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CARTOON ACTIVITIES AND FAMILIAR SPEECH

The use of cartoons in a foreign language class is invaluable for a number of reasons: it adds humor, provides lots of information about the culture involved, and brings the familiar language spoken by the younger generation right into the classroom. American students spending a year in a French speaking university often become frustrated at hearing a new kind of language which bears little resemblance to the formal one they have learned in class; and while recent textbooks attempt to remedy this problem with the inclusion of familiar expressions, few opportunities occur to use them in the classroom. Well-chosen cartoons can help create a natural environment for familiar speech in an uninhibited way.

The following series of activities has been developed for French conversation classes. It is meant to be used over several class periods as a change of pace from other, more structured activities. The choice of cartoons will vary depending on the theme and on the instructor's



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taste. My examples here are taken from Brétécher's Les Frustrés because of its colorful language, rich in colloquialisms and idiomatic expressions (strong language can easily be blanked out), and from Peyo's Les Schtroumpfs,* because it allows vocabulary substitution.

Initially two copies of each cartoon are made, one as is, the other with the dialogue blanked out. These copies are duplicated and distributed to the students one copy at a time. It is best to start with a "silent" cartoon, one which shows action but has no language (one by Bosc, for example). The students are told to 1.) describe the actions of the characters, 2.) invent thoughts the characters may have, and 3.) decide whether the characters are typically French or could also be American and why.

The second cartoon introduced can be a blanked-out "spoken" one (in which the words in the bubbles have been covered with white). Thus one extra dimension is added: the students must try to guess what the characters are saying and must use as many familiar expressions as possible. The colloquial vocabulary and its formal counterpart necessary for this exercise should be written on the blackboard or provided in the previous class meeting. Another way to approach this guessing game is by acting it out, letting two students improvise a short dialogue.

Once the guessing game is over, the copy with the actual words is passed to the students and the new voc-

abulary is explained. Let us take as an example "Les Champions", a cartoon from Les Frustrés: two children, complaining about the competition and the many pressures they have to suffer in class, are coming home from school. Once they arrive, Mom turns their crêpe snack into a contest: "Let's see who is going to eat his crêpe the fastest," she says, "I am timing." The vocabulary included hesitation words (ben, et puis), omission of the "ne" part of the negation, and familiar expressions (,,j'en ai marre," "t'as du pot," "si ma soeur bosse," and "je m'en fous," for which you may wish to substitute "je m'en fiche." Written on the board, these four expressions may form the core of a warm-up game. For instance, you can split the class into two teams, A and B. Students from team A call upon students from team B and vice-versa. Each student must use one of the four expressions in a sentence and call on another student right away. If she/he hesitates, she/he must do so in the French manner: "euh" not "hum", "ben" not "well" etc. If not, she/he is out.

Paul: Ah! la la...!J'en ai marre! J'ai encore deux examens demain, Nancy!

Nancy: T'as du pot, moi j'en ai trois! Linda!

Linda: Moi, je m'en fiche, j'ai terminé. Greg!

Greg: Moi, si je bosse, j'aurai mon B.A. en juin.
Pascal! ...

If time permits, students may be asked to talk about their own school and parental pressures.

The homework assignment will include the creation of a dialogue to be prepared by students working together two by two. A choice is given in this case: 1.) two American students on the phone complain about their problems with their relatives, their boy/girlfriends, their teachers, etc., or 2.) the mother in the cartoon explains her competitive approach to her best friend. Again, the new vocabulary must be integrated into the dialogue.

In the case of a Schtroumpf story, there is no need to blank out any dialogue, given the special language spoken by these amusing creatures. The students are simply asked to replace the words "schtroumpf", "schtroumpfer", "schtroumpfant", with the appropriate counterparts in French; they should think up as many synonyms as possible. For example:

Nous devons schtroumpfer au pont sur la rivière
Schtroumpf! Allons! tout le monde au schtroumpf!
Et schtroumpfez-vous!

Nous devons schtroumpfer: nous devons travailler
bosser (fam)
bucher (fam)
trimer (fam)

Tout le monde au schtroumpf: tout le monde au travail

au boulot (fam)
à la besogne
à l'ouvrage

Et schtroumpfez-vous. Et dépêchez-vous
pressez-vous
grouillez-vous (fam)

In the following class meetings, it will be the stu-

dents' turn to bring in cartoons. Therefore, on the second day four students provide the material for the class. Each is told to choose one of his/her favorite American cartoons (not from a recent newspaper) because students may already have read them) and to bring three copies: the original (in English), the same one translated into French, and the same one with dialogue blanked out. With an opaque projector, the blanked-out version is projected on a screen, and the other students are asked to make up the dialogue in the same manner as on the first day, again using as much familiar French as possible. Then the French Version is projected, and mistakes are corrected by everyone. Correct French, familiar expressions, and synonyms are the emphasis here, so the English version should not be projected on the screen but turned into the teacher. Because use of the opaque projector requires that the whole activity be done in the dark, it is a good idea not to spend more than thirty minutes on this.

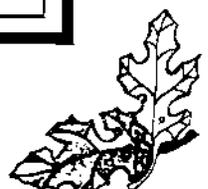
Although students are providing many cartoons from this point because of the need for increasing the understanding of familiar French. I recommend that the instructor continue to bring one new cartoon to each class meeting until the students have accumulated a number of the most commonly used colloquialisms. The time spent on this can be limited to cultural remarks and vocabulary study followed by a short warm-up exercise.

These cartoon activities have been quite popular with my students for two reasons. First, the humor and the visual effects helped them better understand some typically French preoccupations; and second, they became more comfortable in handling the most common idiomatic and familiar French expressions. And this, of course, is essential for easy communication with their foreign peers.

*For those who are not familiar with Les Schtroumpfs, they are little blue people who speak a special language. Many verbs in their sentences are replaced by the word "schtroumpf". Sometimes adjectives or nouns are replaced too, but the sentence remains clearly understandable. In English, they have been translated as "Smurfs" and have unfortunately lost most of their appeal due to the omission of that special language.

Odile Ciause

California Poly-Technical State University



CLASSROOM CUISINE

If the way to a man's heart is through his stomach, maybe the way to a French verb can be through a student's stomach, too. I know that with such a statement I risk bringing down on my head the wrath of those purists who think that taking time from the class period to teach French cuisine is, if not heresy, at least bribery, and should be relegated solely to after-school hours, especially to the French Club. But all students do not participate in the French Club for various reasons - work, lack of transportation or conflict with other extra-curricular activities.

The study of any language should be far more than just the lessons in the textbook, even though today's textbooks are usually more culture-oriented than those of a generation or more ago. It should be a window to the people or peoples who speak that language. It is a "billet global" - a total ticket to the land or lands where the language is spoken. And so, if in the course of teaching French to several thousands of students, I have occasionally veered from the assignment to discuss Monet, Renoir, Gothic and Romanesque architecture, the vineyards of Champagne, the perfume and fashion industries, the works of Debussy or Ravel, and yes, some secrets of French cuisine. I make no apology, for is not French cooking a major facet of French life and is not the profession of chef in France to be cherished on a par with that of doctor or lawyer?

To prepare a dish during a class period can present a problem. The homemaking department will probably not be available, and even if it is, the teacher may not welcome another department's use of the facilities, and understandably, since the least bit of equipment out of order can wreak havoc on the time schedule of a food class. My colleague who taught Spanish next door to me and who shared my sentiments solved the problem by occasionally bringing an electric plate to class from which tempting aromas of tacos and enchiladas wafted into my room. This, of course, could be frowned upon as a possible fire hazard.

I was privileged to live only three short blocks from school; hence it was easy to take an entire class, with permission from the office, to my kitchen for the class period. Here I would set out in advance all the necessary ingredients, bowls and pans for a specified dish and post the recipe, printed on large cards, on the refrigerator. Students went to work at once to prepare the dish in time to eat it before returning to the next class. Sometimes, if I feared time might run out for them, I would have ingredients pre-measured, or I would have a back-up dish prepared, à la Julia Child. Obviously, all recipes do not lend themselves to a fifty-five-minute time limit. With two or three skillets or crêpe-makers going at the same time, and a batch of crêpe batter in the refrigerator, even a large class can be served two, three or more crêpes apiece. An electric warmer or a crock-pot will keep a large batch of crêpes warm and ready to be served instantly.

Other recipes which we prepared within a class period are madeleines, profiteroles, éclairs au chocolat (using instant French vanilla pudding as filling), French lace

cookies, orange soufflé and bûche de Noël.

More complicated or time-consuming dishes were reserved for after-school or evening meetings of the French Club at my home or at the home of one of the students. Sometimes these gatherings featured the preparation of one dish, sometimes of an entire meal. The annual Dîner de Noël would find three or four groups working at different homes on various parts of the meal.

In April the annual French Club Bake-Off gave the students a chance to enter their culinary efforts in competition for prizes, usually French cookbooks.

Reflecting over many years of acquainting students with French cuisine brings back pleasant memories and some chuckles. On one occasion, the dessert committee had nothing but trouble until the third attempt. The first batch of choux à la crème was left on the burner after the eggs were incorporated into the dough, so that instead of rising into nice round puffs, they dissolved into something resembling Yorkshire pudding, both in appearance and taste. The second attempt would have been all right if someone had remembered to turn the oven from broil to bake after the soupe à l'oignon committee had run the soup under the broiler. The result was that we cremated the cream puffs. My cookie sheet still bears the tell-tale marks. Not to be daunted, the choux à la crème committee mixed up a third batch, and by the time we had worked our way through the crudités, soupe à l'oignon gratinée, coq au vin and salade, a beautiful tray of cream puffs was ready for filling.

Then there was the Great French Bread Bake. I had acquired a recipe for eight loaves or baguettes of French bread, or as reasonable a facsimile thereof as one can make with American flour. Those who wanted to participate agreed to pay thirty-five cents to cover cost of ingredients (flour, water, salt, yeast) and those who could were to assemble at my house in small groups during the lunch hour or early afternoon to mix up batches of bread. At seven that evening they would gather at my house to see the last fournée or baking come out of the oven and to sample the finished product with unsalted butter and jam and to take a loaf home. All was proceeding well with batches of bread rising at various levels until about three o'clock when a January snow began to fall. It continued to fall in abundance and the phone began to ring. One after another called to say that their parents would not let them go out in the storm. Five students braved the blizzard and I put twenty-seven baguettes in the freezer that night.

Then there was Bruce whose croissants rivalled any I have eaten in France, but who showed up at the bake-off with a cake labeled "Gâteau Désastre". He had put it in the oven and gone out to play tennis and forgotten it. It would have made a good paving block. Another time he had found a recipe for carpe de Cahors, had caught a carp in the St. Joseph river and prepared it accordingly. It was a work of art to look at, worthy of being a color plate in a cookbook. The sauce was velvety and delicately herbed, but, alas, the fish was decidedly lacking in flavor. Maybe the carp from the river Lot in Cahors taste better. Recently I met Bruce at a wedding. He leaned his six-foot-six frame over and said,

"You don't have an "hot-dog fromage" on you, do you?" In 1973 during our spring vacation trip to Paris, Bruce was a daily customer at the "hot-dog fromage" stand near our hotel.

During our 1979 Paris trip Lisa haunted pastry shops sampling their wares, especially the tarte aux pommes, her favorite. On returning home, she studied recipes and practiced until she produced a tarte aux pommes which was a visual and gustatory delight. Now students go to her kitchen to learn to make tarte aux pommes.

Some years ago when we had seventy-minute lunch periods, identical twins Betty and Barbara rushed home to make a soufflé au chocolat to bring to fifth hour French class. Their triumphant expressions as they entered the classroom turned to double dismay when they uncovered it and found the puffy top had sunk almost to the bottom of the dish.

George's parents were staunch Baptists, so imagine my surprise when he showed up in my eight o'clock class with a baba au rhum -- and I mean "au rhum"! It was a beautiful bundt-type cake literally soaking in rum. "Where did you get the rum?" I asked. "My mother got it for me", he replied.

And there was Linda who baked ten dozen petits gâteaux taillés, or petticoat tails, as American cookbooks call them, to bring to her French class, but she ate so many of the rich little cookies that she became ill and had to send the cookies by her sister.

Fortunately American adults are becoming more sophisticated in their cheese tastes but most teen-agers still think that the only cheese worth eating is Cheddar. Sometimes it was discouraging to hear "That's nasty!" or "That's yucky!" referring to some Brie or Camembert for which I had paid a pretty penny, but there was usually someone who experienced a new taste thrill, and one day maybe some of those who found my Camembert "nasty" will become connoisseurs of cheese.

I like to think that somewhere out there is an ex-student of mine who now enjoys Brie with his wine or who remembers his old French class when he encounters quiche, au jus or sauce meunière on a menu and who knows that he will get onions with his carrots lyonnaise and spinach with his eggs florentine and peas with a St. Germain dish. I like to think, too, that there is an old student of mine who knows the difference between boeuf bourguignon and fondue bourguignonne, and who celebrates Christmas with a festive bûche de Noël, and yes, who still remembers the rule for agreement of participles.



Crepe is from French crêpe, which came from Latin *crispa*, meaning "curled."

**MICHEL BUTOR TO BE IN THE U.S.A.
FROM
LATE FEBRUARY UNTIL THE END OF APRIL 1983**

Michel Butor will occupy the Bingham Chair of Humanities at the University of Louisville from mid-February until the end of April of 1983. He will arrive in time to deliver the keynote presentation at the Tenth Annual Conference on Twentieth Century Literature (February 23-25, 1983) and will remain in residence through March and April.

We have arranged his teaching schedule so that he will be free to travel and lecture on Thursdays and Fridays. If you would like to invite Michel Butor to visit your institution, please write to him at the following address:

Michel Butor
aux Antiposes
Chemin de Terra Amata
32 Bd. Carnot
06300 Nice, France

Use the above address through December 1982; after that write to:

Michel Butor
Dept. of Classical & Modern Languages
University of Louisville
Louisville, KY 40292



FRENCH CALENDAR READY

An attractive poster-calendar for 1983 featuring classic Citroen cars is available for purchase. Entitled "En voiture, citoyens!" it displays thirteen French automobiles from 1921 to 1961, illustrated by California artist S. MILLES. The 2' x 3' poster-calendar is on heavy sand-colored paper and is appropriate for display on classroom walls and kitchen doors. Far more complete than the 1982 edition, it lists many more famous writer, actors, singers, scientists, explorers, politicians and religious figures of the francophone world, and it is a useful tool daily to teachers and students of French. The calendar also indicates national holidays of the francophone countries as well as the important professional meetings for language teachers, including the AATF convention in Lille, France, in 1983. The success of the 1982 calendar called "Bonne Année, Sylvestre!" allowed editor Susan REDD of the Washington State chapter of the AATF to increase from 200 to 500 the number of copies available -- and to reduce the price to AATF members by over one dollar per copy! PRICE: \$3 each, seven for \$20. First class postage included. Make checks payable to "AATF calendars."

Mail requests to: Mrs. Susan REDD
AATF calendars
MVHS - 314 North 9th
Mount Vernon, WA 98273
Tel. (206) 424-9170 (residence)



AATF SUMMER SCHOLARSHIPS

1983



Our program of summer scholarships for 1983 includes:

- a) THIRTY-FIVE scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July;
- b) FIFTEEN scholarships offered by the government of Quebec for study at the Université Laval in the summer of 1981. Five of these scholarships will be to Quebec (University of Laval) and five others to either the University of Montreal or the University of Quebec at Chicoutimi.
- c) The scholarships provide for room and board plus tuition, however no transportation is paid.

AVIGNON

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the Grand Séminaire and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1983) will be considered.

QUEBEC

The purpose of these scholarships is to introduce the American teacher of French to the literature and culture of Quebec.

GENERAL RULES FOR ALL SCHOLARSHIPS

The summer scholarships are not a pretext for paid holidays abroad. They are offered to members of the AATF in the best interest of the profession and the recipients should expect to study very hard during their stay in Quebec and in Avignon. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of francophone culture. Ideally, every teacher of French should have the experience of living and studying in a francophone country. Therefore, priority will be given to those who: 1) have never been to France or Quebec; 2) have not had extensive previous experience in travel and/or study in French-speaking countries; 3) who are doing creditable work as teachers of French; 4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

ELIGIBILITY

Applicants **MUST** be teachers of French in elementary or secondary schools, or teachers at the college/university level, up to and including the rank of assistant professor. Applicants **MUST** be currently engaged in teaching and plan to continue teaching French during 1982 - 83. Finally, applicants **MUST** be members of AATF in good standing as of January 1, 1983. Everything being equal preference will be given to applicants who have been members for at least 2 consecutive years, i.e. since January 1, 1981.

INELIGIBLE FOR ANY SCHOLARSHIP ARE:

1. Current chapter presidents;
2. Recent recipients (since and including the summer of 1978 of AATF and/or French summer study scholarships or stages);
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

APPLICATION

Teachers interested in applying for any of these scholarships should obtain the necessary form from their AATF chapter president. The completed form must be accompanied by two letters of recommendation: one from the school principal (or, in the case of college teachers, from the department chairman); the other from someone who knows the candidate and his/her work well. Since these letters of recommendation are taken into very careful consideration during the selection process, they should contain a very serious evaluation of the applicant's professional qualities.

The application form and the two letters of recommendation must be returned to the chapter president not later than **JANUARY 9, 1983**. **LATE APPLICATIONS WILL NOT BE ACCEPTED**. Each chapter will submit the applications of the **FIVE** most deserving candidates to its Regional Representative, who will, in turn, send no more than **TEN** nominations to the National Chairman. Every effort will be made to notify winners before April 10, 1983.

Further information may be obtained from Jean Carduner, AATF Vice-President in charge of scholarships, Department of Romance Languages, University of Michigan, Ann Arbor, MI 48109.



SERVICE DE PRESSE (FRENCH EMBASSY)

Paris - Marchand de Lavande dans le Boulevard St. Michel

POUR VOS ETUDIANTS: FRENCH NEWSPAPERS AND MAGAZINES

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

Description:

• Even during the current socialist regime, the press in France remains free. Anyone who wishes to publish a newspaper or a magazine can do so. Indeed, in 1977, sixteen new titles including two dailies, five weeklies and nine monthlies were started. However, some of these publications folded soon after they appeared on the news stand. One publication, J'Informe, with centrist political ideas and directed by the former minister of the Fifth Republic, appeared in print only three months in 1977. Another publication, Quotidien de Paris, founded in 1974, was stopped after just four years of circulation despite the folding in the same year of one of its competitors, Combat; however, it was started up again in 1979.

While certain newspapers, such as Le Monde or the politically satiric newspaper Le Canard Enchaîné, are financially and editorially independent, the majority of the titles belong to a few large financial groups such as Hersant. Robert Hersant heads 8,000 employees and publishes several national daily papers (Le Figaro, France-Soir, L'Aurore), as well as regional editions (Nord-Matin,

Centre-Press, La Nouvelle-République des Pyrénées . . .), some weeklies and some specialized magazines. His publications are more numerous than those of other financial groups like Hachette (Le Journal du dimanche, Télé 7 Jours, Elle, Le Point . . .) or Bayard-Press (La Croix and other catholic papers).

Shortly after World War II, the number of newspapers and magazines printed in French reached a record of 206 publications. Today there are approximately 100. Of these, about a dozen are in Paris and the others in the provinces. Their global circulation totals 11 to 12 million copies per day and France rates twentieth in the world for the number of newspapers per inhabitant. According to one survey taken in 1976, 45% of the French declared that they read a daily newspaper every day and 23% reported that they rarely read any publications at all.

France-Soir	France-Soir Journal populaire où dominent l'actualité et les faits divers.
Le Monde	Le Monde Journal de haute qualité, un des modèles de la presse internationale. De tendance centre-gauche, il est connu pour le sérieux de ses informations. Son tirage a régulièrement augmenté.
Le Parisien	Le Parisien Libéré Journal populaire où abondent les faits divers.
LE FIGARO	Le Figaro Journal de tendance centre-droite, ouvert aux grands courants d'opinion actuels.
L'AURORE	L'Aurore Journal très conservateur.
L'EQUIPE	L'Equipe Journal entièrement consacré aux informations sportives.
L'HUMANITÉ	L'Humanité Journal du Parti communiste.
LA CROIX	La Croix Journal d'inspiration catholique.
LE MATIN	Le Matin de Paris Journal d'orientation socialiste.
Libération	Libération Journal d'orientation gauchiste.
ouest-france	Cependant le journal qui a le plus gros tirage est un quotidien régional, <u>Ouest-France</u> , publié à Rennes, en Bretagne et diffusé également en Normandie et dans les pays de la Loire.

The growth of what is called "la presse hebdomadaire" is a recent phenomena and remains very dynamic. L'Express, le Nouvel Observateur and Le Point are weeklies and present special inquiries and detailed political events and analyses. They have met much success and are widely read. L'Express was first adopted in 1964 and has taken the format of the highly successful American magazine Time. The reading public of L'Express has declined since the addition of Le Point in 1974. Of the three weeklies mentioned above, L'Express has the greatest circulation. Each of these publications has a particular reporting style and a unique format.

Paris-Match and V.S.D. (Vendredi, Samedi, Dimanche), are highly popular with the French. Paris-Match has a greater reading audience than the three weeklies given above. Its pages are devoted to photos of recent events that have been

given much publicity on television and radio as well as other publications. V.S.D., created in 1977, is aimed at weekend readers.

The greatest number of readers find the weekly and monthly editions most interesting. Television magazines such as Télé 7 Jours, Télé-Poche and Télérama, which contain detailed information about films, actors, the latest hit songs and records, are highly popular. Sélection du Reader's Digest (French edition), Historama, the "presse du coeur" (Nous-Deux), the "presse enfantine" that many adults find attractive (Pilote, le Nouveau Tintin, Spirou), the "presse destinée aux jeunes filles" (Jancinte, 20 Ans) and the "presse féminine" (Elle, Marie-Claire, Marie-France, Jours de France, F. Magazine) has met tremendous success.

SOURCE: Paoletti & Steele, Civilization française quotidienne. (Paris: Hachette, May 1982).

● **LE MONDE** was launched by General de Gaulle at the end of the Second World War. It was a time when France was re-building after the years of Nazi occupation, and as the first financially and editorially independent newspaper to emerge, Le Monde played an important role in this process.

Today Le Monde is the most prosperous newspaper in France with the second highest circulation. It maintains its independence through a unique structure, whereby the editorial staff holds a controlling interest in the shares of the paper and elect the editor.

For a newspaper, which is only thirty-five years old and has a readership of around 1½ million, Le Monde commands an enormous amount of influence and respect not only in France, but throughout Europe and the Third World. Leading figures in the French Government and Establishment are known to watch the paper keenly and critically, especially during election periods, when the circulation tends to rise dramatically.

Le Monde is one of the world's most serious and austere quality newspapers. It does not publish photographs, but presents a vast amount of information, endeavoring to give each event its relative importance through the position, headline and amount of space devoted to it. Constantly mindful of its status, Le Monde rejects sensationalism in the extreme, and presents serious news in a carefully balanced manner. Particular attention is given to the affairs of emerging nations, especially the former French Colonies in Africa and South East Asia, and the paper is noted for its support of Third World countries.

Despite its severe format and approach Le Monde has increased both its circulation and pagination ten-fold since 1945, and is always one of the first names mentioned in a discussion of the world's quality newspapers. The microfilm edition belongs on the shelf of every library aiming to present a balanced view of current affairs since the war.

SUGGESTED ACTIVITIES:

● A variety of classroom activities can be conducted to familiarize students with the content, format and styles of French newspapers and magazines and to utilize the valuable information contained therein to expand their

linguistic and cultural knowledge. As an illustrative example, we have selected from the ads page of a recent issue of Le Monde a section on L'immobilier (see reprint) and suggest the activity of apartment hunting in Paris. A map of Paris indicating each of the twenty arrondissements should be available for student consultation. The Guide Vert (Michelin) is an excellent source for further description of each of the various quarters. As Le Monde is known for ad abbreviations, students may need help in understanding portions of the ads. You may wish to use some of the following ideas for your classes:

- Review vocabulary and expressions associated with apartment hunting such as studio, rénovation, poutres apparentes, luxueux, immeuble bourgeois, balcon, terrasse, habitable immédiatement, etc.
- Discuss "Les 20 arrondissements de Paris" (see map)
- Set up skits (e.g. telephone conversations) between an apartment hunter and a landlord or a landlady.
- Ask students to convert metric measurements (e.g. 240 m²) into American measurements or apartment prices (e.g. 840,000 F) into American dollars.
- Discuss the various modes of financing homes or apartments in France.
- Ask students to compose their own ads, placing their actual house or apartment for sale, describing the various rooms and giving an asking price in French Francs.
- Ask each student to select from the ads the apartment of their choice and to discuss the reasons for the selection.
- Finally, after an examination of the ads, the students could be asked the following questions:
 1. Parmi tous les appartements dans le 11^e, lequel préférez-vous?
 2. Combien de dollars coûte celui du 18^e?
 3. Quel appartement est le plus spacieux? Le plus cher? Où se trouve-t-il?
 4. Dans le Marais (3^e), qu'est-ce qu'il y a d'intéressant comme pierre?
 5. Remarquez les numéros de téléphone. Comment sont-ils différents des nôtres? Est-ce qu'il y a un numéro qui ressemble au nôtre?
 6. Pourquoi est-ce que la vente de l'appartement à Passy à 690.000 F est urgente?
 7. Préférez-vous vivre dans un bâtiment neuf ou dans un bâtiment ancien?
 8. Quelle est l'adresse du Monde? Est-ce qu'il y a des appartements à vendre dans cet arrondissement?
 9. L'appartement au 15^e qui est à aménager et qui se vend à 4'300 F est à bon marché si vous êtes imaginatif. Imaginez les travaux qu'il faut pour la rénovation. Faites une liste de travaux qu'il serait possible de faire pour le restaurer.
 10. Imaginez que vous habitez à Paris et que vous avez un appartement à vendre. Ecrivez votre publicité pour Le Monde.



L'immobilier

appartements ventes

appartements ventes

1^{er} arrdt

Immeuble de style rénové.
Appt caractère 80 m², tt cft.
6^e ét. asc., soleil. 763-55-20.

3^e arrdt

MARAIS

Pierre de taille (XVII^e).
Tr. b. surf. de 50 et 35 m², à
armén. Poss. duplex. 272-40-19.

SQUARE DU TEMPLE, studio
tout équipé, poutres apparentes,
bes prix vu urgence. 526-00-35.

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AATF NATIONAL BULLETIN
November 1982



ATTENTION LANGUAGE COORDINATORS

The Fondation Franco-Américaine in France wishes to announce their 1983 study/visit program for state coordinators of secondary foreign language programs. This visit takes place in May of 1983. Three state coordinators or the equivalent are invited to spend three weeks in France. They must be fluent in French and, if possible, should be teachers of French. Interested persons are asked to contact: Mme. France Bursaux, Secrétaire Général, F.F.A., 192, ave. Charles De Gaulle, 92000 Neuilly-sur-Seine, France.

This past May, Norman Zinn, consultant for the city schools of Omaha, Diane Fagin-Adler, State Consultant in Vermont, and Jim Becker were selected as participants on this program. If you are interested and wish more "personal information", please call Mr. Becker or write for a copy of his 13-page report on the trip (\$1.00 please for postage and copy costs). Tel: 319 273-2367 or 319-277-3040 (H). Some highlights of the 1982 trip included visits to Larousse, Hatier and Hachette in Paris, a visit to an automobile factory, visits to French schools, contact with various French information and documentation services, a week stay with a French family in Lyon, visits to chateaux, beaches, museums and a French farm. While the itinerary may vary somewhat, it is expected that the threesome, in the company of their French guide, will repeat most of the itinerary followed by those selected in 1982. If you are interested and think that you qualify, please write to Mme. Busaux immediately. (The Editor)

1983-84 FRANCE-U.S. TEACHER EXCHANGE PROGRAM

Application forms for the 83-84 France-U.S. Teacher Exchange Program sponsored by the AATF, the French Ministry of Education, and the Fondation Franco-Américaine are now available from Professor Philip Lee, AATF Commission on Teacher Exchange, French Department, Macalester College, St. Paul, MN 55105.

This program, now in its fourth year, enables American High School or College teachers of French to exchange positions for an entire academic year with French Lycée (10th, 11th, and 12th grade) teachers of English. Participants receive their regular home salary during the period of exchange, and they are awarded a travel allowance. Housing and automobiles may also be exchanged.

Basic requirements are: U.S. citizenship, AATF membership, minimum three years teaching experience prior to beginning the 83-84 school year, full time position at public or non-denominational private High-School or College (this is required by the French Ministry of Education). All geographical areas will be considered. Deadline for submission of completed application materials is Feb. 1, 1983.

REWARD! *** REWARD! ***** REWARD!!**

For the FRENCH REVIEW, March 1980 (Vol. 53, No. 4). National Headquarters will pay \$2.50, plus fourth-class postage for any copies of this issue in UNMARKED CONDITION. Immediate payment upon receipt. Send to:

Back Issues
AATF National Headquarters
57 E. Armory Ave.
Champaign, IL 61820



ANNOUNCEMENT OF ACTFL PROFICIENCY WORKSHOPS

The American Council on the Teaching of Foreign Languages is pleased to announce that the project "Professional Development in Foreign Language Education: Oral Proficiency Testing and Training" has been funded for a second year by the U.S. Dept. of Education. This project will prepare college and university professors to administer oral proficiency interviews to their students. The grant provides for two five-day workshops in the coming year. A workshop for professors of German and Italian is scheduled for early in 1983, and a workshop for professors of French and Spanish is scheduled for Spring 1983.

The German and Italian workshop will expose educators of those languages to an interviewing and rating process similar to that utilized by the Foreign Service Institute. The training will include whole-group sessions in English as well as language-specific sessions conducted by experienced trainers in German and Italian.

The French and Spanish workshop will be conducted for professors who have had previous oral proficiency training from ACTFL or from another source, such as Educational Testing Service or one of the government language schools. The goal of this workshop is to begin to prepare a team of educators that will be able to train others in the field.

Applicants for the workshops should be professors of foreign language teacher education who are able:

- (1) to score 4 or better on the 0-5 FSI scale; and
- (2) to secure released time to attend a five-day workshop.

A demonstration of institutional support and a commitment to the concept of proficiency testing are crucial. Transportation will be paid by ACTFL, but on-site expenses will be paid by the participant or the sponsoring institution. Inquiries and requests for applications should be addressed to:

Project Director
ACTFL
385 Warburton Avenue
Hastings-on-Hudson, NY 10706



AATF RECRUITING POSTER COMPETITION

At the meeting of Chapter Officers during the 1981 Convention, it was decided that the creation of an official AATF recruiting poster would be beneficial in our efforts to get the word out to colleagues about our existence (barely a third of all French teachers in the U.S. belong to AATF). Consequently, National Headquarters is announcing a prize of ONE HUNDRED DOLLARS for the best design submitted before Aug. 1, 1983. The sketch or drawing must be a minimum of 14" x 20", with a limit of three different colors. The main purpose of the poster is to catch the eye, not to convey lots of detailed information. However, for a summary of all AATF activities, send for a VOILA! recruiting brochure from National: 57 E. Armory Ave., Champaign, IL 61820. A committee of three officers will make the final selection during the Fall of 1983.

PLEASE ANNOUNCE IN YOUR CHAPTER MEETING! WE WOULD LIKE LOTS OF ENTRIES TO CHOOSE FROM!

F.M. Jenkins
Executive Director

— \$100 PRIZE —



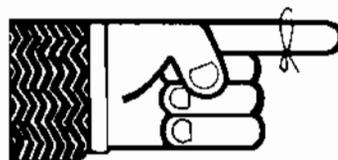
NEW BOOKLET ON POLITICAL ACTION AVAILABLE FROM NATIONAL HEADQUARTERS

How can AATF members effectively influence what goes on in Washington, DC, regarding legislation affecting language study? The answers are to be found in the latest publication to be made available through the Pedagogical Aids Bureau of National Headquarters, 57 E. Armory Ave., Champaign, IL 61820:

INFLUENCE-EFFECTIVENESS & LANGUAGE POLICY: A POLITICAL ACTION WORKSHOP
Karen L. McGuinness and J. David Edwards (JNCL Liaison Officer) \$2.00 postpaid. 16pp.
A step-by-step model, easy to follow . . . with proven effectiveness. (Also available through ACTFL, AATG, and AATSP).

Bugle came into English about 600 years ago from French *bugle*, which can be traced back to Latin *bovem*, meaning "ox." It was called this because the first musical horns were made from ox horns.

REMEMBER



DUES are DUE

"Membership in the American Association of Teachers of French says ...Here is a Professional!"

BUDGET COMMITTEE APPROVES \$100 MILLION FOR FOREIGN LANGUAGES

The House budget resolution to be released Friday will include \$100 million more in budget authority for Function 500, Education.

In an unexpected boost to education, the House Budget Committee adopted an amendment Thursday, introduced by Rep. Paul Simon (D-IL), to transfer \$100 million from defense into education to finance a National Security Foreign Language Program.

The amendment was originally defeated, but in a second vote, it passed 15-14. The vote was split along party lines with Committee Chairman Jim Jones (D-OK) and Reps. Richard Gephardt (D-MO) and Phil Gramm (D-TX) defecting. Rep. Bobbi Fiedler (R-CA) recorded the only affirmative Republican vote.

Budget committee proposals are only recommendations, and they are not binding on the authorizing and appropriations committees. However, if the amendment survives, the additional education monies could be used to finance H.R. 3231, the foreign language assistance program that Mr. Simon has ushered through the Education and Labor Committee. This action is contingent upon passage of the bill in the House, where it awaits scheduling by the Rules Committee, and later movement in the Senate. Currently, Title VI, of the Higher Education Act, is the only existing legislation that specifically earmarks funds for foreign language study.

FIPLV ANNIVERSARY BROCHURE

In 1982, the Fédération Internationale de Professeurs de Langues Vivantes (FIPLV) celebrated its 50th anniversary. On that occasion, a brochure was published which contains a documentation of FIPLV's activities over the years, e.g. dates and places of world congresses, publications, etc. The brochure can be obtained by writing to: Seestrasse 247, CH-8038 Zurich, Switzerland.

Practice Activities
for Advanced French Grammar

Advanced French Grammar! At enrollment times, I always wish that two of these words had been written in invisible ink, to be seen only by those students who have solemnly promised to spend four hours each day in pursuit of French grammar. Nonetheless, this class does fill with new scholars intent on improving their written French. The advanced French Grammar class I teach (notice I have not said classes) meets but twice weekly; is there a similarity between mental fatigue and grammar fatigue where the links are slowly stretched to uselessness? The time is short, and neither student nor teacher expects to learn or teach all there is to know in this vast field. The class becomes, then, an opening of the French-grammar door which will never close as long as the student continues his work in French.

The division of the work done in the course is clear from the start. In class, we have our standard grammar text (admittedly good) and a fine workbook. Many students have not seen workbooks since their beginning levels of study and welcome the return to written exercises. I do not test the grammar we study nor do I grade the workbooks. During class sessions, we have semi-lively discussions of grammar, an occasional laugh at what a student has wanted to say and what he actually said, and, of course, group efforts to help a student unable to fathom the reason behind a "bizarre" grammatical feature. The absence of grades in class study, and thus the elimination of a certain degree of pressure, provides a very productive atmosphere.

But students do, of course, receive a final grade in the class. Through practical (grammar) activities which they do quite regularly, with at least one activity per week submitted for a grade, I am able to assess their progress in the course. In order to move the student from his text and workbook to more interesting and perhaps more realistic forms of application of knowledge, I choose from a series of dictées, thèmes, versions, compositions françaises, and explications de textes.

I provide some ordering of these activities for the sake of the student as well as for convenience. Most classes prefer to start with the dictée, which they have come to know "since the beginning." I never let up on the dictée and we have them frequently throughout the semester. Students invariably make improvements as they refine their skills; the dictée scored near the end of the semester, set beside their first effort, will bring the point home to the student. The thème, the version, and the composition française can be given in order, although I tend to keep creativity under my hat (and theirs) as long as possible, so the composition française always waits a bit. The explication de texte should really come last, after the student feels secure in the other activities. Should my department have a multiple-track graduate program, I might eliminate this activity entirely from the assignments, but, for the time being, we remain a department heavily oriented toward literature. I give more dictées during the semester than explications de textes, but about equal amounts of the other items. Let us look more closely now at the various

activities and how they enhance a knowledge of "advanced" French grammar.

The dictée is perhaps the single item which brings together work in the four skills that advanced students have come to expect in French classes. I have discovered that my students can handle fairly well the dictée given in France at the level of the BEPC (Brevet d'études du premier cycle). The French publisher Vuibert (63, bd. St-Germain, 75005 PARIS) sells for a modest price (11,50 FF in 1978) both the Annales and the Annales corrigées for the BEPC. Even without this handy book, however, it is not difficult to prepare a text for the dictée. Literary passages should be used as opposed to magazine or newspaper articles because the style represents a level of language to be achieved by an educated adult. Variation among texts can nonetheless be maintained, and I have chosen Marguerite Yourcenar and Gilbert Cesbron, working in an occasional Hemingway or Steinbeck which has been translated into French. After completing the actual dictée, I include questions, first two or three on the content of the passage (maybe one as easy as asking the student to provide the text with a title) and about as many questions on grammar (perhaps aimed at recognizing the subjunctive and asking the student to rewrite the sentence avoiding this mood). The questions not only make the student aware of actual sentence constructions, but also remind him to look elsewhere in his dictée to rid it of perhaps additional errors overlooked.

Although we do the dictée in class, I never collect them immediately. The final draft of the work is prepared at home where the student must use his dictionary to improve his skills. Although I write few words from the dictée on the board (usually only proper nouns or regionalisms), I do write any word or words they request in phonetics, which requires, of course, a brief introduction to the phonetic system at the beginning of the course. They must assure themselves that the words they have found in the dictionary are pronounced as I have done and that they make sense in the sentence. While the dictée is improving the student's listening skills, it also improves his ability to read and write, making this activity an important link with work done in other French classes.

The next two activities assigned students, the thème and the version, are both translations and will be discussed together here. The thème is a translation of a text from English into French and the version of a French text into English. (If any native speakers are in the class, these terms will be reversed for them). There are few books available which offer the same short passages in both English and French. One really good book, Jean-Paul Vinay and J. Darbelnet's Stylistique comparée du français et de l'anglais (Paris: Didier, 1958), is, I think, really out of my students' range. It is not hard to find materials elsewhere, even if some paring must be done.

Bi-lingual editions of works are often available in the library, although these will almost invariably be from the classics. The next-best choice is a popular novel written in either language which has been translated into the other language. Here one is able to find works from every level, every century, and every taste. I have found English trans-

lations of Baudelaire's Petits Poèmes en prose, especially "Enivrez-vous" and "Les Fenêtres," which the class seemed to enjoy putting back into their "original" French. Authors such as Faulkner and Hemingway have frequently been translated into French, and students might like to try their hand at returning a French text to its original American English. I think that poetry is a bit difficult here since a student may simply work too hard with rhyme. If this is done, the teacher would need to explain the meter and rhyme scheme of the poem to the class beforehand. The instructor can easily vary the level of language, although the finished product should be put into contemporary French or English; a student should not try to imitate an archaic language. The teacher must not hesitate either to provide his own translation of a passage should one not be available. It is good exercise for him as well as his students.

Admittedly, the thème and the version are perhaps the hardest activities to correct. Apart from the serious errors in grammatical construction, one must also look at more subtle features involving the verb tense, diction, impersonal as opposed to personal forms, etc. A good dictionary is essential here, for only one containing sample sentences demonstrating the actual use of the words can lead the student to make a valid choice. These exercises, like the dictée, stress the importance of the dictionary and refine the student's ability to find what he needs. A good thème or version is one which demonstrates an understanding of the author's ideas and the manner in which he has chosen to express them. From these three highly structured activities, the student can move to the originality of the composition française. I follow the French model, that is to say, a text (usually about a page in length) which is followed by a number of questions on the text, sometimes of an analytical nature but often creative; the student chooses to write on only one question. I avoid the rédaction primarily because it requires the writer to draw examples from a variety of primary and secondary sources, often read in English, all of which may hinder his creating a really good French composition.

Selections made must always have a clear theme and must present an author's perception of a central idea. The student may either interpret those ideas by ordering and explaining them, or use the theme to express his own ideas on the topic. Usually a composition of about twenty lines is adequate if the text chosen is sufficiently clear. This is a good time to use some of the great passages in literature, e.g., Julien Sorel's refusal to work in his father's mill might allow the student to discuss parental authority or the rift between creativity and physical labor.

This is the only activity which allows the student a creative edge. We do not have the time to get into the logical construction of a critical essay, although the format of thesis, antithesis and synthesis should nonetheless be established. Corrections should be made on grammatical errors, but the student should also be graded on his presentation of ideas. Work in composition française leads easily to the fifth type of activity, the explication de texte.

I usually present a model explication de texte in class,

but do not require the students to perform the same task since, in fact, this is a course in advanced French grammar. I tend to work mostly with prose selections since the elements of versification are a bit too complicated at this level. Lines of poetry must sometimes be so rearranged that they, too, resemble prose more than poetry. I have not tried theater, although this would certainly be possible in a prose play. I find the explication de texte a necessary transition for those who will "give up" the formal study of grammar and start on literature.

As we go through the line-by-line explication of new texts, questions to the class replace my model presentation. I question students on the use of vocabulary and how it effects the theme. If there is a definite pattern to the rhythm, we work on word order, punctuation, etc. We also talk about the tone of the passage and those devices which link everything to the central theme. If there are rhetorical elements (and there usually are), we discuss them for their grammatical content and the effect the author has wanted to produce.

As a written exercise, I test their knowledge of basic analysis (and certainly not the proper form of an explication de texte) in the following manner. I hand to the student a sheet containing "Questions to Ask of a Prose Passage." Most books on explication de texte will furnish a list of preliminary questions the student must ask himself before tackling the full job, but I find those of Eve Katz and Donald E. Hall in their Explicating French Texts (New York: Harper & Row, 1970) quite helpful. The student is then to answer each of the questions with two or three sentences trying to put into his responses as much analysis as possible from his limited background. The final product is probably quite similar in length to the other activities, if handled in this fashion. It is easier for the student to progress from his study of language to his study of literature in this manner, and at least he feels more comfortable with this type of work when he is in a literature class.

The above activities seek to improve the student's knowledge and use of French grammar in a practical and, hopefully, pleasant manner. The variety of activities provided, coupled with the fact that graded work is prepared outside of the classroom, permits the student to apply the knowledge of grammar learned in class to realistic exercises similar to those being performed by his counterpart in France. And now all the students who have taken the course in Advanced French Grammar can go forth and sing the praises of such a class . . . and enrollment may just someday increase enough to warrant two sections!

Stephen Foster
Washington State University

Boudoir came into English about 400 years ago from French *boudoir*, meaning "a place to sulk in."



CHAPTER NEWS

Far East Chapter

We really don't have enough AATF members in Hong Kong to have a chapter. Two of our three French teachers at the Hong Kong International School are members of AATF and the other teacher is an ACTFL member. We are the only "American" school in Hong Kong but we have had contact with three other French teachers who have had their training in the States. In the past we have had to rely on publications and letters for professional growth. I made it to the annual AATF meeting in Quebec two years ago as I had a real thirst for contact with other French teachers. Most recently, we have had correspondence with the Taipei American School and we have shared information about our French clubs and chapters of the Société Honoraire de Français. Taipei is sending some groups abroad this summer under the auspices of the Experiment for International Living, and we're hoping to join forces in the future for a joint program.

Until recently, there was a dearth of professional growth possibilities for French teachers in Hong Kong. But since the formation of l' Association des Professeurs de Français de Hong Kong, we have had a number of enriching experiences. In March and April, the first of a series of Saturday workshops was held at the offices of the Cultural Service of the French Consulate conducted by Monsieur Jean Patrice Malaurie, Linguistic Attaché to the Cultural Service and French instructor at the Chinese University of Hong Kong. These were consecrated to the study of French and Canadian songs in the classroom. A later workshop held at the Chinese University centered around the latest textbooks and materials from France.

We feel fortunate in finally having an organization which provides for stimulating discussions and workshops. It is certainly meeting our need for professional growth.

Sincerely yours,

Nancy Kroonenberg

(Editor's note: There is no official chapter in Hong Kong to date)



Northern California Chapter

L'Association de Professeurs de Français (A.A.T.F.), Chapitre de la Californie du Nord, grâce à la collaboration financière très appréciée de l'Alliance Française de San Francisco, offre annuellement un concours de français adressé aux étudiants de niveau universitaire.

Le concours, qui reconnaît l'importance des "Community Colleges" (2 ans) aussi bien que celle des "Collèges"

(4 ans) et des universités, attire un nombre notable de concurrents. Les résultats encourageants de ces dernières années-18 lauréats en juin 1981; 24 en juin 1982 - ne peuvent manquer de stimuler une participation encore plus active l'an prochain. Le chapitre de la Californie du Nord se réjouit de l'intérêt suscité dans notre région par ce concours au niveau universitaire qui complémente favorablement les deux autres offerts depuis de nombreuses années, à l'échelle nationale, au niveau élémentaire et au niveau secondaire.

Henriette Lovett

Vice-Présidente

A.A.T.F. (Northern California Chapter)

Compte-Rendu

La réunion du printemps du Chapitre de Georgie a eu lieu chez Frank Humphreys vendredi soir (23 avril) et à Georgia Tech, Atlanta, samedi matin. Une quarantaine de personnes y ont assisté.

Le vendredi soir il y avait un dîner africain délicieux préparé par le professeur Humphreys, sa femme et leurs amies. C'était magnifique! Trois personnes africaines y ont assisté avec des discussions, des films, etc. de leur pays.

La réunion a continué samedi matin. L'assemblée générale a été ouverte à l'Université de Georgia Tech par le président Humphreys. On a lu et accepté le compte de la dernière réunion et on a continué avec une série d'annonces. Le professeur Humphreys a annoncé qu'il n'y a pas de personnes qui ont reçu la bourse d'Ann Perry parce que personne n'a enregistré. Même en parlant de la bourse on a décidé d'inclure les élèves qui vont faire un "minor" en français. Meg Gring a été élu présidente du comité des bourses pour mieux faire des détails de cette bourse.

J. Grady Lacy, le trésorier, a annoncé que notre association est un peu plus bas que l'année dernière, mais nous allons recevoir des membres étudiants qui vont être aussi pour cette année. D'habitude, on peut voir un "Membership Directory" dans le French Review, mais pas cette année. Ça va être séparé. Si l'on a indiqué en enregistrant, on va le recevoir.

Nous avons reçu de bons mots d'encouragement de notre délégué régional, C. Lee Bradley. On l'a confirmé comme notre délégué pour un autre mandat.

Shepherd Chuites, la directrice du Grand Concours a annoncé les gagnants du Concours et aussi elle a encouragé les professeurs à enregistrer plus d'élèves aux niveaux de troisième, quatrième et de cinquième.

James Day, le vice-président, a encore demandé des suggestions pour le programme pour la prochaine réunion qui se réunira à l'université de Georgie, à Athens en

automne avec FLAG. On peut le contacter au département de langues romanes, à l'université de Georgie si l'on a des suggestions

Pour terminer cette réunion, la parole était donné aux personnes de Mali et de Maroc qui ont présenté la littérature africaine à l'expression française. Ahmed Saber et M. Cherif Keita ont illustré la littérature dans une façon extrêmement vivante et intéressante. C'était fantastique et le chapitre remercie vivement les deux qui ont participé à ce programme.

Secrétaire, Myrtle Figueras

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Virginia Chapter

Minutes of the business meeting of the AATF Virginia Chapter held March 20, 1982 at the Northern Virginia Community College in Alexandria, Virginia.

In attendance were:

- President - Robert Marshall
- Vice-President-Joseph Knox
- Secretary- Ina-Jeanne Strong
- Treasurer-Barbara Baroody

and the following member of the Executive Board:

- Mrs. Glenda Cash
- Dr. Patricia Dragon-Jordahl
- Mrs. Barbara Robertson
- Mrs. Cécile Noble

The meeting was called to order at 11:45 A.M. by President Marshall. The old minutes were read by Glenda

Cash, AATF Board member. They were approved as read.

The treasurer's report was read by Barbara Robertson. The blance that the chapter has on hand as of March 1982 is \$2,944.88.

President Marshall read the nominations set forth by the Nominating Committee and read the nominations for the following offices:

- Secretary-Ina-Jeanne Strong
- Treasurer-Barbara Baroody
- Executive Board-Cecile Noble & Barbara Robertson

A motion was made to accept these nominations. It was seconded and accepted.

Dr. Marshall then announced that Dr. Robert Terry will take over the editorship of *Les Nouvelles* from Patricia Dragon-Jordahl.

President Marshall then asked for announcements. He informed the group that several suggestions made to the National AATF Committee were not accepted. The first suggestion offered to the National Committee was that if a school joined AATF, the teachers be permitted to participate even if they weren't members. The second suggestion which was also not accepted was the idea of paying chapter dues without the subscription to the French Review.

President Marshall thanked all of the officers for their work during the past year, he then introduced the speaker, Mlle Susanne Oswald, Visiting Professor, University of Virginia, who showed slides and spoke to the group on "Le Passé et l'Avenir du Marais."

Respectfully submitted,
Ina-Jean Strong
Secretary, Virginia Chapter

LANGUAGE PROBLEMS AND LANGUAGE PLANNING

LPLP is an international, interdisciplinary journal examining social, political, economic, and other problems related to language, within and among nations. LPLP brings together scholars and practitioners from all parts of the world in a stimulating exchange of research, theory, policies, and techniques oriented toward the solution of language-based problems. LPLP is directed to all who study, face, or work to solve language problems. It is an essential resource for sociolinguists, applied linguists, social and linguistic anthropologists, language teachers, bilingual education specialists, literacy workers, language planners, psycholinguists, lexicographers, bibliographers, demographers and specialists in intercultural communication, as well as students of economic development, the Third World, ethnicity, and nationalism. More information can be obtained from: LPLP, University of Texas Press, Box 7819, Austin, TX 78712, USA.



Passport changes
 WASHINGTON, D.C. (AP) — The State Department is increasing the fee for adults' passports from \$10 to \$35, and the new passports will be valid for 10 years instead of five.

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CALENDAR OF EVENTS

Seventeenth Annual Conference of Teachers of English to Speakers of Other Languages (TEOSL)

Dates: March 15-20, 1983. Information: TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, USA

French Literature Conference

Dates: March 24-26, 1983. "The French Novel: Theory & Practice." Information: Professor Buford Norman, Dept. of Foreign Languages, University of South Carolina, Columbia, SC 29208.

Modern Language Assoc. of America, French Sixteenth-Century Literature Division

Dates: March 24-25, 1983. "Symposium on Pre-Pleiade Poetry" Information: Professor Jerry Nash, Dept. of Foreign Languages, University of New Orleans, New Orleans, LA 70148.

Conference on Foreign Languages for Business

Dates: April 7-9, 1983. Write: Geoffrey M. Voght, Associate Professor of Spanish, Dept. of Foreign Languages & Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197. (313) 487-0130.

15th Conference of the North American Society for 17th Century Literature

Dates: April 7-9, 1983. "Voyages: Récit et imaginaire (Textes et représentations figurées)", North American Society for 17th Century Literature. Information: Prof. Bernard Beugnot, Dept. d'études françaises, CP 6128 Succ. A, Montréal H3C P.Q. Canada.

Georgia Colloquium '83

Dates: April 7-9, 1983. 19th & 20th Century literature in French, German, Italian, Spanish, Russian & comparative literature. Information: A.G. Steer, Head, Dept. of Germanic & Slavic languages, University of Georgia, Athens, GA 30602.

The Northeast Conference

Dates: April 28-May 1, 1983. Theme: Foreign Languages, Key Links in the Chain of Learning. Baltimore Convention Center. Information: Northeast Conference Registration, Box 623, Middlebury, VT 05753.

Pacific Northwest Council on Foreign Languages/Confederation of Oregon Foreign Language Teachers

Dates: May 12-15, 1983. The Valley River Inn: Eugene, Oregon. Information: Ray Verzasconi, PNCFL Executive Secretary, Dept. of Foreign Languages & Literatures, Oregon State University, Corvallis, OR 97331 (503)754-3498.

Fourth Bi-Annual Colloquium of Creole French Studies

Dates: May 16-22, 1983. University of Southwestern Louisiana, Lafayette, LA. Information: Professor David Barry, NAFLS Dept of Foreign Language, University of Southwestern Louisiana, P.O. Box 43331, Lafayette, LA 70504 or the American member of CIEC. Professor Albert Valdman, Dept. of French & Italian & Linguistics, Indiana University, Ballantine 602, Bloomington, IN 47405.

Conference of the American Association of Teachers of Spanish & Portuguese.

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



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