

# AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 9, NUMBER 1, SEPTEMBER 1983

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SPECIAL ISSUE ON COMPUTER USE  
IN THE FOREIGN LANGUAGE CLASSROOM

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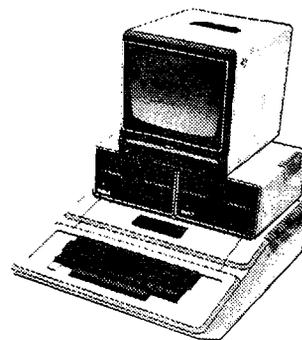
## COMPUTER FRENCH. HOW TO PLUG IN

Perhaps you are at a stand-off with the idea of computer French. Your school has been emphasizing computer skills, and has a good facility. You have some students who seem more interested in the machine than in language skills. You're hesitant, ambivalent. It's time to go ahead and put some language exercises into the computer's memory. It's easier than you think; you can be operational in a month or so, and you can add two or three exercises a year without spending much time at the keyboard.

The why bother feeling might persist, as it does for many humanists. Let's look at some motivating suggestions. First, you'll be taking the first step in your own computer literacy. In a day or two you'll familiarize yourself with signing on, and you'll be using the keyboard without too many errors. You'll get your department a permanent "account" and a password to safeguard your programs. Then you'll only need to learn the editing procedure for your particular word processor and programs, so that you can make changes and correct mistakes as you enter the exercise items. A second motivator is, surely, that your students will be curious about computer French, and will bring a new enthusiasm to the exercises. The machine is, at any rate, a new medium of instruction; language teachers generally agree that variety is, in itself, a positive force in instruction. There is some reason to think, too, that students entering words on a keyboard will pay greater attention to spelling, and may work out spelling and inflected ending problems which have eluded them pre-

viously. A last encouragement suggests itself in view of all the tests and exercises that you have typed and multi-copied on paper: the computer is a cheap, permanent and space-efficient filing resource. This easy access feature is easily appreciated if your files are already bulging.

It is useful to focus on the special strengths of the computer, that is, what it can do especially well for you. It can execute most of the drills you do in class. Any exercise which has a limited number of correct responses per item can be entered in the memory, along with the responses. The machine can correct wrong responses or say "TRY AGAIN" (see sample below). In addition, the computer will save you class time. Why not do some of these exercises outside of class, as homework. You might feel that you already assign plenty of exercises for homework. But remember, the textbook doesn't respond to the student's performance as the computer can. The computer gives attention to each wrong response — something you do not always have time for, even in class. There is another big plus: the machine can randomize the exercises, so that the items in the same exercise are scrambled every time a student turns the machine on. This eliminates false cues and makes the exercise less repetitive.



Here is an item from my computer substitution drill. My instructions are in English because the corrections are; it is particularly important that the corrections be readily understood. The entire program can be in the target language if the students are advanced.

Replace the subject pronouns with the pronouns you see in parentheses, making appropriate changes in the verb forms and possessive adjectives where needed. — Je fais mon devoir (ils),

This is a very standard exercise. Picture the students working on this in their spare time, with the items in a different order each time they try it, and with prompts and suggestions from the machine when they make a wrong response. You can enter these prompts:

1) (student enters fais) WRONG ANSWER. REMEMBER THE VERB ENDING CHANGES WHEN THE "PERSON" CHANGES.

2) (student enters faisent) WRONG ANSWER. THIS VERB DOES NOT HAVE THE REGULAR PERSONAL ENDINGS.

3) (student enters any other wrong answers) TRY AGAIN. TRY TO RECITE THE ENTIRE CONJUGATION OF THIS VERB ALOUD FIRST.

If the answer is correct at any time, an acknowledgment allows the student to move on to the next item. The exercise can be as long as you want, and is easily changed. Keep in mind how easy it is to enter prompts and corrections like those above—and that the student can benefit from them without your being there.

Now, we should expand our thinking to include what the computer can **not** do. It does not appear very useful for free response exercises, such as completing sentences, where the answers and corrections would be too numerous to program. The same goes for translations and compositions. But think of all the other exercises, at all levels of instruction, that will follow the wrong response—correction—correct response—next item format. You can make more than I did of the ability of the machine to store helpful suggestions and even lengthy "rules." Another benefit for the language department as a whole: a drill like the one above can be re-entered for all the languages commonly taught.<sup>1</sup> You can show another instructor what to do in less than an hour. You do need to make contact with the staff who actually run the computer. It takes some time to explain to a non-language teacher how your drill works, so that a program can be written to allow you to enter each drill the way you want it. Get to meet the "computer jocks" before someone else reserves their time!

Peter Thompson  
The Haverford School  
Haverford, PA

<sup>1</sup>In the case of Latin, a noun or the little-used subject pronoun would appear in parentheses to make this particular drill work.



## MICROS AND FOREIGN LANGUAGE TEACHING

Your input is needed. Help us to identify useful materials and approaches for use in foreign language instruction via a microcomputer. What are additional needs? What are the development opportunities? What language, language curriculum areas and teaching strategies reflect these needs and development opportunities? We welcome any and all suggestions.

Send your comments to: OERI\* Project NEEDS AND DEVELOPMENT OPPORTUNITIES FOR EDUCATIONAL COMPUTER SOFTWARE FOR FOREIGN LANGUAGE INSTRUCTION, CEDE, College of Education, The University of Iowa, N338 OH, Oakdale, Iowa 52319

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**It's inevitable that  
people are going to  
interact with  
information  
machines.**

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### A Teachable *History of France* in English

- At last, a concise account from the origins to Mitterrand, readable, detailed enough to answer main questions, and free of all the blind allusions one has had to explain to American students: G. de Berthier de Sauvigny and David H. Pinkney, *History of France*, Revised and enlarged ed. (Arlington Heights, ILL.: Forum Press, 1983. @\$14.00)

Guillaume de Berthier knows American needs, having taught at Notre Dame, Michigan, Berkeley, Harvard, Colorado, and other universities. David Pinkney, recently President of the American Historical Association, has added over a hundred pages, and the maps and genealogical trees have been redrawn since the French edition (Flammarion, 1973). A 36-page index locates topics effectively. Packed between cover photos of Chartres Cathedral and Beaubourg, the book is attractively presented, in large type.

- The Association for the Study of Modern and Contemporary France publishes a *Newsletter* which I find a needed complement to what is available from France and from North America. Its book reviews and review articles are well informed and sophisticated. Its accounts of conferences are concise but detailed on both the papers and the discussion. The announcements include items one has not found in the other sources. Scholarship and teaching would decidedly benefit from more contact at this level of high quality between countries. The subscription and membership are £ 7.50 a year (about \$12). The Secretary is Mr. Peter Morris, Department of Politics, U. of Nottingham, Nottingham NG7 2RD, England.

Howard Lee Nostrand,  
University of Washington

## Foreign Language Teaching and Microcomputers

*Time* magazine, in its issue of May 3, 1982, said:

So far, the most common, and least interesting way to use school computers is in direct skill and review. The machine simply quizzes, prods and grades the student, very much like a robot teacher. (Golden 1982)

While popular magazines do not always judge the impact of educational technology as well as they might, there are elements of truth in the above quote from a leading source of news. But there are also inaccuracies so the purpose here is to discuss the current applications of microcomputers in Foreign Language (FL) education, the effectiveness of computer-assisted instructions (CAI), the potential roles and drawbacks, and some speculations about future trends and developments. Although "CAI is still a very young tool and art in the very old arsenal of education" (Haas, 1976), one successful example of computer system is PLATO (*Programmed Logic for Automatic Teaching Operations*). Developed in the 1960's by Control Data Corporation and the University of Illinois, PLATO is indeed one very helpful tutor.

In the modern FL field "most applications are drill and practice exercises. In language arts, the topics include: letters, vowels, consonants, word recognition and meaning, reading comprehension, speed reading, spelling drills, plurals, prefixes, suffixes, sentence composition, contractions, possessives, vocabulary drills, analogies, affixes, homonyms, synonyms, antonyms, parts of speech, punctuation, and making an outline." (Feurzeig et al. 1981).

During drill and practice, if the student types his correct answer, usually a one-word-reward in the language he is learning, is needed; e.g.: "Bien!" (Good!). On the contrary, if he types an incorrect answer, a simple "Non!" (No!) is sufficient. In case the student needs help, he can choose from different levels of cues and analysis of his errors.

According to Professeur Fernand Marty, of the French Department, at the University of Illinois, "the assumption for providing the student with several levels of cues and analysis is that errors which the student discovers and corrects on his own are less likely to recur than errors which occur in class where time does not allow this kind of gradual correction." (Marty 1981)

Sometimes, a game-like format is used to provide the drill-and-practice, language games such as Hangman, Mixup, Wordwar, and Crossword Puzzles typically involve identifying or spelling single vocabulary items. For example, to play Hangman, "the computer randomly picks a word from a previously stored list (which may be generated either by the teacher or by another student), and the student tries to guess it by picking letters one at a time. The student is told after each pick whether that letter is contained in the word. The computer starts the game by displaying a picture of a gallows and a set of dashes, each of which stands for one letter of the desired word. When a letter picked by the student is contained in the word, a part of a human body is drawn on the gallows, starting with the head. The object of the game is to

guess the word before the picture of the body is complete.

"Mixup is a similar game in which the student is given a set of letters that when put in proper order, will spell a word." (Feurzeig et al. 1981)

Students who are highly motivated, who have a superior linguistic aptitude and who do practically all their assignments on the computer system, usually receive "a nearly perfect score (over 99%) on their class quizzes and examination," (Marty 1981) concludes Marty, after six years of class observations and eight years of work on the PLATO system. Moreover, he believes there is a gain in both time and performance, only if:

— the computerized materials offer the large arrays of cues, feedback, and error analysis.

— and the student utilizes intelligently all those resources and options: making the right decision as to what is the best step to take when he makes an error and using efficiently all the performance data with which he is supplied. (Marty 1981)

In addition, computerized materials help the low ability students "achieve higher levels of concentration which results in greater retention for longer periods of time; this is especially useful to those who have not acquired good study habits and who tend to be easily distracted when working at home with their books." (Marty 1981) Even by working with the computerized materials as long as the students would with their books (or longer), they can obtain a better grade. In short, CAI is indeed effective.

Even though technology has undeniably contributed to improved language learning, the CAI students, of one experiment done by Hess, Tenezakis, Smith, Brad, Spellman Ingle and Oppman, in 1970, did have different perceptions of the computer and the teacher:

The preliminary data suggest that computers are perceived to be almost exactly as warm or as cold as the human instructor. They are also perceived to be significantly more fair, good, likeable [they do not yell], clear, and easy. These students perceive the computer as smaller, rather than bigger, than the teacher. This difference probably reflects the students' perceptions of power in the classroom. Generally, the computer is judged expert, fair, and emotionally neutral. (Gage and Berliner 1975)

Not only can computerized instruction provide the student with a tool designed to assist him in his study more effectively, it can also give him a high degree of individualization and activeness during the practice exercises, and helps the teacher devote a greater portion of the class time to personalized work with some other students on conversational skills. In addition, CAI makes possible programmed instruction with many other advantages:

1. The information concerning the students' responses can be stored, retrieved, and processed statistically, for review by the teacher, almost immediately, and at the end of each lesson. The computer keeps a record of their errors and performance, the data can be shown whenever the students wish. In case the students need a most recent response to a series of drill problems, the computer can decide instantly whether the stu-

dent needs more of such practice or skip to the next kind of drill. Thus, the teacher can be saved from the sometimes repetitious task of reviewing and grading the student's work.

2. Information concerning the **latency** (or the time elapsed between the presentation of a stimulus and the student's response) can also be collected.

3. Since students do not learn at the same rates, the computer provides them with the opportunity to learn by being a flexible and patient tutor:

The teachers might get discouraged after they go through the vocabulary word ten times and the student still does not get them; but if the student needs some more help or practice, the computer will go over those vocabulary words as many times as he asks. So it is a very patient tutor. It can also provide some branching in learning. So if the student has some difficulty with one set of words, the computer may direct him to another set. So the computer may be a flexible teacher. (James Russell, personal interview, March 2, 1983, Center for Instructional Services, Purdue University)

4. The computer tutor can provide instructions when the teacher may not be available, e.g., at home, or on weekends, or when the teacher may be teaching one lesson and the student can be off doing something else.
5. Each student, in a classroom, can respond individually to **only** a fraction of the drill exercises, while with the help of the computer, he can **do each** drill all by himself. As a consequence, a certain amount of class time devoted to drill can be reduced.

Indeniably, CAI does have many potential roles, however, there are a few drawbacks that need to be considered also:

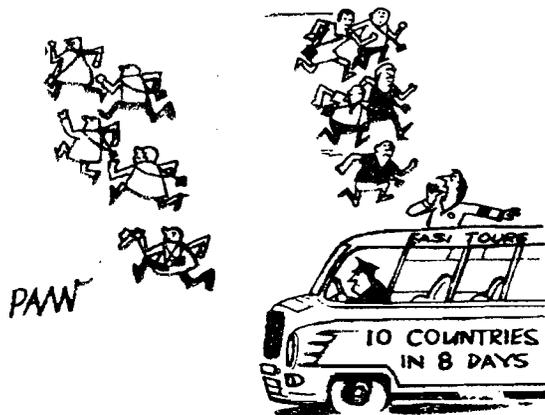
1. With a book, "a student can go rapidly and easily from page to page, compare explanations, review, underline, write notes in the margin, etc.," (Marty 1975) while with the terminal screen, usually long paragraphs must be split into several sections and this may interfere with the student's comprehension of the concept.
2. Unless the student can type well enough to be able to concentrate on the subject he is learning, he will not receive the full benefits of computerized instruction, because of the amount of time wasted at a computer terminal searching for almost every letter on the keyboard.
3. "In large universities where too many students want to use CAI during prime time, there are not enough terminals available," (Haas, 1976) sometimes, they have to wait upon arrival to the terminal rooms.
4. Since the microcomputer is such a new educational technology, unfamiliarity and lack of experience with the machine has often led some students and teachers to be either reserved about CAI or fearful of their own ability. Therefore teachers should be made aware of the

potentials and limitations of the computer as an instructional, not a threatening tool, by attending workshops and conferences, and by keeping pace with networks and publications.

Some drawbacks can be eliminated as technology and science progress; however, some others just become mere limitations on the computer, in the near future: for example, basically CAI cannot yet respond adequately to spoken language, written sentences, paragraphs or essays. That is, it cannot, first of all, engage in much dialogue with the student. Only at the simple level of instruction, such as drill-and-practice, the computer can respond "much like a human, sometimes with a touch of humour." Secondly, "it would be extremely difficult for the computer to determine whether the student does say what he wants to say." (Marty 1981) Presently, some schools do use microcomputers having some voice synthesizer which "sounds much like a chipmunk or a robot," (Russell, personal interview, 1983) But according to Marty "this is a domain in which it does not seem possible for the human mind to write computer programs which would duplicate the operation of the human mind." (Marty 1981) In his opinion, "it is pure fantasy to believe that one day, we will have devices which can understand the type of badly-formed sentences FL learners are apt to produce and that those devices will provide the student with a correction: "I understand what you said, but you should have said: [sans que je fasse] instead of [sans que je fais] since the conjunction [sans que] requires the "subjunctive"." (Marty 1981) Moreover, in order for the computer to supply the student with an appropriate error analysis, in the case of badly-formed sentences, the computer program would need to know what the student is trying to say, or at least, his concept. Marty believes that it is possible to build a machine which can compare the student's intonation curve with a model, but it is impossible for the computer to analyze critically the student's **degree** of nasalization, or to comment about the rounding of his lips and the position of his tongue.

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Purdue University

*(Part II will appear in the November issue)*





E. T. And "Le Petit Prince"



The triumph of "E. T." as a story on film is understandable because of the themes and the attendant emotions evoked in the spectators. We leave the theater in tears, moved by sub-conscious yearnings, and surely understanding why such an apparently ingenious story should have affected us so profoundly.

After years of presenting Saint-Exupéry's tale, *Le Petit Prince*, to hundreds of high school students, and discovering new possibilities for discussion and analysis with every re-reading, I have found that the popular film of an extra-terrestrial lends itself to comparison with this gentle literary work, and may add another source of reinforcement and development of basic themes.

*Le Petit Prince*, written in the late 30's is a much earlier treatment of the ideas in the film. A lively discussion of similarities and differences could add to the study of St-Exupéry's gem. Herewith, a discussion of possibilities:

The Prince leaves his planet because he cannot seem to fathom his rose and her caprices; he does not know how to love, does not understand what love for another being may entail, cannot accept the responsibilities involved in developing and guarding a valued relationship. His travels, a "rite de passage," involves the acquisition of perceptions concerning other beings he encounters. He learns from the fox how to "tame" a friend, i.e., how to create "ties that bind" while leaving the individuals free to carry on with their particular lives and destinies. The fox will gaze upon the golden wheat waving in the wind, will "see" the golden head of the Prince and so be reminded of his beloved friend. Thus will the Prince never be far from him and the link, now forged, will not be broken.

The similarities to the slow development of a cherished friendship between the child and the extra-terrestrial are obvious. Both slowly "tame" one another and the relationship that is forged will be unbreakable and unforgettable. As the Prince understands that he will one day return home to his planet and to his unique rose for whom he is responsible and will always care, E. T. knows that

"HO-O-ME" is where he must be in order to maintain the precious ties we all have known — or wished for — in this increasingly fragmented society.

Both the Prince and E. T. have come into the lives of their human friends — the pilot, the child — because of a specific mission. That of E. T. is the exploration and collection of flora and that of the Prince is to save the life of a pilot who has crashed in the desert. The appearance of both these young characters is sudden and revelatory, a source of great wonder.

Certainly, the Christ-story can be evoked by these events. We are constantly reminded to look into the heavens, whether at the stars or the planets. Both beings have healing powers and great clairvoyance. Death and resurrection occur.

We discover that neither central character may return home without the serpent's venom, or the sting of too many curious humans poisoning a body unto death with herculean "life-saving" efforts. The Prince and E. T. leave their respective friends reluctantly but with similar messages of an eternal love and a supportive friendship that cannot die. For the pilot, all the stars will ring with laughter because the Prince is inhabiting one of them; he will be everywhere. For the grieving child who understands with his heart that E. T. belongs with his own people, but who weeps at the loss of this wholly empathic friendship, there is a final message as this being reaches to touch the boy's forehead: "I will be here."

Who does not understand the true meaning of friendship and love that remain despite separation and death? Who has never known the yearning for HO-O-ME at moments throughout all of life? The prickly rose, the wise fox, the boy Elliot, the Extra-Terrestrial, the little prince! these are the "children" who lead us and remind us of the everlasting quality of those values we cherish in this life.

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ANECDOTES PLEASE

I am currently soliciting the best or most amusing foreign language classroom anecdotes from professors of French for possible publication. Any contributions ultimately published would acknowledge the sender.

Persons interested in submitting material for this undertaking should forward it to me directly. Thank you for your assistance.

Joanne Spinale, Director  
Modern Languages  
Bentley College  
Waltham, MA 02254



**STUDENT MOTIVATION:  
PLEASANT PURPOSEFULNESS**

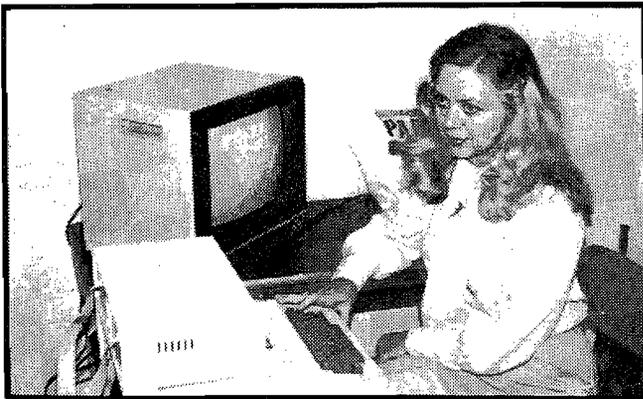
The atmosphere in Room 222 is pleasantly purposeful. Students feel academically and personally secure, and they expect to be learning daily. They anticipate success after a fair effort on their parts. They believe that the content is within their grasp or help within their reach. Students need the opportunity to show themselves that they are growing and learning. To improve is to succeed, and success is fun and satisfying – even if it started out as work!

Students feel like individuals supported by a caring group – their French class. They never compete with each other (officially) for grades, but often compete quite successfully with students from other schools in the appropriate forum: local (AISD and UT) contests, state (Texas French Symposium) contests, and national contests (Bravo, AATF!). Poems, prose passages, etc., which they master, provide a gage of achievement, but on a more subtle level, permit them to personalize and control their learning. Using a teacher as a coach and cassette tapes as the model, students develop self-sufficiency and begin to mature as scholars. Medals and “their” poems commemorate their growth.

Using a variety of senses, learning approaches, and activities promotes “rotating stardom” and the greatest range of “Ah-has!” It is not difficult to impress the teacher with student art (Madame can’t even draw stick figures!) or student music (someday Madame will learn to read those black dots!). Student contributions are relevant, integral, and special ingredients in daily surroundings and seasonal activities.

Many students gradually learn to share my belief that French is quite beautiful and a little magic. Those who believe this are hooked! The joy of learning French takes over, student motivation becomes intrinsic, and the desire to learn and grow endures.

Betje Black Klier



Betje Black Klier, French instructor at the Crockett High School in Austin, Texas has been selected as the Texas Foreign Language Teacher of the Year. The *National Bulletin* congratulates her for her fine work and wishes her continued success.

**CLOIS ALERT**

On May 10th the House Education and Labor Committee **unanimously** reported H.R. 2708, the Foreign Language Assistance for National Security Act. This much needed legislation would provide a \$50 million authorization for foreign language study in a variety of areas including grants to elementary, secondary schools and junior colleges for model and innovative programs; grants to postsecondary institutions of \$30 per capita if they have an enrollment of five percent and an entrance or exit requirement; intensive summer institutes for outstanding high school language students; intensive summer institutes for foreign language teachers; and awards for college students to study abroad. These latter sections of the bill provide preferential treatment to certain geographic areas based on national need.

The Postsecondary Education Subcommittee (Mr. Simon, Chair) held hearings on April 26 and reported the bill unanimously on May 5. The Elementary and Secondary Education Subcommittee (Mr. Perkins, Chair) heard testimony on May 9 and reported it the next day during full Committee markup. Throughout the hearings and committee proceedings, this legislation received very strong bipartisan support with co-sponsors Mr. Coleman (R-Mo) and Mr. Goodling (R-Pa) praising its content and urging its passage.

H.R. 2708 now goes to the Rules Committee (Mr. Pepper, Chair) where comparable legislation died in the 97th Congress. Considering the strong support so far, this bill should not languish in the Rules Committee, but rather will come to the floor of the U.S. House of Representatives for a vote shortly. **Now** is the time to let your Representative know your views on H.R. 2708. (The Honorable – U.S. House of Representatives, Washington, D.C. 20515).

As yet there is not comparable legislation in the U.S. Senate, although interest is high (on both sides of the aisle). We anticipate that a counterpart Senate bill will soon be introduced, and we will provide details as we get them.

In a closer vote, the Education and Labor Committee also reported H.R. 2751 including a recommendation by Mr. Simon to increase the funding authorization for Arts and Humanities by twenty percent. An amendment to freeze funding at current levels was defeated.

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**CALL FOR PAPERS**

The University of Louisville sponsors its twelfth annual Twentieth-Century Literature Conference, **February 22-24, 1984**. The theme of the conference is **POLITICS OF LITERATURE**.

Send submissions and correspondence to: Dr. Kathryn A. Wixon, Conference Chair, Dept. of Classical and Modern Languages, University of Louisville, Louisville, KY 40292.

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## OHIO SURVEY RESULTS AVAILABLE

Foreign language is a definite asset in the Ohio business world. Recent surveys of companies involved in international business in the four cities of Akron, Cincinnati, Columbus, and Toledo show that the need for proficiency of a second language is evident.

The surveys were conducted by the Articulation and Curriculum Com. of the Ohio Modern Language Teachers Assoc.

The management, executive, and secretarial staff were primarily involved in the use of foreign language skills. Various languages were needed but in every case Spanish was mentioned most often, followed by both French and German. In addition, some companies expressed a need for Japanese, Portuguese, Italian and Chinese, among others. This type of area-specific information should prove most helpful to librarians, guidance counselors, school administrators, foreign language teachers, and students at all levels.

To obtain copies of the surveys, write: Business Surveys, Reid Baker, 60 S. Front St., Rm. 1005, Columbus, OH 43215. Please enclose a self-addressed business envelope stamped with the appropriate postage for each survey requested.

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### RSTS/E DECAL Instructor's Guide.

By Digital Equipment Corporation. Maynard, Mass. :  
Version 2, 1977. vii + 107 pp. \$5.00.

Any teacher who has had the dismaying experience of trying to comprehend a computer programming manual, or who has heard about and feared facing the experience, should read this one. It is designed specifically to be used by teachers with little or no knowledge of computers who nevertheless want to free themselves from the inflexibility of already packaged computer assisted instruction programs by creating their own drills.

The manual contains seven chapters and six appendices. The first chapter serves as a general introduction to the manual itself and to the DECAL language. The second explains the basic facts about how to get into a computer (logging on) and get out of it (logging off), as well as how to correct simple typing errors. The third shows how to create a drill, explains the proper format that should be used in putting it into the computer and lists, explains and provides examples for all of the available commands (i.e., instructions to the computer telling it what it should do in certain situations, for example, when a student gives a correct or incorrect answer).

Editing a lesson, which includes correcting errors as well as adding or deleting material, is explained in chapter four. The fifth chapter shows how to set up and alter a student name file in order to restrict access to the drills to only those students whom the teacher thinks should take them and to allow the computer to keep records on the performance of each student. These records are further discussed in the sixth chapter where all of the types of reports available to the teacher are outlined and illustrated. These

include summary reports on each drill, a list of the particular questions missed by each student, individual student scores for a drill, a histogram of percent scores, and much more.

The final chapter looks at a DECAL drill from the student's perspective. It explains how the student should log on to the computer, ask for and do a drill, and log off when finished. It also tells the student how to leave a message for the teacher on the computer and, finally, lists the various responses the student can expect from the computer while doing a drill. The appendices provide summaries of all the commands used in DECAL, list and explain the error messages the teacher might encounter while programming a drill, describe various kinds of computer terminals, and show how the teacher can keep backup copies of drills in case something should happen to the originals.

There are profuse and helpful illustrations for all phases of the programming process throughout the manual. And there is a special section in the first chapter for "the teacher who has never worked with a computer before." It suggests an alternate sequence for some of the chapters and provides some additional hints designed to make the novice's first experience with DECAL as painless and successful as possible.

This all too obscure manual delivers on its promises and deserves the serious notice of everyone in the foreign language teaching community who has been intimidated by the myth of the difficulties of computer programming.

William J. Loftus  
St. Andrews Presbyterian College

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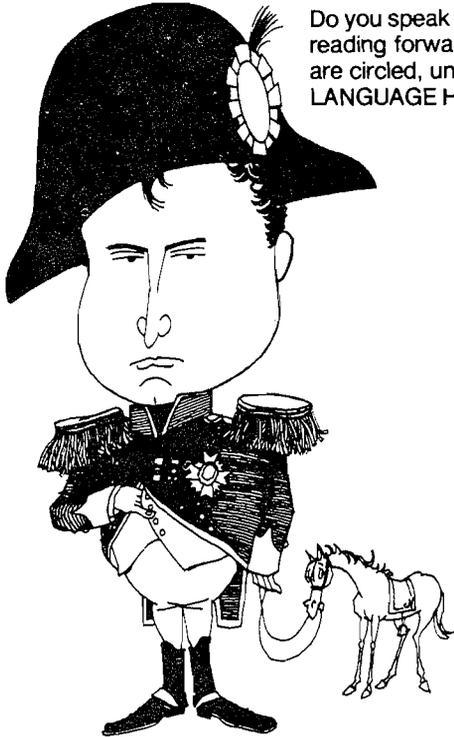
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**Reading Committee:** Edward D. Allen, Ohio State University; Michael Oates, Univ. of Northern Iowa; Mathé Allain, University of Southwestern Louisiana; Phyllis Dargonas, Melrose Public Schools, (Mass.)

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# The French connection



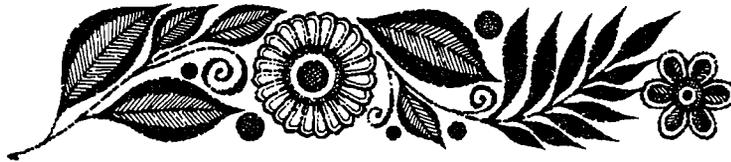
Do you speak French? Yes, you do! Here are 102 words to prove it. Find them by reading forward, backward, up, down and diagonally. After all the listed words are circled, unused letters will tell you that: A THIRD OF THE WORDS IN OUR LANGUAGE HAVE A FRENCH CONNECTION.

- |               |              |              |
|---------------|--------------|--------------|
| 1. ABBE       | 26. CHIC     | 51. ELEGANT  |
| 2. ADIEU      | 27. CHIFFON  | 52. ELITE    |
| 3. A LA CARTE | 28. CHOWDER  | 53. ENCORE   |
| 4. APPLIQUE   | 29. CLARINET | 54. ETUDE    |
| 5. ARTISTE    | 30. CLICHE   | 55. FETE     |
| 6. ATTACHE    | 31. CLIQUE   | 56. FILET    |
| 7. AUTOMOBILE | 32. COLLAGE  | 57. FLUX     |
| 8. BALLET     | 33. CONCERT  | 58. FONDUE   |
| 9. BATON      | 34. COQUET   | 59. FRAPPE   |
| 10. BAYONET   | 35. CORPS    | 60. FRINGE   |
| 11. BEAU      | 36. COUGAR   | 61. GOURMET  |
| 12. BEIGE     | 37. COUPE    | 62. GOUT     |
| 13. BIJOU     | 38. CRAVAT   | 63. GRILLE   |
| 14. BLASE     | 39. CREPE    | 64. HOSPICE  |
| 15. BON TON   | 40. CROCHET  | 65. IMPASSE  |
| 16. BOUDOIR   | 41. CROQUET  | 66. LAPIN    |
| 17. BOUQUET   | 42. CUBE     | 67. LEVEE    |
| 18. BRUNETTE  | 43. CULOTTE  | 68. LINGERIE |
| 19. BRUT      | 44. CURE     | 69. MADAM    |
| 20. BURLESQUE | 45. DEBRIS   | 70. MATERIEL |
| 21. CADET     | 46. DEBUT    | 71. MATINEE  |
| 22. CAFE      | 47. DERANGE  | 72. MENAGE   |
| 23. CANAPE    | 48. DETENTE  | 73. MENU     |
| 24. CASSEROLE | 49. DETOUR   | 74. MERINGUE |
| 25. CHALET    | 50. ECRU     | 75. MORGUE   |

- 76. MOTIF
- 77. NAIVE
- 78. NOEL
- 79. PARFAIT
- 80. PASSE
- 81. PENSION
- 82. PICOT
- 83. PIQUE
- 84. PITON
- 85. PLAQUE
- 86. PREMIERE
- 87. PROTEGE
- 88. PUREE
- 89. RAPPORT
- 90. REFUND
- 91. REVUE
- 92. ROTISSERIE
- 93. ROULETTE
- 94. SACHET
- 95. SALON
- 96. SAUCE
- 97. SAUTE
- 98. SORTIE
- 99. TOUPEE
- 100. VERMOUTH
- 101. VEST
- 102. VOYAGE

D. A. Stone  
Rome, New York

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R	A	P	P	O	R	T	E	U	Q	I	L	P	P	A	T	T	A	C	H	E	N



JOIN THE AATF LEGISLATIVE ALERT NETWORK!!

Currently, about 250 members belong to our Alert Network, which has been in existence since early 1981, at which time we began cooperating with the Washington, DC, Office of the Joint National Committee for Languages, the umbrella organization for all language-oriented groups in the U.S. The primary purpose is to keep oneself informed about the latest developments in national legislation favorable to language study. . While we have not had overwhelming success in our efforts to affect legislation, we continue to be optimistic about our future chances, as more and more people (including legislators, in particular) become aware of the absolute need for foreign language skills in our contacts with other countries, on both the governmental and private levels. To date we have issued about 15 alerts to our Network members; some of these are only informational in nature, some require a concrete response (by mail, phone, or telegram) on relatively short notice. WE COULD USE MORE HELP! The more input we give to Washington, the better our chances of eventual success . . . If you would like to join the Network, kindly fill out the coupon below and send it directly to:

AATF Alert Network  
National Headquarters  
57 E. Armory Ave.  
Champaign, IL 61820



Name \_\_\_\_\_

Address \_\_\_\_\_

Phone ( \_\_\_\_\_ )  
Area Code

Chapter affiliation \_\_\_\_\_



We thank you in advance for your participation.

F. M. Jenkins  
Executive Director, AATF

Are We About to Lose TELEFRANCE-USA?

Grab a pen or a typewriter and rush a short note in support of *Téléfrance-USA* to Satellite Program Network, 8252 South Harvard, Tulsa, Oklahoma 74136.

A recent letter from SPN (Satellite Program Network), addressed **only** to Cable Managers, Television Station Managers, and Cable Executives, states that *Téléfrance-USA* is likely to be discontinued unless there is evidence of public (and professional demand of such programming.

French teachers have a vested interest in expressing their support of *Téléfrance-USA* programming, whether or not such programming is currently available in their local cable service.

Don't miss this opportunity to protect your professional resources! It takes only one brief statement, 5 minutes of your time, and a 20¢ stamp. *Aux armes -- formez vos bataillons!* Marchons . . . !

—Lee Bradley

Hymne à la Beauté

Vous avez beau dire . . .  
C'est quand même beau Baudelaire  
Ce beau Baudelaire  
Baudelaire si beau  
Mais Baudelaire a un bobo  
Un bien trop gros bobo  
Pour un beau si beau que not' Charlot  
Le beau bobo de Baudelaire  
Le beau bobo du Beau Baudelaire  
O beau Baudelaire au grand bobo.

Albert Sonnenfeld, Princeton Univ.

### La Chanson: comment se renseigner

Depuis quelques années, des chercheurs et des professeurs de langue et de civilisation commencent à se rendre compte que la chanson est une clé capable d'ouvrir bien des portes et de nous permettre de pénétrer (et de faire pénétrer nos étudiants) dans les profondeurs de la sensibilité du peuple dont elle est une des expressions les plus parlantes. Il y a de plus en plus de livres qui sortent en France et au Québec qui soulignent l'importance de ce phénomène. Je pense, par exemple, au *Panorama de la chanson* québécoise de Bruno Roy (Léméac) ou à *Chanson et société* de Louis-Jean Calvet (Payot). Je voudrais, ici, tirer l'attention sur une nouvelle revue spécialisée qui sort depuis bientôt deux ans en France, *Paroles et Musique*, et encourager tous ceux qui s'intéressent à la chanson à la soutenir en s'y abonnant et en demandant à leur département ou bibliothèque d'en faire autant, car *Paroles et Musique* est une ressource précieuse qu'il ne faudrait pas laisser disparaître faute de soutien.

Les objectifs que se donne *Paroles et Musique* sont les suivants: "constituer le forum nécessaire des amis de chanson; se faire l'écho des créateurs et des porteurs de parole; soutenir et prolonger (voire susciter) toutes formes d'action en faveur de la chanson; redonner au public le goût et l'envie de chanter; rompre avec le star-system (qui provoque un clivage artificiel entre créateurs et public et aboutit au nivellement des cultures); devenir l'outil de référence et le guide indispensable pour les bons disquaires, organisateurs de spectacles et discothèques (et, ajoutons-nous, des chercheurs et professeurs désireux de se tenir au courant du monde de la chanson); en bref, rassembler tous ceux pour lesquels la chanson est autre chose qu'un objet de consommation, pour dire ensemble son importance et son universalité."

Chaque numéro comprend un dossier central de 10 pages sur un auteur-compositeur-interprète (tels Anne Sylvestre, Maxime LeForestier, Jean Ferrat, Charles Trenet); des chroniques de livres et de disques, des interviews, des articles de fond, et plusieurs autres rubriques. L'abonnement d'un an (11 numéros) est à 160F pour l'étranger (135F en France); la surtaxe aérienne pour l'Amérique de 5F par numéro porte le total à 215F. Le prix au numéro est de 14F en France, 16F à l'étranger. Ecrire à *Paroles et Musique*, Herville (Châtaincourt), 28270 BREZOLLES, France.

Brian Thompson  
Univ. of Massachusetts, Boston  
Harbor Campus

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"It is easier to enrich ourselves with a thousand virtues than to correct ourselves of a single fault." — Jean de La Bruyère.

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The AATF National Bulletin wishes to include more short notices, articles and helpful materials to members of the association. In order to accomplish this, we are asking that all manuscripts be limited to a maximum of two columns in the *Bulletin* (1,100 to 1,200 words).

We are still in need of computer program sources, short articles on how the computer is being put to use in your classrooms and the pros and cons of the electronic age upon us as instructors.

The Editor

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### TEACHING OPPORTUNITIES AVAILABLE IN 1984 - 85

#### *French Government Teaching Assistantships in English.*

Twenty men and twenty women will be selected to hold Teaching Assistantships in English conversation in French secondary schools. Proficiency in both written and spoken French is required at the time of application. Strong preference will be given to unmarried candidates under 30 years of age who plan careers in the teaching of French.

Specific eligibility requirements, information on benefits, etc., are contained in the brochure, "Fulbright Grants and Other Grants for Graduate Study Abroad, 1984-85", which may be obtained from campus Fulbright Program Advisers (for enrolled students) or from any of IIE's offices for students not enrolled in a college or university at the time of application. FPA's establish campus deadlines for receipt of applications; "at-large" students must submit their completed applications to the Study Abroad Programs Division at IIE headquarters in New York by Oct. 31, 1983. Write: IIE, 809 United Nations Plaza, New York, NY 10017.

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### BRADLEY TO LEAD SCOLT WORKSHOP

C. Lee Bradley, AATF South Atlantic Regional Representative, will conduct a workshop, "Leadership in Foreign Languages: Strategies to Strengthen Foreign Language Organizations," at the October 6-8, 1983, meeting of the Southern Conference Language Teaching (SCOLT) in New Orleans. The workshop will focus on developing strategies and activities to increase visibility and effectiveness of state language associations and local chapters of national language associations. The hour and a half session features an exchange of ideas between the audience and some highly successful language "activists." Persons interested in participating in the workshop are urged to bring 50 copies of prepared materials or lists of ideas for promotional activities to share with others. The session is open to all levels of language instruction and all languages and is not restricted to AATF activities. Chapter officers and leaders of the AATF are urged to participate and to exchange ideas with others from other language associations.

Lee Bradley  
Valdosta State College  
Valdosta, GE 31698

## VIVE L'AMITIÉ

(Editor's note: Want more excitement in your classrooms that students will remember for a long time? Why not try this.)

To my surprise I have had enormous success this year with a project I had suspected would eventually be put aside and forgotten—Project—Pen-pals. After 2 years of attempting such an exchange through local and national organizations without success, I had given up on the idea. This year, however, I was able to set up, through personal contacts, a direct exchange between my eighth grade French I class and a French class of students the same age. I began by sending the names, addresses, hobbies, and character descriptions of each student to the French teacher in France. She then matched them up with her own students. Thus began the individual correspondence.

As soon as one of my students received the first letter from her French pen pal, this set off a chain reaction of enthusiasm. Each day the students wanted to know who else had received a letter and what it said, etc. They were surprised to see how well the French students were able to write in English and they were amazed at the number of trilingual students. My students answered the letters partially in French and partially in English.

This exchange evolved into a class-to-class correspondence. As a classroom activity we wrote them a letter describing a typical day at our school. Other topics we wrote about were the American Educational System and student extra-curricular activities (*en français bien sûr*). The French class sent us extensive information on their region, which sensitized students to the various provinces and their unique characteristics.

I strongly encourage teachers to create such an exchange which makes French language and culture a real part of the student's life, and which can lead to enriching friendships that go far beyond the classroom.

Mrs. Kathy Jany  
Crystal Springs & Uplands School  
Hillsborough, CA

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### REGIONAL AATF MEETINGS FOR FALL 1983

- Mini-Congrès de Philadelphie, AATF Regional meeting. Dates: 14 & 15 October 1983. Place: Hotel Vacances-Indépendance, 4th and Arch sts. Information: Contact Josette J. Smith, Reg. Rep. Middle Atlantic Region, 125 Hamlet Dr., King of Prussia, PA 19406.
- Deuxième Congrès Régional de l'AATF, New England Regional Meeting in Framingham, MA. Dates: 30 September - 1 October 1983. Place: Framingham State College Information: Contact Bess Harrington, 15 Foster St., Palmer, MA 01069 or Anne Slack, 20 Dennett Road, Marblehead, MA 01945.
- West Coast AATF meeting in conjunction with 1983 Annual ACTFL/AATG Meeting.

Dates: 21-26 November. Place: Hyatt Regency, Embarcadero Center, San Francisco, CA Information: Contact Michèle A. Grundmann, Pres. Northern California, AATF, 2491 Greer Road, Palo Alto, CA 94303.

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### PAUL SIMON AWARD IS PRESENTED

St. Louis, MO — David Roth, Midwest Director of the Institute on Pluralism and Group Identity of the American Jewish Committee, has received the first annual Paul Simon Award for the Promotion of Language and International Studies from the Central States Conference on the Teaching of Foreign Languages (CSCTFL).

Presented by Rep. Paul Simon of Illinois at the CSCTF's annual meeting last month in St. Louis, the award was created to honor the congressman's efforts on behalf of language education and to recognize contributions of individuals, departments or organizations in or outside the language teaching profession.

Recipients must have:

- Demonstrated leadership in the promotion of language learning and international understanding;
- Shown evidence of responding to the recommendations of the 1979 Report of the President's Commission on Foreign Language and International Studies, thereby contributing to the cause of world peace;
- Have strong ties to one or more of the 17 Central States;
- Exemplified Simon's dedication to and enthusiasm for the areas of language and international studies.

Award winner Roth was cited for his interest in and support of foreign language, multi-cultural and international understanding. He also was recognized for soliciting support for Illinois programs among parent groups, governmental agencies, international social service organizations and multinational corporations.

Roth's involvement in language training and international studies dates back to the mid-1970s, when he directed and coordinated the work of the Chicago Helsinki Monitoring Committee. The committee is one of many spin-offs from Roth's work as coordinator of the Illinois Consultation on Ethnicity in Education, called the nation's longest-running multiethnic coalition of ethnic racial and religious leaders as well as social service administrators and educators.

Elvira Garcia, CSCTFL awards committee chairperson, said Roth's impact and contributions among the different ethnic groups, state and national foreign language associations "are numerous and lasting."

David M. Oliver, vice president of the Illinois Foreign Language Teachers Association, said Roth's work "continues to be an inspiration to those who are committed to a better understanding of the relationship between language learning and international studies."

The Paul Simon Award will be conferred annually at the Central States Conference; the 1984 meeting will take place next April in Chicago.

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# GLEANNING HERE AND THERE



Gessler Publishing Co., Inc, 900 Broadway, New York, NY 10003 has a wide-range of computer software for the language teacher. They carry a variety of diskettes including "The Linguist", "French for the Traveler", "La Carte de France", "Savoir Ecrire" and much, much more. They plan to carry French achievement test materials soon, so write for their catalog and prices. Programs run on APPLE II or II + with 48 K, 3.3 DOS or TRS-80-1 or III, 48 K. The purchaser must specify model. The range of diskettes carried by Gessler is for the beginning to the most advanced classes. Several Canadian diskettes will challenge your best students.

*Le Vocabulaire Francais* and *El Vocabulario Español* \$80 per diskette.

Allows the user to go from French to English or English to French using a variety of French vocabulary words. The print is larger than usual. Island Software, Box 300 Lake Grove, NY 11755.

*Le Grand Concours* is a computer diskette for the APPLE II, 48K DOS 3.3 of the National French Contest sample questions. It is available from Lingofun, Box 486, Westerville, OH 43081. Write for details. It might make a difference in the scores of your students in the NFC.

*Guide to Language Camps* is a booklet that sells for \$4.25 and is by Lois Vines. It is part of the "Language in Education" series and is available from the Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, DC 20007.

Available from the Council on International Education Exchange, 205 East 42nd St., NYC 10017, is a guide to study, travel and work opportunities around the world. \$3.95 plus \$1 postage, the *Whole World Handbook* could prove quite useful to persons who are in need of such information.

Serina Press, 70 Kennedy St., Alexandria, VA 22305 has a guide to over 3,000 films dealing with 16 countries in a variety of subjects. At \$12.95, this *Guide to Free-Loan Films About Foreign Lands* (16mm-1975), teachers are to use caution as many of these films are public propoganda of governments.

Bureau Pour l'Enseignement de la Langue et de La Civilisation Française, 9, rue Lhomond, Paris 75005 (Tél. 707. 42. 73). The Fondation Franco-Américaine group in May found this resource to be most valuable for any teacher of French who needs help in finding information on France.

Based on the format of the *French Achievement Exam* of the CEEB, we have previewed this disk (French Achievement I, \$49.95) and found it to be exciting and a challenge to the advanced students of French. A translation feature of the program is encouraging to the student as well as the full French character set. Write to Microcomputer Workshops, 225 Winchester Ave., Port Chester, NY 10573. A French II version will be out soon as well. (For the APPLE II)

Have you been searching for ethnic music for your French dances? Write Joan Amsterdam, Coordinator, International Falls Rhythms, Ltd., Box 1402, Northbrook, IL 60062.

*Quebec Hebdo* is a free publication from the Ministère des Affaires Intergouvernementales. Order from the :Direction des Communications, Gouvernement du Québec, 1225, Place Georges V, Québec G1R 4Z7.

Les Quotidiens Du Québec, Inc., 7, rue St. Jacques, Montréal, Canada H2Y 1K9 has a complete guide for using the newspaper in class. In one word . . . "excellent!". Write to Francine Audet for complete information and order forms. The guide comes in a 3-ring plastic binder and is classified into sections, each professionally done. Approximate cost is \$15 U.S.



## HELPFUL FRENCH ADDRESSES

### SERVICE REGIONAL ETUDIANT

MME. FALCAISE  
15, AVE. DU MANS  
37100 TOURS

— Designed for adults with children who would like to have contact with a French family. Choice of regions is also available.

DOMINIQUE BAYARD  
50, AVE. DU ROULE  
92200 NEUILLY

— Program is called "Welcome to France" for Americans groups aged 10 to 17 [10,800 FF] Tel 011+33+1+722-57-56.

V.I.E. (Vistas in Education)  
36 BIS, RUE DE LATOUR D'AUVERGNE  
75009 PARIS

— Arranges homestays, hotels and group travel in France.



## THE WORLD OF LANGUAGE AND INTERCULTURAL COMMUNICATION

As a result of numerous and continuing inquiries from individuals and institutions across the country, the Department of Modern Languages and Linguistics at the University of Maryland Baltimore County has produced a reference guide describing its unique and successful new modern language program—which has led to a significant boost in enrollment and an increase in the number of language majors.

This 130 page publication covers five years of curriculum development in modern languages at UMBC.

### Table of Contents

1. Institutional background.
2. A brief history of the development of the new program.
3. An overview of UMBC's innovative linguistics-based core courses.
4. The general structure of the new language major program.
5. Plans for the future development of new instructional methods and materials in foreign languages at UMBC.
6. Syllabi, reading lists, handouts, quizzes, exams, and projects for each of the three core courses.

The UMBC Language Program may well propose a model for curricular and professional development in foreign language and literature departments. It has been written to help faculty, administrators, and institutions promote foreign language instruction. The reader will find an abundance of ideas, data, useful references, and sample materials about program design and development.

*UMBC's Language Program was developed with the support of the National Endowment for the Humanities*

(Because of publication expenses there will be a charge of \$7.00—handling and postage included — for each copy)

\*EXPLORING THE WORLD OF LANGUAGE AND INTERCULTURAL COMMUNICATION

Order form must be enclosed with your check made payable to: MLL-UMBC

Mail to:

University of Maryland Balto. Co.  
Modern Languages and Linguistics  
5401 Wilkens Avenue AC4 Room 146  
Catonsville, Maryland 21228

Please allow 3 weeks for delivery. Payment must be enclosed.

## D.C. UPDATE

The President's budget for FY 1984 contains zero funding for Title VI of the Higher Education Act, International Education and Foreign Language Studies. This program is currently funded for FY 1983 at \$26 million (\$20 million — domestic programs, \$5 million—overseas programs, \$1 million—international business education).

One of twelve categorical higher education programs the Administration would terminate in 1984, International Education is to be cut because it". . . has received Federal support for years even though the programs are an established part of the curriculum, and other funding sources are available."

While the "termination" of international education is the most serious program cut, some other programs of importance to CLOIS members are threatened with reductions as well. The budget authority request for 1984 for the National Endowment for the Humanities is \$112.2 million as compared to a budget authority of \$135,44700 for FY 1983. The National Institute of Education (NIE) currently funded at \$55.6 million faces a rescission of \$6.2 million and a reduction for FY 1984 to \$48.2 million. The Fund for Postsecondary Education (FIPSE) because it has been "extremely successful over the past ten years" will have its budget halved from \$12 million to \$6 million.

Of concern to the ESL and bilingual communities, a \$43.5 million rescission is requested for bilingual education (Title VII of ESEA) for FY 1983 reducing this program to \$94.5 million which is the budget request for 1984 as well. Vocation and Adult Education are to be combined into a block grant and reduced by \$324 million (to \$500 million) for FY 1984.

Finally, Pell Grants and Work Study are both increased, but other forms of assistance, such as Fellowships for Graduate and Professional Study and Supplemental Opportunity Grants, are eliminated entirely. Guaranteed Student Loans are to be reduced by \$900,000,000 this year and by \$1.1 billion for FY 1984 (from \$3.1 to \$2.0 billion).

The important and valuable contributions of the International Education program are well known. We must not allow this program to be destroyed. Write your Representatives and Senators urging that funding for Title VI of HEA not be reduced and expressing your concern over other relevant budget reductions.

For further information contact:

J. David Edwards  
Dir., Council for Languages & Other  
International Studies  
11 Dupont Circle, Suite 210  
Washington, D.C. 20036  
(202)483-7200



## CHAPTER NEWS

### Virginia Chapter

The meeting of the AATF, was held on March 19, 1983 at Old Dominion University, in Norfolk, Virginia. Dr. Robert Marshall, President, called the meeting to order at 9:55 a.m.

The minutes of the last meeting, having been published in *Les Nouvelles*, Dr. Marshall moved that they be approved as printed. The membership agreed unanimously.

*French Contest:* The report was presented by Joe Knox in the absence of Betty B. Hosp, Chairperson. This year the contest was held in fourteen centers and there was an increase of 500 participants: from 1,557 in 1982 to 1,987 in 1983. Results were not yet available. Teachers desiring to establish a center for 1984 were urged to contact Betty Hosp, who will remain chairperson for another year. The mail as usual was the big problem; the forms having arrived in Richmond the day before the contest. Joe Knox praised the fourteen AATF Richmond members who corrected the exams in record time.

Robert Terry, Editor of *Les Nouvelles*, asked that information, ideas and/or games reach him before the middle of April in order to be included in the next issue.

Dr. Marshall informed the audience that the Board of Directors had met the preceding evening and had voted unanimously to grant \$400 to the Comédie Richmondaine, in order to subsidize performances of the play "L'Invitation au Château" throughout Virginia in the fall of 1983. He further noted that funds were available for worthy projects and that money in the treasury should be used and not left dormant.

Dr. Marshall also said that he had sent telegrams to Virginia Members of Congress, on the request of Paul Simon, asking them to include the words "Foreign Languages" in the title of the Science and Mathematics Act.

On behalf of Barbara Robertson, Chairperson of the Nominating Committee, Dr. Marshall presented the slate of candidates for the office of President, Vice-President, and two members of the Board of Directors. The following candidates were elected unanimously: President, Joe Knox, St. Christopher's School; Vice-President, Roland Simon, Univ. of Virginia; Board of Directors, Dominique Leveau, Sweetbriar College.

After being recognized by the chair, Joe Knox thanked Dr. Marshall for his many years of service to the association. He praised his diligence and high standards, as well as his goal of promoting the growth of the chapter with the establishment of *Les Nouvelles* as a means of providing exchanges of information. He also congratulated his predecessor for the joint meeting with the Northern Virginia Association which should solidify the bonds among both memberships.

Dr. Marshall introduced the speaker Dr. Gloria Russo of the Univ. of Virginia who gave a lively talk on "The Oral Interview as Teaching and Evaluation Technique."

The next meeting will be held the first weekend of November at Mary Washington College in Fredericksburg.

Cécile E. Noble

### Georgia Chapter

President James Day opened the meeting by asking for corrections to the minutes. Since there were none, the minutes were approved.

Several items were announced:

- (1) Our fall meeting will be held November 4-5, 1983 at the Univ. of Georgia Continuing Educ. Center in conjunction with FLAG. After several suggestion, it was decided that we will have a booth (Kiosque) which will show the benefits of belonging to AATF. The booth will include several things and will be organized by James Day.
- (2) The National Scholarship winner from the Georgia Chapter is Pam Ficken, who will be going to Avignon this summer.
- (3) The winners of the Anne Amari Perry AATF Scholarship for 1983-84 are:
  - Ellen Fladseth (Willis H.S. — Smyrna Academy, Atlanta)
  - Anne Day (Emory Univ. — Atlanta)

Each one will receive \$200 which will go directly to their respective colleges in the fall. Meg Gring is the chairman of the AATF Scholarship Comm.

- (4) Winners of the "Grand Concours" were handed to individual teachers and Sheperd Chuites stated that we had an increased enrollment this year, but we still have room for improvement. She is retiring her position and highly recommends Carol Loyd, Columbus College, to take her position. Sheperd will continue ordering old tests, while Carol will be the contest administrator.
- (5) JNCL represents our professional interests. It constantly lobbies for the cause of language instruction at all levels. We are encouraged, therefore to continue to support this organization with pride, expressing to our senators and representatives our commitment to international education. As a part of our dues, each member of AATF pays \$1.00 for this political cause.

Grady Lacy reported that we have 160 members as of this date with \$484 in our regular account and \$860 in savings for the scholarship.

Raul Fernandez suggested that AATF sponsor a total-immersion French Camp for French students. To work out details, a committee was appointed.

They are: Francis Assaf, Eugenia McMillan, Janene Sullivan and Raul Fernandez

This committee will be in touch with James Day for procedures and bring a report to the fall meeting on the details.

New officers for 1983-84 are:

- |                  |                                                              |
|------------------|--------------------------------------------------------------|
| President:       | James Day                                                    |
| Vice-President:  | Dewey Wilson                                                 |
| Secretary:       | Eugenia McMillan                                             |
| Treasurer:       | J. Grady Lacy                                                |
| Bulletin Editor: | Jane Borowsky with Francis Assaf assisting with cover design |

### Chapter News continued

Our program was quite informative. Dr. Lucille Jordan, assistant State Superintendent of Georgia Schools gave interesting comments and facts on "What's happening in Foreign Language Educ. in our State."

J. Dewey Wilson showed a video tape depicting his "stage" in Quebec last summer. According to his presentation, his emersion program at the Univ. of Laval was enriching. He thanked the Association for having received the AATF Scholarship.

The total program — Friday evening with several wines and cheeses, Saturday's business session, program, and luncheon—proved to be what French teachers need in our State. Approximately 45 members attended.

Myrtle Figueras

### Metropolitan News

During the 1982-83 season members of the Metropolitan Chapter of the AATF were treated to a variety of activities organized to meet the needs and interests not only of teachers of French, but of all those interested in French language and culture.

At the October meeting, Michel Domaine, pedagogical attaché of the Services Culturels in New York, conducted a workshop devoted to the problems faced by teachers of French. Services offered by the Services Culturels, such as teachers' packets, scholarships, lists of films and songs, were described. This meeting was so well received that an additional meeting was held on October 16 under the auspices of the Centre National de Documentation Pédagogique with M. Chesnais of the Département de Relations Extérieures of the CNDP.

During the Thanksgiving holidays members of the Metropolitan Chapter participated actively and with great enthusiasm in the National Convention held in New York City. On December 4th we returned to our local program with Nadine Savage, professor of French at Lehman College, who, with a group of her students, presented a lecture on "L'Introduction à la France Socialiste". The lecture was followed by a discussion of the topic by teacher, students, and members of the audience.

Professor Jean-Claude Martin of Brooklyn College, a talented photographer as well as an inspiring speaker and teacher of French, delighted his audience with a slide talk on "Monet at Giverny" at the February meeting.

At the meeting of April 30 members present enjoyed hearing Professor Servando Sacalugo of Ramapo College in New Jersey. His lecture, entitled "Jean-Jacques Rousseau, Musique, Littérature et Politique s'entremêlent" was accompanied by music of the period.

The final meeting of the season was, as usual, devoted to the oral competition in which the top 6 in the metropolitan area in every category of the National Contest participated. The meeting was followed by a luncheon at the *Champignon*. Michel Domaine, who was leaving the Service Culturels for a new assignment in Paris, was the guest of honor.

The highlight of the year's activities was the annual gala held at the Park-Meridian on March 5, 1983. During the morning teachers had the opportunity to look at displays of the latest books and audio visual materials available. Dorothy Brodin involved the audience in a "jeu pédagogique" entitled "Rififi à Paris". The luncheon speaker was M. Jean-Marie Guéhenno, Conseiller Culturel of the Ambassade de France. Students of the Academy of the Holy Angels delighted the luncheon guests with their French songs. In the afternoon two students of the same Academy of the Holy Angels presented a scene from the "Cantatrice Chauve" by Ionesco. "Le Combray de Marcel Proust" a lecture with slides arranged by Professor Pierre Capretz of Yale University, brought the afternoon's activities to a close. The evening's activities consisted of a beautiful reception at the Services Culturels and a présentation théâtrale of "Camus, un été invincible" at the Hunter College Playhouse.

The Metropolitan Chapter also reports with pride and pleasure that 2500 students from the metropolitan area participated in the National Contest this year. Six national winners and more than 50% of the regional winners came from this area.

Yetta Rosenblum, Vice President  
Metropolitan Chapter  
22 East 60th Street  
New York, N. Y., 10002

### ATTENTION CHAPTER SECRETARY/TREASURERS

Please send your minutes and chapter news to the *Bulletin* so that we might be able to publicize your efforts in your state. These may be in English or in French, whichever is easier for you to write. Deadlines are, as always, six weeks in advance of the appearance date (ie. Nov. issue would be September 15th). Keep them short, if possible.

### WANT TO BE A LEARNING TRAVELER?

The Institute of International Education, Communications Division, Box TE, 809 United National Plaza, NYC 10017 has two helpful texts available to enable the traveler to gain much from their excursions abroad this year. Vol. 1 *U. S. College-Sponsored Programs Abroad: Academic Year*, and its companion volume *Vacation Study Abroad* sell for \$9.95 each. The traveler series describes a multitude of study and travel opportunities. Over 800 semester and academic-year study programs located around the world are found in the programs abroad edition while the study abroad text outlines over 900 foreign study programs ranging in length from three days to three months (organized during the months of April through October). Most of the programs are geared toward the college student, however many opportunities for the high school student and adults of all ages are described.

# CALENDAR OF EVENTS

## *Eighth Annual European Studies Conference.*

Dates: 6-8 October. Place: Omaha, NE. Information: Karen Soukup, Dept. of Foreign Languages, Univer. of Nebraska, Omaha 68182.

## *Southern Conference on the Teaching of Foreign Languages.*

Dates: 6-8 October. Place: New Orleans. Information: Dr. James S. Gates, SCOLT Executive Director, Spelman Coll., Atlanta, GA 30314.

## *The Language of Louis-Ferdinand Celine and the Dislocation of the French Rhetorical Period.*

Dates: 12-13 October. Place: Hampden-Sydney College. Information: Alan F. Farrell, Chair, Mod. Language Dept., Hampden-Sydney, VA 23943. Tel: (804)223-4381.

## *Minnesota Council on the Teaching of Foreign Languages in Conjunction with Midwest Regional TESOL.*

Dates: 20-22 October. Place: Minneapolis. Information: Mary Spiegelber, MCTFL Conf. Chairperson, 9240 Upton Ave. S., Bloomington, MN 54431. Phone: (612) 8845984. Or Joyce M. Biagini, Midwest TESOL Conference Chairperson, St. Paul Public Schools, 360 Colborne St., St. Paul, MN 55102. Phone: (612) 222-2563.

## *Wisconsin Association of Foreign Language Teachers.*

Dates: 21-22 October. Place: Madison. Information: Sally Cullen, 61 S. Ringold, Janesville, WI 53545.

## *Illinois Foreign Languages Teachers Association.*

Dates: 27-30 October. Place: Springfield. Information: Nadyne Bridwell, P.O. Box 2244, Glen Ellyn, IL 60137.

## *Indiana Foreign Language Teachers Association.*

Date: 28 October. Place: Indianapolis. Information: Mary M. Carr, Lawrence North High School, 7802 Hague Rd., Indianapolis, IN 46256.

## *Canadian Association of Immersion Teachers.*

Dates: 3-5 November. Place: Moncton, New Brunswick, Can. Information: Yvette Riel, P.O. Box 8843, Ottawa, Ontario, Can. K1G 3H8.

## *Massachusetts Foreign Language Association.*

Dates: 4-5 November. Place: Sheraton-Sturbridge. Information: Jean-Pierre Berwald, Dept. of French and Italian, Univ. of Massachusetts, Amherst, MA 01003.

## *Kansas Foreign Language Association.*

Date: 7 November. Place: Lawrence. Information: Sara R. Lindsley, Wichita State Univ., Wichita, 67208. Ph. (316) 689-3105.

## *American Council on the Teaching of Foreign Languages & AATG.*

Dates: 24-26 November. Place: San Francisco. Information: ACTFL, 384 Warburton Ave., Hastings-on-Hudson, NY 10706. Phone: (914) 478-2011.

## *Semiotic Society of America.*

Dates: 26-30 December. Place: San Francisco. Information: Margot Lenhart, SSA, Box 10, Bloomington, IN 47401.

## *Modern Language Association.*

Dates: 27-30 December. Place: New York City. Information: MLA, 62 Fifth Ave., New York, NY 10011. Ph: (212) 741-5588.

## *12th Annual Twentieth-Century Literature Conference.*

Dates: 22-24 February, 1984. Place: University of Louisville. Theme: Politics of Literature. Information: Kathryn A. Wixon, Conference Chair, Department of Classical & Modern Languages, Univ. of Louisville, Louisville, KY 40292.

## *French Literature Conference: Autobiography in French Literature*

Dates: 29-31 March 1984. Place: Univ. of South Carolina. Information: William R. Edmiston, Dept. of Foreign Languages, Univ. of S. Carolina, Columbia, SC 29208.



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