; "Qui trop s'excuse, s'accuse"; "Les grands diseurs ne sont pas les grands faiseurs".

Bref, ce trésor déguisé en almanach et débordant de renseignements "à la page" mérite bien qu'on en fasse un peu de réclame pour aider à le faire découvrir. Français 'd'avant-guerre' et originaire du Poitou, j'y retrouve un goût bien de chez nous. Je regrette avec les auteurs que "dans nos paysages remembered -- on parle beaucoup de remembrement dans nos campagnes de l'ouest --, les désherbants finissent de tuer les coquelicots. Peut-être le fallait-il. Mais qu'au moins les enfants de nos enfants sachent qu'exista une fleur de ce nom-là, qu'elle était rouge, et qu'avant de la mettre en souvenirs, on en faisait des tisanes, des chansons et des couronnes pour l'été."

Joseph E. Garreau
Lowell University
Lowell, MA

ADVICE TO TEACHERS IN THE TRENCHES

When those of us over thirty were undergraduate students, the vast majority of American universities offered little or no coursework in contemporary French culture. While departments did give courses in grammar, composition, and conversation, the heart of the curriculum consisted of survey and period courses in French literature. Everything seemed subordinate to literary studies. Conversation classes prepared students to discuss literature; composition courses enabled them to write about it; advanced grammar classes taught them to appreciate le jeu des temps et des modes of a literary text. In answer to the compelling question, "What is French for?", professors would have generally subscribed to Jon Kimpton's concise reply, "French is for humanism, for culture, for literature" (*French Review*, 48 [1975], 739).

Times have changed. More and more French is perceived as being for communication—oral and cross-cultural communication. Students are asking to communicate with the present rather than to commune with the past. Some teachers resist the new trends, some embrace them. But most find their students' wishes difficult to grant because (1) as teachers, their oral skills are weaker than their reading skills, (2) as mentioned above, few of those educated in the 1960's have any systematic knowledge of French culture, and (3) teachers' knowledge of culture becomes dated more quickly than their knowledge of literary history.

Skills in oral and cross-cultural communication are best (some would say only) developed abroad. Rarely, however, do Americans have the time or finances to spend more than one or two years living in France. Indeed, a large number of American secondary-school French teachers have never spent more than a few weeks in a French-speaking culture and then only as tourists. Even those who have spent a year abroad find their experience fast becoming ancient history. France as seen by a nineteen-year-old junior in the middle or late sixties is simply not the France of today. Others lament that, as a foreign student, they saw France only from the street. Never did they penetrate French society to any significant degree.

The problem is clear. On the one hand students desire functional speaking and listening skills coupled with authentic cultural information. Their teachers feel obliged to accommodate them. On the other hand those same teachers are hampered by their own deficiencies: a poor command of oral-aural skills, a lack of opportunity to improve, an incomplete or highly subjective knowledge of French culture, and an ignorance of where to turn for help.

Numerous solutions have been proposed, including oral competency test for certification, massive teacher exchange programs, and culture workshops. But there are no simple solutions for teachers already in the trenches, protected from competency testing by grandfather clauses and too obligated by family responsibilities to break away for a six-week workshop, much less for a long séjourn en France. For this "over-the-hill gang", self-motivation, self-discipline, and a commitment to self-improvement are essential to

achieving a more satisfying performance in the classroom.

Here are six practical suggestions for self-improvement in the area of oral and cross-cultural communication. They also address the problem of keeping up-to-date. These recommendations are drawn from personal experience; they will work.

1. Use French exclusively in class. At first you may experience frustration, but in the long run this does wonders for your own fluency and promotes an esprit de corps in the class if handled correctly. The *Manuel du professeur for Langue et langage* by Oreste Pucciani and Jacqueline Hamel (3rd ed. New York: Holt, Rinehart and Winston, 1979) is a useful introduction to a rational direct method that has worked well for over fifty years in both high schools and colleges.
2. Buy a French film on video cassette each year or invest in cassette tapes of French radio programs. The advent of video and audio cassettes has put good aural comprehension within the reach of every teacher. Listening to authentic models will also improve your own ability to say what you want to say in everyday situations. Source of video cassettes: Tamarelle's French Film House, 110 Cohasset Stage Road, Chico, California 95926. Source of audio cassettes: Cassettes Radio France, 75786 Paris, France.
3. Read a book a week on culture for ten weeks. Here are ten excellent books to inform and stimulate your thinking. They are not in alphabetical order, but rather in the order they should be read.
Ember, Carol R. and Melvin Ember. **Cultural Anthropology**. 2nd ed. Englewood Cliffs, N.J.; Prentice-Hall, 1977.
Hall, Edward T. **The Silent Language**. Garden City, N.Y.: Doubleday, 1959.
-----, **The Hidden Dimension**. Garden City, N.Y.: Doubleday, 1966.
-----, **Beyond Culture**. Garden City, N.Y.: Doubleday, 1976.
Hoffman, Stanley, et al. **In Search of France**. Cambridge, Mass.: Harvard University Press, 1963. (Especially the chapters by Wylie and Pitts)
Wylie, Laurence and Armand Bégué. **Les Français**. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
Ardagh, John. **The New France: A Society in Transition, 1945-1977**. 3rd ed. Harmondsworth, England: Pellican Books, 1977. (Must be ordered from a bookstore in Britain)
Flower, J.E., ed. **France Today: Introductory Studies**. 4th ed. London: Methuen, 1980.
Seelye, H. Ned. **Teaching Culture: Strategies for Foreign Language Educators**. Skokie, Ill.: National Textbook Company, 1974.
Rey, Jean-Noel and Georges Santoni. **Quand les Français parlent**. Rowley, Mass.: Newbury House, 1975.
4. Read an article a week for five weeks. Here are five outstanding articles on teaching contemporary culture. Brooks, Nelson. "Teaching Culture in the Foreign Language Classroom." **Foreign Language Annals**, 1 (1967-68), 204-217.

Lewald, H. Ernest. "A Tentative Outline of Problems in the Knowledge, Understanding, and Teaching of Cultures Pertaining to the Target Language." *Modern Language Journal*, 52 (1968), 301-309.

Nostrand, Howard L. "Empathy for a Second Culture: Motivations and Techniques." In *Responding to New Realities*. Ed. Gilbert A. Jarvis. Skokie, Ill.: National Textbook Company, 1974, pp. 263-327.

Jarvis, Donald K. "Making Crosscultural Connections." In *The Language Connection: From the Classroom to the World*. Ed. June K. Phillips. Skokie, Ill.: National Textbook Company, 1977, pp. 151-177.

Beaujour, Michel and Jacques Ehrmann. "A Semiotic Approach to Culture." *Foreign Language Annals*, 1 (1967), 152-163.

5. Leaf through a French newsmagazine each week. Do not start until you have the background provided by suggestions three and four. At least one magazine like *L'Express*, *Le Point*, or *Le Nouvel Observateur* should be available to you. If not, ask your school or city librarian to subscribe.

6. Be aware of six basic journals. Answers to your future questions may well be found in them.

Contemporary French Civilization

Douglas Daniels, Managing Editor
Dept. of Modern Languages, Montana State Univ., Bozeman, MT 59717

Foreign Language Annals

ACTFL, 2 Park Avenue, New York, NY 10016

Le Francais dans le monde

79, Boulevard Saint Germain
75261 Paris, France

The French Review

57 E. Armory Ave.
Champaign, IL 61820

The Modern Language Journal

MLJ Business Office, Univ. of Wisconsin Press, 114 North Murray St., Madison, WI 53715

The Tocqueville Review

Office Manager, The Tocqueville Society,
542 Cabell Hall, Univ. of Virginia,
Charlottesville, VA 22901

In ninety days you, the teacher in the trenches, can turn a corner in your professional life and begin a process of recyclage and renewal. If you truly believe that "French is for literature," teach that way with all your heart. But don't let your inadequacies force you to say, in effect, that "French is for literature" if you prefer to believe that "French is for communication."

John H. Williams
Abilene Christian University
ACU Station, Box 8248
Abilene, Texas 79699



**INFORMATION ABOUT CONTEMPORARY FRANCE:
WHAT TOPICS WOULD YOU LIKE TO LOOK UP?**

French bibliographical and documentary services need help of all interested teachers and researchers, to identify the subject-matter headings (the "descriptors") that will best serve their users. It is recognized that present indexes and computer thesauri neglect, for example, the non-material elements of a culture, such as its value system, in favor of material aspects, easier to classify but insufficient for grasping a lifestyle. And the information given on each item is often too scant to help one decide whether to obtain it.

Now is the time to say what terms and data you want included. The French services are computerizing their bibliographies, and are engaged in a project, recently joined by Quebec, to make both their lists and the documents more accessible abroad. (The project was begun in 1978 by the Ethnography Commission of the American Association of Teachers of French.)

Send your want-list of descriptors and any other pertinent desiderata to Professor Howard L. Nostrand, Romance Languages, GN-60, University of Washington, Seattle, Washington 98195 -- as soon as possible; but a list from a committee or an association section-meeting will be particularly valuable.



WESTERN SOCIETY FOR FRENCH HISTORY

The tenth annual meeting of the Western Society for French History will be held at the University of Winnipeg, Winnipeg (Manitoba), Canada, on the 14-16 October 1982. Principal addresses will be delivered by:

Bernard BARBICHE, Ecole des Chartes, Paris;
Marc FERRO, Ecole des Hautes Etudes en Sciences Sociales, Paris;
M. A. SCREECH, University College, University of London, London;
Malcolm C. BARBER, University of Reading, Reading; &
Pierre SAVARD, Université d'Ottawa, Ottawa.

For further information and to propose papers on French history or culture, contact Professor Brison D. Gooch, President, Western Society for French History, c/o Department of History, Texas A & M University, College Station, Texas 77843.

The *Proceedings* of previous annual meetings of the Western Society for French History are still available at a cost of U.S. \$25.00 (California residents add 6% sales tax, to total \$26.50 per volume). For information thereon and to order, write Professor James Friguglietti, Secretary, Western Society for French History, c/o Department of History, Eastern Montana College, Billings, Montana 59101.

LA DISTRIBUTION DES PRIX

Beverly Adams, Regional
Representative - Region I

In visiting the awards ceremonies for the National French Contest in various chapters, I have come across some interesting presentations that I should like to share with you, in the hope they may give you ideas you could incorporate into your next program.

There are only four chapters in the Greater New York Region, since regions are divided fairly equally on the basis of numbers, and since the Metropolitan chapter alone has some eight hundred members. Each chapter has a different twist to its ceremony.

In the Suffolk chapter, President Kay Lyons has sparked the contest and encouraged many teachers to join by traveling in person to each school with chapter winners. She presents the prizes and certificates to the students in a ceremony which is attended by teachers, school administrators, parents and the students. This practice has resulted in enormous prestige for the contest in the individual schools, and has the advantage of winning the administrators over to the cause of French.

In Nassau chapter, President Gisele Kapuscinski invites not only the teacher of the student winners, but also the principal of their respective schools. Dr. Kapuscinski also asks a professor of French to speak to the audience about a general subject related to foreign languages. During the May, 1981, ceremony it was Dr. Konrad Bieber of the State University of New York at Stonybrook who spoke on Americans abroad. Another speaker on the program was the town councilman, a lawyer and graduate of the Georgetown School of Languages and Linguistics and the Ecole Polytechnique des Sciences Politiques. A more enthusiastic booster of foreign language study would be hard to find and he's not even a French teacher!

The Westchester awards program is unusual in that all first prize winners are asked, in advance, to prepare an acceptance speech in French. This lends a note of authenticity to the ceremony and is real "proof" that our students are really learning to speak the language. Another interesting touch is the list of winners which is distributed at the beginning of the program, using the banner of the "Grand Concours" newspaper--the brainchild of Dr. Geraldine O'Neill, Westchester president and former contest chair.

The most structured of the four programs is that of the Metropolitan chapter. Dr. Dora Bashour, a member of the AATF since its founding, has organized an oral contest which supplements the National Concours. Since it is virtually impossible to test students orally on a national basis, Dr. Bashour decided, some ten years ago, to carry out the testing on a personal, local, level. Accordingly, the winning students are asked to report at the site of the awards ceremony two hours in advance, and a completely separate examination is carried out. The winner of this section is not necessarily the first place winner in the chapter, but may be any one of those participating. The prize for the oral work (on all six levels) is given in addition to the prizes conferred

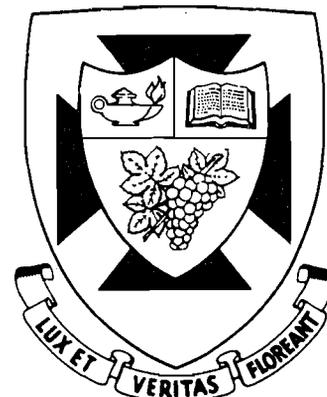
for the National Contest, and always includes a cash prize. In the event you would be interested in conducting the oral contest in your chapter, I asked Dr. Bashour for the details of the competition, and am having them reproduced here.

The Oral Contest contains the following elements:

- 1) a **brief** informal conversation between the contestant and the teacher-interviewer, geared to the student's level of French, and designed to put the student at ease;
- 2) a prepared recitation, to be evaluated on the basis of articulation of individual sounds, liaison, mute e, stress, intonation, interpretation, etc.;
- 3) reading of a passage in French. The student has one minute to peruse the passage before reading it aloud. Evaluation is made on the basis of those elements in number 2, with the addition of command of spelling-sound correspondence, fluency, comprehension as shown by pauses, phrasing, emphasis, expression, etc.;
- 4) Description of a picture. Candidates are given one minute to prepare before speaking. They may be guided with one or two questions. Evaluations are made on the basis of fluency, choice of vocabulary, use of idiom, accuracy of structure, pronunciation, and intonation.

Although this examination may sound time-consuming and complicated, Dr. Bashour has organized it in such a way that it is run most efficiently. It provides another dimension to the *concours*, and each prize-winner recites the prepared recitation on the occasion of the awards ceremony. Dr. Alex Szogyi, chapter president, draws upon the many resources of New York City by inviting representatives of the French Cultural Services and the Alliance Française to be present at the "distribution". That is not possible, of course, for many chapters, but there may be consulates that chapters in even small cities can contact to be a part of their ceremony.

I would be interested to hear if any of your chapter ceremonies contain elements that might be incorporated by other chapters. Sometimes the ceremony itself may be a means of encouraging further participation by teachers and school administrators.



To the attentive eye, each moment of the year has its own beauty.

- Ralph Waldo Emerson

CALENDAR OF EVENTS

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 Epopées 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

13th International Congress of Linguists.

Dates: August 29 - September 4, 1982. Tokyo, Japan. Information: ICL 1982 Office, Gakushuin Univ., Mejiro 1-5-1, Tochima-Ku, Tokyo 171, Japan.

Conference on Language Development

Dates: October 8, 9, 10, 1982. Boston University School of Education, write to: Language Development Conference, School of Education, Boston University, Boston, MA 02215.

Semiotic Society of America.

Dates: October 21-24, 1982. Buffalo. Information: Margot D. Lenhart, Semiotic Society, Box 10, Bloomington, IN 47402.

Massachusetts Foreign Language Association Annual Conference.

Dates: October 29-30, 1982. Worcester Marriott, Worcester, MA. Mary F. Hayes, Conference Chairperson, 17 Pleasant St., Rockport, MA 01966.

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.

American Association of Teachers of Spanish and Portuguese.

Dates August 14-18, 1983. Boston. Information: Richard Klein, AATSP, Holy Cross College, Worcester, MA 01610.



AATF National Bulletin (USPS 131-090)
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