

American Association of Teachers of French

# NATIONAL BULLETIN

Volume 11 No. 1 September 1985

## 58th ANNUAL AATF MEETING NOVEMBER 26-30, 1985 NEW YORK CITY

Mark your calendars now and plan to attend this meeting at the brand new Marriott Marquis Hotel facing Times Square. The meeting this year is unique in that it will be the first-ever gathering of four AAT's and ACTFL. Up to 2,000 registrants are expected to take advantage of our extraordinarily low room rates (\$55, plus tax, single; \$65, plus tax, double; \$75, plus tax, triple/quad) and the first-rate program consisting of 10 pre-meeting Workshops, arranged by Vice-President Rebecca Valette, and about 40 regular sessions, scheduled by President Jean Carduner, Program Chair. Overall, this program will once again show good balance of types of offerings (pedagogy, literature, culture, general interest). Here, for instance, is our Workshop schedule:

### Tuesday, November 26

- 9-5 PERFORMING FRENCH PLAYS FOR A LEARNING EXPERIENCE  
9-12 LE FRANÇAIS DES AFFAIRES, I  
JOURNALISM AND THE TEACHING OF FRENCH  
1:30-5 HAITI AND THE TEACHING OF FRENCH  
LE FRANÇAIS DES AFFAIRES, II

### Wednesday, November 27

- 9-12 TECHNIQUES D'EXPRESSION ORALE  
LE MICROORDINATEUR ET LE PROFESSEUR  
1:30-5 LA TECHNOLOGIE EN FRANCE

### Thursday, November 28

- 9-12 IMAGES FRANÇAISES D'AMÉRIQUE

Following is the schedule of the regular sessions:

### Friday, November 29

- Morning** Student-Student Interaction in a French Class  
Promoting Cultural Literacy  
*Enseigner la culture québécoise par la littérature*  
Curriculum Development: The History and Culture of French Cuisine  
*La ville et le cours: Bringing community resources into the French classroom*  
*Quelle image de la France?*  
*Éthique et violence chez Camus*  
Joint Opening Session, with major speaker  
Are We Communicating with our Colleagues? State language association newsletter editors ask for your advice and ideas  
The Bi-Level Classroom: Integrating the AP French Program into the 4th or 5th year French Class

## CALL FOR PRESENTATIONS MONTREAL CONVENTION JULY 7-12, 1986

Next year's Convention will follow shortly this year's and there is still room on the Program for more Workshops and regular Sessions. Please send your proposed contributions *as soon as possible* to:

Professor Jean Carduner  
President AATF  
Department of Romance Languages  
University of Michigan  
Ann Arbor, MI 48109

Mark the above dates on your calendar now so as not to miss our second Convention in Quebec and our first "foreign" Convention since Lille, 1983.

## NATIONAL BULLETIN MARKS TENTH ANNIVERSARY

The current issue of the AATF *National Bulletin* marks the completion of the first decade of this publication. The *NB* was conceived in 1973 but did not appear until 1975. Executive Secretary Francis W. Nachtmann wrote in the October 1975 issue of the *French Review*, concerning a dues increase: "One of the AATF's own projects that has been languishing for two years is a national newsletter for French teachers. Our membership has been asking for a newsletter, the Executive Council has voted it, but we have not been able to get it started because of the lack of financial means. Now we will be able to launch it. In fact I hope that the first issue will be in your hands only a few weeks after this copy of the *French Review*." Indeed, the first issue of the *NB* appeared in November 1975 as Volume 1, Number 1. There were only three issues in that first year.

In a letter, appearing in the first issue, from Douglas H. Alden, President of the AATF at that time, the editor of the *National Bulletin* was given the charge to present news of the state of the profession of teaching French: for example, exciting programs and experiments in teaching methods which have succeeded, the morale of secondary teachers of French, and information on what is going on in France. Over the years the editors have attempted to fulfill this charge. It is appropriate, on this anniversary, to salute these able editors: Stanley L. Shinall, 1975-79; Kenneth Broadhurst, 1979-80; John Kunkle, 1980-81; James E. Becker, 1981-83. As members of AATF, you can continue this tradition by contributing articles and information to the *National Bulletin*.

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# 58th ANNUAL AATF MEETING

(continued)

- Images de la France: les Françaises. I.*  
*Pédagogie des études féminines en français*  
Reading French Women Writers
- Afternoon** Baudelaire (Advanced Placement topic)  
AATF FLES/FLEX Commission  
From Grammar to Communication; Using Today's Textbooks in the Language Classroom
- Images de la France: les Françaises. II.*  
*Histoire et réalités contemporaines*  
Meet Your Regional Representative  
*Formation continue des professeurs*
- Images de la France: les Françaises. III.*  
*Mythes et stéréotypes*  
Candide (Advanced Placement Topic)  
Le Grand Concours: The Team Approach to a Successful Contest  
*Le passage du secondaire au niveau universitaire: langue et culture*  
France-Média International  
Le Miroir qui revient by Alain Robbe-Grillet (with participation of the author)
- Evening** Reception hosted by the French Cultural Services
- Saturday, November 30**
- Morning** *Le cercle français: comment s'amuser en langue étrangère*  
*La Société honoraire de français*  
*L'enseignement de la civilisation: présentation des travaux de la Biennale de Buenos-Ayres (1984)*  
Phèdre (Advanced Placement Topic)  
*L'enfant dans la littérature francophone. Comment intégrer littérature et civilisation*  
*Chanson et civilisation: Renaud (Comme nous sommes loin des années Brassens!)*  
Sartre (Advanced Placement Topic)  
General Assembly of AATF delegates (business meeting)  
*Images de la France (séance patronnée par l'AMOPA)*
- Afternoon** The Challenge of the Intermediate Level: defining and refining the course  
Dealing with Stereotypes  
*Les Grands Centenaires: Mauriac et Maurois*  
AATF Commission on Professional Standards  
A New Teaching Tool for the '90s (Yale/Wellesley project)  
Chapter Officers Meeting  
Studying the Constitution of the French Fifth Republic from a Cultural and Pedagogical Point of View  
La Fontaine (Advanced Placement Topic)

Pre-registration for the joint Convention will be \$40 (after November 1 and on-site, \$50); the above Workshops carry an additional fee of \$60 (full day) or \$35 (half day). **DEADLINE**

**FOR PREREGISTRATION AND HOTEL ROOM RESERVATIONS IS NOVEMBER 1ST.** A fuller AATF program will appear in the October issue of the *French Review*; look for it at the beginning of the issue.

Pre-registration materials, including a room reservation envelope, will be reaching you through the mails in August/September. There is no need to write us specially for these items. If not received by mid-October, however, call or write National Headquarters: (217) 333-2842/57 E. Armory Avenue, Champaign, IL 61820. We look forward to seeing you in New York.

Fred Jenkins  
Executive Director

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## Members' Notes

**Elaine Hardie** of Concord-Carlisle Regional High School, Massachusetts, was honored in March 1985 as a *Chevalier* in the *Ordre des Palmes Académiques*.

**Jeanne Kissner** of SUNY, Plattsburgh, was honored in July 1985 for her work in furthering the study of French and Québécoise culture in the United States. She was initiated into the *Ordre des francophones d'Amérique*.

## AATF NATIONAL BULLETIN

Volume 11 Number 1  
September 1985

*Editor:* Jane Black Goepper, Holmes High School, Covington, Kentucky

*Editorial Assistant:* Gisèle Lorient-Raymer, University of Cincinnati

*Reading Committee:* Mathé Allain, University of Southwestern Louisiana; Phyllis Dragonas, Melrose Public Schools, Massachusetts; Judith Muyskens, University of Cincinnati; Susan Redd, Mount Vernon High School, Mount Vernon, Washington.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 431 Collins Avenue, Cincinnati, Ohio 45202. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Second class postage entered at the Urbana, IL Post Office and other offices. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

*Postmaster:* Send address changes to AATF at the same address.

## THE VIRGINIA REPORT ON FOREIGN LANGUAGES

After almost two years of deliberation and study, a select commission of language department chairmen and faculty members and high-level university administrators, bolstered by corporate leaders from General Electric and Robins Pharmaceuticals, completed a landmark report entitled "An Assessment of the Foreign Language Discipline in Virginia's State-Supported Institutions of Higher Education."<sup>1</sup> This report was prepared at the request of the State Council of Higher Education in Virginia, which coordinates the operations of all of Virginia's four-year colleges, and universities as well as of the twenty-three community colleges. On June 5, 1985, meeting on the campus of Virginia Polytechnic Institute and State University, the State Council of Higher Education unanimously approved the report. Possibly the most significant recommendations in the document included requests to the colleges and universities that they institute by 1988 admissions requirements of three years in a single foreign language or two years in each of two foreign languages. However, the State Council did not stop there: it calls upon the institutions to require in *all* bachelor's degree programs (including Engineering, Business Administration, Education, etc.) a two-year proficiency requirement in one foreign language for graduation.

The Task Force on Foreign Languages developed its historic report following a careful review of the institutional self-studies of all activities in the foreign languages discipline as of Fall 1983. These included the status of language professors, teaching loads, class sizes, goals and methods of teaching, the role of research, the question of entry and exit requirements, the use of language laboratories, audio-visual media, and computers, study and travel abroad, the use of graduate assistants in teaching programs, and articulation between the language departments and the other constituencies (business, industry, government, and the pre-college school systems).

Other dramatic recommendations made by the Task Force and adopted by the State Council included: "A multi-cultural

and international perspective be incorporated not only in the lower-level foreign language curriculum but also in all curricula in Virginia's public institutions"; "Planning begin for the establishment of a center which offers a program incorporating both language instruction at the graduate level and one year of study abroad to prepare secondary school teachers of foreign languages"; "One or more Center(s) of Excellence in Foreign Language Instruction be established to support the continued improvement and vitality of the foreign language discipline in the Commonwealth."

The Virginia Report may well be the first time that any state has undertaken such a large-scale, profession-wide, and comprehensive study of the status of foreign languages and has made a coherent and coordinated plan for improvement of an arts and sciences discipline.

To judge from the prominent coverage given by the press and media, it is expected that the Report will result in significant revitalization of the foreign languages profession in Virginia in the coming years. What is encouraging is the sense of urgency demonstrated by many of the leading educators in the state, from the State Council of Higher Education on down to the faculty in the teaching ranks. The concluding statement from the Executive Summary conveys the overall message in the Virginia Report: "This effort must begin immediately, however, if Virginia's institutions of higher education are to prepare their graduates both to function effectively as liberally educated citizens of a free society and to work in an international environment."<sup>2</sup>

Jack Kolbert

Piedmont Virginia Community College

<sup>1</sup>Co-chairmen of the Task Force on Foreign Languages were Dr. Jack Kolbert, Chairman of the Division of the Humanities and Social Sciences at Piedmont Virginia Community College and Dr. John Molnar, Coordinator for Institutional Approval and Library Planning in the State Council of Higher Education.

<sup>2</sup>Complete copies of the document are available through the State Council of Higher Education, Richmond, Virginia.

### FULBRIGHT TEACHER EXCHANGE PROGRAM — 1986-87

The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary, and post-secondary levels with suitable teachers overseas. The 1986-87 overseas exchange programs will involve Canada, the United Kingdom, France, the Federal Republic of Germany, Denmark, Switzerland, and possibly Italy. The number of exchanges available and the eligibility requirements vary by country.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1986, seminars will be held in Italy and The Netherlands.

Applications are available now. The deadline for receipt of completed applications is October 15, 1985. For further information, write:

Fulbright Teacher Exchange Program E/ASX  
United States Information Agency  
301 4th St., SW.

Washington, D.C. 20547

or call: Pat Kern Schaefer: (202) 485-2555.

### FRENCH GOVERNMENT TEACHING ASSISTANTSHIPS IN ENGLISH 1986-87

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, 1986-87", which may be obtained from campus Fulbright Program Advisers (for enrolled students) or from any of IIE's offices (Atlanta, Chicago, Denver, Houston, San Francisco) for students not enrolled in a college or university at the time of application. Fulbright Program Advisers 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 October 31, 1985. Address: Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

## AATF SEMINAR 1985: TAHITI

Tahiti, "Pearl of the Pacific," was the destination of the 1985 AATF Educational Seminar. One hundred fourteen members of the association participated in this third study program abroad.

Tahiti, the largest island of French Polynesia, with an area of 402 square miles, is located approximately halfway between Los Angeles and Australia. French Polynesia consists of 132 islands covering an ocean area about as large as Europe, excluding Russia. The total land area is only 1,554 square miles. The islands are divided into five archipelagos: the Society Islands, including Tahiti, Moorea, and Bora Bora; the Marquesas; the Tuamotu Archipelago; the Gambiers; and the Australs.

The population of French Polynesia is over 165,000, of whom more than 70% live on the island of Tahiti. Sixty thousand live in Papeete, the only city and capital of French Polynesia. An additional 30,000 live in the suburbs of Papeete. The population consists of Polynesians (75%), Europeans (15%), and Asians (10%).

All the islands of French Polynesia are either of volcanic or coral origin providing both black and white sand beaches. The most striking geographic features of the islands are towering, verdant mountain peaks; extensive, encircling rings of coral reefs; and calm, clear lagoons, ranging in a dazzling variety of shades from turquoise to indigo. The climate is subtropical (60° to 90° Fahrenheit) cooled by trade winds. There are only two seasons. The rainy season falls between November and April while the rest of the year is essentially dry.

The first part of the Tahitian program, entitled "Introduction to French Polynesia," lasted eight days and was centered in Tahiti. In the morning, Tahitian scholars, teachers, administrators, and government officials presented seminars on topics such as history, economics, education, art, and literature. The afternoons were devoted to educational excursions and nautical activities. Evening activities included receptions and cultural programs which afforded an excellent opportunity to meet Tahitian colleagues and to become better acquainted with Tahitian food, music, and dance.

Mr. Bernard Gérard, High Commissioner of French Polynesia, officially opened the first seminar. He explained the role of France in the history of the islands and the interdependence of the two regions. Although an integral part of France, French Polynesia is an overseas territory (TOM) with internal autonomy. Metropolitan France has jurisdiction over foreign affairs, defense, treasury, justice, local government administration, and education. The Territory administers other domestic affairs under the auspices of a Territorial Assembly (30 elected members), a Government Council (9 members), and an Economic and Social Committee (various advisors). French Polynesia also elects members to the French Senate (1), the French Parliament (2), and the French Economic and Social Council (1). French, the official language of the Territory, is taught in all the schools. Tahitian identity is encouraged and the Tahitian language is required in the primary schools.

The President of the Academy of Tahiti, Mr. Maco Tevane, who serves also as assistant to the mayor of Papeete and professor of Tahitian language and culture, spoke to us about the history of French Polynesia. There are several different theories concerning the origin of the Polynesians. Some historians say they came from Asia and others believe they came from South America. According to Mr. Tevane, they were *Maoris* who came from the eastern coast of Asia in about the first century A.D., settling on the island of Raitea, north of Tahiti. It is interesting to note that in Polynesian mythology,

the ancestral homeland is called *Hawaiki*, from which came the name of the island of Hawaii, settled by a later migration of Polynesians.

When the Europeans arrived in Polynesia in the sixteenth and seventeenth centuries, the Polynesian civilization was already well established. It was not until later that the English captain, Samuel Wallis discovered Tahiti in 1767. Bougainville from France arrived next in 1768, followed by the English captains Cooke and Bligh in 1769 and 1788 respectively.

In a rigid hierarchy of power, the rulers of Polynesia held a superordinate position to the nobles and priests while the subordinate group was the servant or slave class. A strict system of laws or *tabu* was observed. For example, servants and women were not permitted to enter the holy temples, called *marae*; and human sacrifice was part of religious and law-enforcement practices.

English, French and American Catholic and Protestant missionaries were responsible for many changes in Tahitian life and culture. In addition to causing the Polynesians to forsake their own gods, the missionaries obliged the Polynesians to build European-style houses and to adopt European dress (long-sleeved, high-necked dresses for the women and suits and neckties for the men). To this day, some Tahitian women still wear the same type of "missionary dress" to religious services.

Religion continues to play an important role in Tahitian life. Even small villages have three or four churches and people attend services several times a week, often participating in a trained choral group called a *himene*. The current religious distribution is: Protestants (50%); Catholics (35%); Seventh Day Adventists, Mormons, Sanitos, Jehovah's Witnesses and Buddhists (15%). By translating the Bible into Tahitian, the missionaries transformed Tahitian from an oral to a written language. A missionary also wrote the first dictionary in Tahitian.

The missionaries were also responsible for the creation of the Tahitian monarchy. They assumed Pomare I to be king of Tahiti and Moorea and aided Pomare I and later his son, Pomare II in a takeover of other tribal chiefs. This Pomare dynasty ruled Tahiti from 1797 to 1880. By creating the monarchy the missionaries were able to further their own causes as well as promote the power of the converted leader. The years of Pomare dynasty rule were marked with political and religious conflicts, several of which reached international prominence. Further, disease and alcoholism were rampant. During the reign of Queen Pomare IV, a serious diplomatic problem between France and England almost led to a war over control of the islands. Tahiti became a French Protectorate in 1842. In 1880 Tahiti became a French colony, a gift from King Pomare V. In 1957 Tahiti became a French Overseas Territory.

Mr. Christian Vernaudon, General Director of the Office of Public Relations and Tourism, introduced the topic of French Polynesian economy. Since the jet airport opened in Papeete in 1961, tourism has become the main industry of the area. An abundance of local arts and crafts (straw hats and baskets, hand-painted and hand-printed fabrics and clothing, shell necklaces, wood carvings, etc.) await the eager tourists. The principal exports of French Polynesia are coconut products (copra and coconut oil). Secondary resources include mother-of-pearl and cultured pearls, especially black pearls. Vanilla, coffee, and phosphate used to be primary resources, but they are no longer produced in any great quantity. A wide variety of vegetables, fruits, and fish are produced mainly for local markets. Most

other consumable products are imported and prices tend to be high by American standards.

A major reason for the high inflation was the establishment of a nuclear test base in French Polynesia in 1963, which brought thousands of military personnel and civilian workers into Papeete and altered Tahiti's national policy of economic independence. Although the rapid influx of people has long since subsided, French Polynesia still imports much more than it can produce. Future economic plans call for the development of agricultural and oceanic resources, improvement of tourist facilities, and commercial development of the outer islands.

The third day of the official program featured a tour around the island of Tahiti, a distance of approximately seventy-five miles, with stops at the Botanical Gardens, the Gauguin Museum, the Museum of Tahiti and the islands. The panorama of magnificent scenery and the variety and abundance of green plants and brightly-colored tropical flowers is awe-inspiring. Banana plants are prolific as are coconut trees, most of which are banded with tin to about ten feet off the ground to prevent rats from climbing the trees and destroying the young coconuts.

Some Polynesians still live in a *fare*, a thatched-roof dwelling with woven bamboo walls, but most houses are wooden or concrete with corrugated metal roofs. Traditional homes are small, one to three rooms, with brightly printed curtains in the windows and vegetable and flower gardens in the front. Some homes also have a memorial to the family's ancestors or a burial site in the front yard. Most homes have a small boat or an outrigger canoe. It is easy to see that the Polynesians prefer an unstructured lifestyle, living in harmony with nature and depending on it to provide most of their needs. However, almost all homes have a television set and a VCR; even those with thatched roofs have a visible TV antenna. At the entrance to most homes there is a large box on a pole, almost like a high, open mailbox. It is the bread box for the daily delivery of long loaves of French bread, baked in Tahiti by the Chinese, the principal merchants in the islands.

Around the island of Tahiti, most of the houses and commercial buildings stretch along the wider, southern coastal plain. The northern coast is more rugged and less developed. The inner valleys of the island are still inaccessible—occasionally a sheer cliff comes into view or a high waterfall catapults off a jagged mountain peak. The mountains are only a twenty-minute drive from downtown Papeete. Narrow city streets lead into lush, green foothills, rising up into craggy mountain peaks, sometimes partially hidden with clouds.

The city of Papeete is a beehive of commercial activity. The city's modern business district lines the busy crescent-shaped harbor, constantly full of arriving and departing passenger boats and cargo ships. Along the wide waterfront boulevard, yachts and fishing boats are docked at the sidewalk. On the land side of the quays there are quiet cafés, restaurants, shops, shopping centers, supermarkets, department stores, hotels, and offices. Interspersed with the modern concrete structures are older wooden residential buildings with quaint balconies. Narrow streets lead off this central downtown district, causing crowded, noisy traffic jams at all hours. Everyone seems to own a car, truck, motor scooter, or bicycle. Also adding to the traffic congestion is a unique Polynesian public transportation vehicle called *le truck*. These open-sided, brightly painted, covered buses are usually equipped with a stereo tape system, blaring Polynesian music or *popaa* music (foreign music; that is, American and European rock). There are no bus stops. To catch a *truck*, one flags one down, first making sure it is going in the right direction. There are also no tickets

and no time schedules. The *truck* driver may make unexpected detours to pick up or drop off a friend. An inexpensive means of transportation, *le truck* is a fun way to visit the city and mingle with the Tahitians.

One of the most colorful sites in the city is the *marché Papeete*, a large, open-air, roofed, municipal market, one block inland from the waterfront. Early shoppers arrive at 5:00 a.m. and there is a plethora of merchandise for sale—watermelons, pineapples, papayas, mangos, breadfruit, taro, manioc flowers, baskets, oysters, etc. People are continuously coming and going around and through the marketplace, virtually *le ventre et le coeur* of Papeete.

The fourth day of the program was devoted entirely to education with two seminars in the morning and an afternoon visit to the École Normale as well as a panel discussion with Tahitian and American teachers. Mr. Patrick Legayic, Chief Administrator of Primary Education and Mr. Henri Meynard, Vice Chancellor for Secondary Education, discussed the subject of education in French Polynesia. Schooling is compulsory until the age of fourteen and 55,000 students (nearly one third of the total population) are enrolled in elementary and secondary schools. There are public and private elementary and secondary schools as well as academic and technical high schools. In addition, adolescent study centers are being constructed to provide remedial education for high school youth. Other educational institutions include colleges for nursing and hotel management.

The program of studies is essentially the same as in France, with adaptations in course material to include Tahitian history and government. The Tahitian language is studied in primary school and is often necessary for instruction of beginning students who have no knowledge of French. The weekly time schedule is similar to that of a student in France, with variations according to weather conditions. Most of the teachers come from France for a three-year tour of duty.

Education for Polynesians is free with grants and subsidies coming from France. There are no personal income taxes in French Polynesia. Some religious schools do receive private funding. The major concerns presently encountered in education are the insufficient supply of textbooks, the difficulties in constructing new schools, the great distances between schools, and the isolation felt by teachers and students living in remote locations. Some of the outer islands have contact by ships only two or three times a year.

For many of the seminar participants, the highlight of the trip occurred the fifth day with visits to three schools: an adolescent learning center, a technical high school, and an elementary school. Even though the schools were in the process of closing for the long vacation, the directors, teachers, and students made great efforts to welcome their American guests. At the Maarea Elementary School, for example, the students held a special assembly to greet us with songs, music, and garlands and crowns of flowers. Later, in classroom visits, students recited poetry, told stories, and invited the American teachers to join them in Tahitian dances.

The sixth day of seminars was devoted to Tahitian literature with three lecturers: Dr. Vonnick Bodin, Director of the Center for Research in Pacific Languages and Civilizations; and Mme Michèle de Chazeaux and Mr. Daniel Margueron, teachers of humanities and arts from Papeete. Tahitian literature is historically oral, based on themes of creation and other legends and superstitions. Themes of chaos and destruction are followed by reconstruction and reincarnation. In many Polynesian legends, the sea shell is an important symbol. Everything created has a shell: the heavens are the shell of

(continued on p. 6 )

## TAHITI (continued)

the earth; the earth, the shell of all that lives upon it; and woman, the shell of man because it is through her that he is born. Because of the oral tradition and the preference of Polynesians even today to speak or sing rather than to write their innermost feelings, there is very little literature written by the Tahitians. Two poets, Henry Hiro and Flora DeVatine and one writer, Manutahi, are recognized although they have not published much material. There are many authors from other countries who have written about French Polynesia. French authors include Bougainville, *Voyage autour du monde*; Victor Hugo, *La fille d'O-Taiti*; Pierre Loti, *Le mariage de Loti*; Victor Segalen, *Les Immémoriaux*; and Georges Simenon, *Touriste de banane*.

More than half the seminar participants opted for the second part of the Tahitian program, a five-day excursion to the island of Bora Bora, about 112 air miles from Papeete. Bora Bora, whose name means "fleet of canoes with silent paddles," is famous for its scenery. Highlights of the trip to Bora Bora included a picnic on our hotel's private *motu* (islet), bicycling down quiet, traffic-free island roads lined with coconut groves, a snorkling excursion to view the brilliantly-colored tropical fish and the spectacular coral formations, and a trip by outrigger canoe around the island with an in-water stop to feed the polite, mild-mannered sharks.

Aside from the abundant marine life, there is not much fauna in French Polynesia. There are farm animals which were brought to the islands, approximately ninety species of birds, and only one wild animal, a kind of pig. Centipedes and lizards are occasionally visible, but French Polynesia has no poisonous snakes. In some locations mosquitoes abound.

Almost every evening during the entire program, we enjoyed typical Tahitian meals, and on several occasions we were treated to a Polynesian feast or *tamaaraa*. Native cooking for the feast is done in an earth oven called a *hima*. A wood fire is lit in a large hole in the ground, porous stones are placed over the branches and banana leaves are laid on the stones once they are heated. The food is wrapped in leaves or put into baskets and placed on top of the banana leaves. Damp burlap sacks and more banana leaves cover the food. The entire oven is then covered with earth or sand and left for hours to cook slowly in this natural pressure cooker. When the food is ready, the layers of sacks and leaves are removed and the feast is spread on the table. Tahitian specialties popular with the group were *mahi mahi* (raw fish marinated in lime juice), grated fresh coconut, coconut milk, and Tahitian punch (a refreshing drink made from exotic fruit juices and rum).

For those who may want to know how to pronounce the Tahitian words included in this article, a few comments on the Tahitian alphabet will be helpful. The Tahitian alphabet consists of only thirteen letters with five vowels (a, e, i, o, u) and eight consonants (f, h, m, n, p, r, t, v). Each syllable ends with a vowel and vowels followed by vowels are pronounced as separate syllables. For example, the international airport Faaa is pronounced [fah-ah-ah]. The capital of French Polynesia, Papeete is pronounced [pah-peh-ay-tay]. The Tahitian word for *Bonjour* is *la ora na*, pronounced [ee-ah-oh-rah-nah].

The most difficult word to say in Tahitian was *parahi* or "goodbye" after two exciting, busy weeks in the Pacific Paradise. All participants were pleased to have had this opportunity to visit Tahiti and experience first-hand the romance and reality of these islands. Our travel experience was enriched by learning from the Tahitians about the culture of their land, and we were able to collect many authentic materials for classroom use. Most participants agreed that they probably could

not and would not have come to Tahiti on their own. They would, therefore, like to thank the AATF for sponsoring the seminar and enthusiastically encourage the Executive Council to continue to plan similar programs in the future. The Tahitian participants would especially like to extend sincere appreciation to Professor Georges Joyaux for his hard work, dedication, and strong personal interest in providing an excellent program in Tahiti. *Mauruuru, Georges. Merci.* In addition, special thanks are extended to Academic Arrangements Abroad for their excellent organization of the program and economic travel arrangements as well as the extra benefits which they provided whenever needed.

Annette Palmer  
Vice-President, Philadelphia

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Tahitian Tour Guides and Lecturers.

## CALL FOR PAPERS

### FOURTEENTH ANNUAL TWENTIETH-CENTURY LITERATURE CONFERENCE

FEBRUARY 26-28, 1986

### UNIVERSITY OF LOUISVILLE DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

### "LITERATURE AND THE OTHER ARTS"

#### EVERY SUBMISSION MUST:

- pertain to the theme
- be appropriate for a conference on  
literature of the twentieth century
- be received by no later than October 15, 1985
- not exceed ten typed, double-spaced pages
- include a 250-word, carefully formulated abstract
- omit submittor's name from all pages except cover sheet
- include a cover sheet with the following items:
  - submittor's name in caps and lower case
  - submittor's academic affiliation (if any)
  - submittor's mailing address
  - submittor's telephone number(s)
  - title of paper in caps and lower case
  - if a critical submission, identify the national origin(s) and genre(s) of work(s) discussed.

### CRITICAL PAPERS PREVIOUSLY READ AT OTHER CONFERENCES OR PREVIOUSLY PUBLISHED CANNOT BE ACCEPTED; CREATIVE SUBMISSIONS MAY COME FROM PUBLISHED OR UNPUBLISHED WORKS.

For further information or submissions, write to:  
ELIZABETH B. CLAY, Conference Chair,  
Department of Modern and Classical Languages  
University of Louisville  
Louisville, KY 40292  
Telephone: (502) 588-6683

## WHAT MATTERS MOST IN TEACHING: A REMINDER FROM JOHN LOCKE<sup>1</sup>

Much of what we do to improve our teaching consists in reminders rather than in new or startling information. In the drive toward creativity, innovation, new and better methodology, and original research, educators also appreciate efforts at renewal of those basic inner qualities which no truly excellent teacher is lacking. Some people come by them more naturally than others, but what is important is that they can—indeed, they must—be cultivated.

At the top of the list for John Locke, for us, for all civilized history thus far, is an essential human warmth. Nothing else can replace it. One might be an excellent lecturer, a polished performer, and yet not be a teacher. Upon reviewing teaching evaluations over the years, do the majority of the comments have the same focus? “You cared about me as an individual and about my progress in French.” “You were patient with us.” “You are enthusiastic and you enjoy teaching; we can tell.” This is what matters to students more than the book or the methods, although certainly those things are important too. What mattered most to us as students? Who were our favorite elementary or high school teachers and university professors? Which do we remember best?

Locke’s own genuine caring about students is clear in all the kinds of advice he gave. For example, what is perhaps best known about his teaching is that he advocated gentleness in those days of harsh discipline. What worked best, he thought, was a system of rewards and punishments, of praise and esteem for good work and disgrace for bad. Not that emphasis was to be put on the shame of malfeasance. Locke was against frequent reproof. We might commend students in front of everybody but chide them only in private. One thinks of preschool teachers beginning to work with a noisy, disorderly group. The first step is to pick out the one child behaving in the desired manner and then to thank him for it in such a way that the other children will notice. We need to reward the kind of behavior we want to encourage. All of us know this, but how well do we practice it? We need to be reminded.

One reason Locke objected to constant scolding was that he knew the child would wonder if the teacher did not dislike him as well as his fault. It is not easy to make sure students know we value them as people while we are covering their papers with red marks. Yet this is one of the great psychological truths of criticism.

The teacher must give the pupil the same respect he demands, according to Locke, and keep rules as simple and as few as possible. One frequently questions administrations that ask teachers to enumerate to the students lists of regulations and points of discipline from the start. Why not treat such matters individually as they occur? Locke was simply sterner at the beginning, relaxing his discipline as time went on and he saw that he could safely do so. He knew that repeated cautions and rules were useless until a student practicing them had established them as habits. Habit is one of Locke’s key words.

When a principle or skill becomes automatic—an acquisition, a habit—the teacher can then proceed to new material, thus building step by step, by “gentle and insensible Degrees” (Locke 119). One of the most positive elements of direct

method foreign language teaching is that it forces this kind of logical natural progression. It does not encourage a great deal of questioning about why a certain point of grammar operates the way it does because the automatism, or the how to do it, must come before the reasons behind the study. Nevertheless, Locke encouraged questions generally, since he did not want to stifle curiosity. The trick is to answer all questions briefly, just enough to satisfy, without any long, detailed lectures, in which the student is not interested anyway.

Locke had very low regard for grammar study in learning languages. He believed one ought to learn languages by conversation, not by grammar and rules, and that if grammar were taught, it should only be to one who could already speak the language. This was very logical to Locke: how else could the student be taught the grammar? At any rate, the first study for a young person should be his own language, whatever foreign languages he undertook to learn—and the more the better. Locke agreed with La Bruyère that languages are the proper study of the early years. However, he believed that no child should be forced to study a language he would never use in his life. Those who would primarily need languages were the future scholars.

In the seventeenth and eighteenth centuries children of all classes were mixed in the schools. Locke advocated that there be no contempt of the lower ranks but a gracious demeanor toward all. Following a few suggestions of this master teacher and adapting them to our own modern circumstances can help us, through the warmth of our own caring, to open doors to students when they might otherwise remain closed and locked. Our business as teachers “is not so much to teach him all that is knowable, as to raise in him a love and esteem of Knowledge; and to put him in the right way of knowing and improving himself, when he has a mind to it” (Locke 198).

Much of what is taught is an introduction. “Though something of each of these [a curriculum list] is to be taught him: But it is only to open the Door, that he may look in, and as it were begin an Acquaintance, but not to dwell there...” (Locke 307). Locke’s pupils were to learn to depend upon themselves and rely on their own faculties as much as possible. We have succeeded rather well if we manage to open the door and let the learner go on from there.

Marsha Varney  
St. Gregory High School  
Tucson, Arizona

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<sup>1</sup> John Locke, *Some Thoughts Concerning Education*, with introduction and notes by the Rev. R. H. Quick (Cambridge UP, 1902).

## USING JOURNALS OR LEARNING LOGS TO COMMUNICATE

The concept of writing in journals is certainly not a new one. I had been using them for a number of years in my French V classes with results ranging from superb to mediocre. As many of the entries were unfocused and uninteresting, I thought that there must be a better way to approach journal writing. I found this new approach while participating as a student myself.

Attending a three-week East Asia Writing Project (EAWP) workshop, I wrote entries in my journal or learning log. This project is only one of the many programs stemming from the National Writing Project which began as the Bay Area Writing Project in Berkeley in 1974. Emphasizing "writing across the curriculum", the Writing Project brings together teachers from many disciplines. As "students" of the EAWP we reacted to various presentations, lectures, and readings in our journals. What impressed me immediately was that our instructors were writing in their journals at the same time we were writing in ours. One of the basic tenets of the program is that "teachers of writing must themselves write" (Bouchard 109) and they should "write with the children. In fact there may be an advantage in growing with them, learning together as both seek to find meaning in writing" (Graves 43).

One of the most valuable aspects of journal writing was the kind of written response we received from our instructors. Comments and questions forced us to reflect back on previous entries, and in many cases, the instructors' responses would in turn provoke responses from us and would establish an ongoing written dialogue.

Returning to my own classroom with recent writing experience and a slightly different approach to journal writing, I started to formulate my own objectives. The journal bore a closer resemblance to a learning log than to a diary. Although students were asked to give their opinions, reactions, and in some cases, feelings, I was not asking them to share their innermost thoughts with me. Rather, the journal or learning log would serve as an instrument to gauge if learning was taking place.

Explaining the concept of journals proved to be an easy chore as most of our students were already used to keeping a similar type of journal or learning log in their English classes. But I still went through the fundamentals with the students so that they would be aware of my expectations. I had all of the students purchase small (8" by 6") hardbound notebooks which resemble diaries. Small pages look less foreboding than large ones. Then, I explained to the students that these notebooks would be used for reactions and explanations which would aid all of us in knowing what learning had taken place and how we felt about this learning. I explained that my role in this process would be to write in my journal whenever they wrote and to write comments and questions after reading their entries. I tried to establish a low-risk situation whereby journals would neither be graded nor would spelling and grammar mistakes be signaled (as I do on other assignments). A stream of red marks tends to unnerve the student and builds up the level of anxiety. Comments, questions, and rhetorical questions were to be the order of the day, with the sincere hope that the students would respond to my responses. Although this has not happened in all cases, some students have established an ongoing dialogue with me. One student wrote in his journal that he wanted me to underline problem areas, which I agreed to do (and his writing has improved significantly). As a result of doing that, I inadvertently started underlining

problem areas in another student's journal. She very nicely wrote me a note in her journal saying that she thought I had agreed not to mark up the entries and was this a change in policy. I wrote her a note apologizing and tried to cover up my embarrassment. She and I now have very successful and meaningful communication going on via her journal.

At mid-year I introduced the use of journals or learning logs to my French III classes. I had waited until I felt confident about how journals were working in French V and until I thought my French III students would know me better and would be at ease. This time I chose examination blue books for journal entries. The meager number of pages in these volumes assured the students that they were not expected to write a novel—and that the teacher would not develop arm-strain from lugging forty journals home at a time. The first journal entries in these classes were only several lines long, and in most cases, students were asked to give an immediate reaction to something which had occurred in class—a role-play, a game, a film. Several weeks later, I started to ask them to explain certain concepts in French so that I could see what sort of learning had or had not occurred.

Journals or learning logs have a number of different functions. Here are some ideas on how they can be used and some particular instances of how I have used them for a specific purpose.

### —Discovering what students already know about a topic:

Before beginning studies of the French Revolution and of French-African poetry in French V, I asked students to write down what they knew about the Revolution and about Africa. As their knowledge was sparse, I knew what direction I needed to take.

### —Learning what knowledge has been gained after studying a topic:

After studying the French Revolution and French-African poetry, students were again asked to write what they knew about these areas. Then, the students could compare their "before" and "after" entries and have a real sense of knowing that learning had taken place. This works just as well after any topic, including grammar work. French III students were asked to explain the difference between the *passé composé* and the *imparfait*. The important part of this entry was that it made the students try to conceptualize an idea and think it through. It also gave me an indication of how well they understood the material.

### —Reacting to an activity, a play, a novel, etc.:

If students feel at ease with the teacher and know that journal writing is a low-risk situation, they will usually be honest in their reactions. When we finish doing role-plays in class students are asked how they felt about performing and what they thought about the other performances. After the students and I had created and played a sort of "Trivial Pursuit" game based on the novel *La dynamite*, I had the students react to it in their journal. Many of them gave me some really fine ideas as to how to improve the game the next time (so, along with their learning, I learn too). After each novel, play, or major topic (French painters, Gilles Vigneault, Jacques Brel) students are asked to comment on the material, the way it was presented, how the instruction could be improved. After seeing the film *Les quatre cents coups*, students were asked to critique it and to let me know if I should show

# JOINT NATIONAL COMMITTEE FOR LANGUAGES

## QUARTERLY SUMMARY, JANUARY-MARCH 1985

it in the future. We saw another French film in town one evening, and afterwards, we were all in agreement that it was the worst film we had ever seen. Yet interestingly enough in their journals the next day the students were able to find several redeeming qualities in the film. Once the Advanced Placement examination was behind my students, they were asked to write how they felt about their preparation for the exam. I received some very honest answers which will help me when preparing the course next time.

### —Conceptualizing ideas as a prelude to a discussion or debate:

Many students are hesitant to express their ideas in front of others or they don't think quickly enough to get their thought out. Five to ten minutes of journal writing prior to a discussion or debate gives the students an opportunity to organize their thoughts not only on paper but in their brains. Just before we finished reading *La dynamite*, students were asked what they thought would be a good ending. After they wrote their thoughts down, we shared and discussed these thoughts orally. The written work had provided an excellent basis for discussion.

### —Evaluating oral presentations:

My French V students and I shared in evaluating their oral presentations about French painters. They critiqued each talk in their journal and extracts from their entries formed the basis for the evaluation and grade for each talk.

There are countless other ways of using journals. Those listed above are but a sampling of possibilities.

At the end of the school year I asked the students to react in their journals to journal writing. Many of their reactions were honest—some positive and some negative. I was pleased and pleasantly surprised that most of the reactions were positive. I was even more thrilled by the students' honesty and the fact that they were communicating. Journal writing has made a more honest person of me too. I would not be embarrassed to share with readers my students' writings, with all their mistakes. After all, journal writing is first draft writing, not polished work. When my students write essay tests and papers, the quality of their work is better. I am convinced that their improved writing on other assignments stems from the frequency and ease which has developed through writing in their journals.

Nancy Kroonenberg  
Hong Kong International School

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- Researched and compiled a summary of all legislation, introduced in the 98th Congress, of concern to the language and international education community.
- Closely monitored and compiled in-house charts on the results of the November elections to examine how the elections will affect the federal budget for education in general, and language and international education programs in particular.
- Sent congratulatory letters to all the newly-elected Members of Congress.
- Prepared and delivered an editorial reply on the importance of learning a second language for a local NBC TV station.
- Coordinated witness testimony at three public hearings and developed JNCL testimony for the National Advisory Board on International Education.
- Researched and wrote a paper for NCFELIS on federal funding available for foreign language and international education programs at the elementary and secondary levels.
- Met with national and state government officials at a conference on the regulations for Title II of the Education for Economic Security Act.
- Prepared and distributed a legislative alert on the President's Requested Budget figures.
- Met with AAU and ACE representatives and other members of the higher education community concerning the establishment of a national foundation or endowment for international studies.
- Prepared an information Packet on Foreign Languages that was delivered to all Members of Congress during National Foreign Language Week.
- Participated in and presented remarks to JNCL/CLOIS member association conferences, including the CICE, AATSEEL, Central States, TESOL, and the AATF Washington Chapter. Also, addressed the International Studies Association and the Smithsonian Institution's Woodrow Wilson International Center.

# DOCUMENT: DU CHOIX D'UN PRÉNOM

La plupart des bébés *made in France* reçoivent un prénom tiré du calendrier des saints catholiques, ou encore un prénom d'origine régionale—les prénoms celtiques tels Gaëtan ou Armelle sont actuellement très prisés—ou plus rarement d'origine historique. Les parents font généralement ce choix à l'aide de calendriers, d'agendas ou de listes de fêtes à souhaiter, et la déclaration de naissance s'effectue sans aucun problème à la mairie.

Cependant le processus est plus complexe si le prénom choisi est par trop original. Contrairement aux parents américains qui jouissent d'une liberté totale dans le choix du prénom de leur enfant, les parents français peuvent se heurter à une législation restrictive, voire prohibitive.

En effet le prénom choisi doit figurer sur les listes de prénoms en vigueur dans la mairie où est effectuée la déclaration de naissance. C'est au Procureur de la République qu'il incombe de choisir ces listes de prénoms. A titre d'exemple, le Procureur de la République des départements du Cher et

de l'Indre a adopté les textes suivants: *Dictionnaire des prénoms* de Jean Maurice Barbé et Jean Pierre Nortel (édité par Ouest-France) et *Guide pratique des prénoms* de la collection "Hors-Série" d'*Enfants Magazine*. Signalons toutefois que s'il s'agit d'un enfant né de parents étrangers résidant en France, le prénom est inconditionnellement accepté.

C'est donc au Procureur que les parents doivent adresser une demande d'acceptation du prénom si celui-ci ne figure pas sur les listes en vigueur. Si le Procureur accepte le prénom choisi, la mairie l'ajoute à ses listes. Si le Procureur refuse le prénom, les parents peuvent requérir un jugement au tribunal de grande instance dont la décision sera finale. Pour la petite histoire, divulguée par une employée de mairie, le prénom "Cerise" fut refusé tandis que celui de "Clafoutis" fut accepté. Précisons que le Papa de Clafoutis était un couturier célèbre.

Gisèle Lorient-Raymer

## 1985

JANVIER	FEBVRIER	MARS
M 1 JOUR DE L'AN	V 1 S'Élia	V 1 S Aubin
M 2 S Basile	S 2 Présentation	S 2 S Charles le Bon
J 3 S' Geneviève	D 3 S Blaise	D 3 S' Guenolé
V 4 S Odilon	L 4 S' Véronique	L 4 S Casimir
S 5 S Edouard	M 5 S' Agathe	M 5 S' Olive
D 6 Epiphanie	M 6 S Gaston	M 6 S' Colette
L 7 S Raymond	J 7 S' Eugénie	J 7 S' Félicité
M 8 S Lucien	V 8 S' Jacqueline	V 8 S Jean de D
M 9 S' Aix	S 9 S' Apolline	S 9 S' Françoise
J 10 S Guillaume	D 10 Arnaud	D 10 S Vivien
V 11 S Paulin	L 11 N D Lourdes	L 11 S' Rosine
S 12 S' Talana	M 12 S Félix	M 12 S' Justine
D 13 S' Yvette	M 13 S' Beatrice	M 13 S Rodrigue
L 14 S' Nina	J 14 S Valentin	J 14 S' Mathilde
M 15 S Remi	V 15 S Claude	V 15 S' Louise de M
M 16 S Marcel	S 16 S' Julienne	S 16 S' Bénédicte
V 17 S' Roseline	D 17 S Alexis	D 17 S Patrice
S 18 S' Mica	L 18 S' Bernadette	L 18 S Cynthe
D 20 S Sébastien	M 18 Mardi-Gras	M 19 S Joseph
L 21 S' Agnès	J 21 S P Damien	M 20 PRINTEMPS
M 22 S Vincent	V 22 S' Isabelle	V 22 S' Clémence
J 23 S Bernard	S 23 S Lazare	S 23 S Victorien
M 24 S Fr de Sales	D 24 Carême	D 24 S' Cath de Su
V 25 Cony S Paul	L 25 S Roméo	L 25 Annonciation
S 26 S' Pauls	M 26 S Nestor	M 26 S' Lانسسا
D 27 S' Angèle	M 27 S' Hononne	M 27 S' Habib
L 28 S Th d' Aquin	J 28 S Romain	J 28 S Gontran
M 29 S Gildas		V 29 S' Gwladys
M 30 S' Martine		S 30 S' Amédée
J 31 S' Marcelle		D 31 Rameaux

AVRIL	MAI	JUIN
L 1 S Hugues	M 1 FÊTE DU TRAVAIL	S 1 S Justin
M 2 S' Sandrine	J 2 S Bons	D 2 Fête des Mères
M 3 S Richard	S 3 S Phl Jacq	L 3 S Kevin
J 4 S Isidore	S 4 S Sylvain	M 4 S' Clothilde
V 5 S' Irene	D 5 S' Judith	M 5 S Igor
S 6 S Marcelin	L 6 S' Prudence	J 6 S Norbert
D 7 PAQUES	M 7 S' Gisèle	V 7 S Gilbert
L 8 S' Julie	M 8 ARMISTICE 1945	S 8 S Médard
M 9 S Oulter	J 9 S Pacôme	D 9 Fête-Dieu
M 10 S Fubert	V 10 S Solange	L 10 S Landry
V 11 S Stanislas	S 11 S' Estelle	M 11 S Bamabé
S 12 S Jules	D 12 Fête J.-d' Arc	M 12 S Guy
S 13 S' Ida	L 13 S' Rolande	J 13 S Antoine de P
D 14 S Maxime	M 14 S Matthias	V 14 S Etsée
L 15 S Palerne	S 15 S' Denise	S 15 S Germaine
M 16 S Benoît-J	J 16 S Pascal	D 16 S J F Regis
M 17 S Anciet	M 17 ASCENSION	L 17 S Hervé
J 18 S Parfait	S 18 S Enc	M 18 S Leonce
V 19 S' Emma	D 19 S Yves	M 19 S Romuald
S 20 S' Odette	L 20 S Bernardin	J 20 S Silvere
D 21 S Anselme	M 21 S Constantin	V 21 ETE
L 22 S Alexandre	M 22 S Emile	S 22 S Alban
M 23 S Georges	J 23 S Didier	D 23 S Audrey
M 24 S Fidèle	V 24 S Donatien	L 24 S Jean-Bapt
J 25 S Marc	S 25 S' Sophie	M 25 S Prosper
V 26 S' Aida	D 26 PENTECÔTE	M 26 S Antheime
S 27 S' Zita	L 27 S Augustin	J 27 S Fernand
D 28 Jour du Souv.	M 28 S German	V 28 S Irénée
L 29 S' Catherine	M 29 S Armand	S 29 SS Pierre Paul
M 30 S Robert	J 30 S Ferdinand	D 30 S Martial
	V 31 Visitation	

## 1985

JUILLET	AOÛT	SEPTEMBRE
L 1 S Thierry	J 1 S Alphonse	D 1 S Gilles
M 2 S Martinien	V 2 S Julien-Ey	L 2 S' Ingrid
M 3 S Thomas	S 3 S' Lydie	M 3 S Grégoire
J 4 S Florent	D 4 S J M Vianney	M 4 S' Rosaie
V 5 S Antoine	L 5 S Abel	J 5 S' Raissa
S 6 S' Mariette	M 6 Transfiguration	V 6 S Bertrand
D 7 S Raoul	M 7 S Gaëtan	S 7 S' Rene
L 8 S Thibaut	J 8 S Dominique	D 8 Nativité N D
M 9 S' Amandine	V 9 S Amour	L 9 S Alain
M 10 S Ulrich	S 10 S Laurent	M 10 S' Ines
J 11 S Benoit	D 11 S' Claire	M 11 S Adeline
V 12 S Olivier	L 12 S' Clarisse	J 12 S Apollinaire
S 13 SS Henri Joel	M 13 S Hippolyte	V 13 S Aime
D 14 F. NATIONALE	M 14 S Evarard	S 14 La S' Croix
L 15 S Donald	J 15 ASSOMPTION	D 15 S Roland
M 16 N D Mt-Carmel	V 16 S Arnel	L 16 S' Edin
M 17 S' Charlotte	S 17 S Hyacinthe	M 17 S Renaud
J 18 S Fredenc	D 18 S' Helene	M 18 S' Nadege
V 19 S Arsene	L 19 S Jean-Eudes	J 19 S' Emie
S 20 S' Marina	M 20 S Bernard	M 20 S Davy
D 21 S Victor	M 21 S Christophe	S 21 S Matthieu
L 22 S' Marie-Mad	J 22 S Fabrice	D 22 S Maurice
M 23 S' Brigitte	V 23 S' Rose de L	L 23 AUTOMNE
M 24 S' Christine	S 24 S' Barthélemy	M 24 S' Theie
J 25 S Jacques	D 25 S Louis	M 25 S Hermann
V 26 S' Anne, Joa	L 26 S' Natacha	J 26 SS Côte, Dam
S 27 S' Nathalie	M 27 S' Monique	M 27 S' Luc de Paul
D 28 S Samson	M 28 S Augustin	S 28 S Venclias
L 29 S' Marthe	J 29 S' Sabine	D 29 S Michel
M 30 S' Juliette	V 30 S' Fiacre	L 30 S Jérôme
M 31 S Ignace de L	S 31 S Anstide	

OCTOBRE	NOVEMBRE	DECEMBRE
M 1 S' Th de l'E J	V 1 TOUSSAINT	D 1 Avert
M 2 S Leger	S 2 Defunts	L 2 S' Viviane
J 3 S Gerard	D 3 S Hubert	M 3 S Xavier
V 4 S Fr d Assise	L 4 S Charles	M 4 S' Barbara
S 5 S' Fleur	M 5 S Sylvie	J 5 S Geris
D 6 S Bruno	M 6 S' Bertile	V 6 S Nicolas
L 7 S Serge	J 7 S' Carine	S 7 S Ambroise
M 8 S' Pelagie	V 8 S Geoffroy	D 8 imm concept
M 9 S Denis	S 9 S Theodore	L 9 S P Fourier
J 10 S Ghislain	D 10 S Leon	M 10 S Romanc
V 11 S Firmin	L 11 S Christian	M 11 S Daniel
S 12 S Wilfrid	M 12 S' Christian	J 12 S' Jeanne F C
D 13 S Gerard	M 13 S Bnce	V 13 S' Lucie
L 14 S Juste	J 14 S Sidoine	S 14 S' Odie
M 15 S' Th d' Avia	V 15 S Albert	D 15 S' Ninon
M 16 S' Edwige	S 16 S' Marguerite	L 16 S' Alice
J 17 S Bauouain	D 17 S' Elisabeth	M 17 S Gael
V 18 S Luc	L 18 S' Aude	M 18 S Gaiien
S 19 S Rene	M 19 S Tanguy	J 19 S Urdain
D 20 S' Adeine	M 20 S Edmond	V 20 S Abraham
L 21 S' Céline	J 21 Pres de Mane	S 21 HIVER
M 22 S' Elodie	V 22 S' Cécile	D 22 S' Fr Xavier
M 23 S Jean de C	S 23 S Clement	L 23 S Armand
J 24 S Florentin	L 24 S' Flora	M 24 S' Adèle
V 25 S Crispin	L 25 S' Catherine	M 25 NOËL
S 26 S Dimitri	M 26 S' Delphine	J 26 S Etienne
D 27 S' Emeline	M 27 S Severin	V 27 S Jean
L 28 SS Sim, Jude	J 28 S Jacq de la M	S 28 SS Innocents
M 29 S Narcisse	V 29 S Salumin	D 29 S David
M 30 S Bienvenue	S 30 S Andre	L 30 S Roger
J 31 S Quentin		S 31 S Sylvestre

## STUDENT TRAVEL ABROAD

For teachers planning to take groups of students abroad, the choice of a program is often difficult. There are many companies that organize trips and that make interesting and attractive promises. Teachers, not wishing to spoil their students' first experience abroad, are cautious about making their choice. The experiences of others who have taken groups before can be very helpful to those going for the first time. The following questionnaire is an attempt to begin to gather this type of information to share with the readers of the *National Bulletin*.

If you have taken students abroad (Canada, France, etc.) within the last two years, please fill out the questionnaire and return it to: Student Travel Survey, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820 by October 30, 1985. It is hoped that we shall be able to compile the results in time to publish them in the January issue of the *National Bulletin*.

### QUESTIONNAIRE: STUDENT TRAVEL ABROAD

1. What company did you use to help plan your trip? \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone ( ) \_\_\_\_\_

2. Where did the group go? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What was the duration of the trip? \_\_\_\_\_

4. How many students were in your group? \_\_\_\_\_

5. What was the chaperone per student ratio? \_\_\_\_\_

6. Were expenses of the chaperone(s) paid for? 100% \_\_\_\_\_ 75% \_\_\_\_\_ 50% \_\_\_\_\_

other (please explain) \_\_\_\_\_

\_\_\_\_\_

7. Were company representatives helpful and accessible during the planning process? \_\_\_\_\_

8. Were company representatives pleasant to work with? yes \_\_\_\_\_ no \_\_\_\_\_

9. Did the company provide useful materials for you to share with parents and students regarding:

costs and itinerary \_\_\_\_\_

how to prepare for a trip abroad (attitudes, customs, culture, weather, clothing, etc.) \_\_\_\_\_

10. Travel arrangements:

a. Were departure and arrival times consistent with the schedule presented during planning stages? yes \_\_\_\_\_ no \_\_\_\_\_

b. If you answered **No** in A, did the delays cause problems with other travel arrangements or with having students met upon their return home? Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Did your group join other groups for travel and excursions? yes \_\_\_\_\_ no \_\_\_\_\_

d. If you answered **Yes** in C, was this a satisfactory arrangement or were there problems? Please explain. \_\_\_\_\_

\_\_\_\_\_

- e. Were the carriers (air and land) satisfactory regarding  
 comfort\_\_\_\_\_ meals\_\_\_\_\_ cleanliness\_\_\_\_\_ reliability\_\_\_\_\_
- f. Were you informed of departure dates well in advance of departure or was this information not available until the last moment?\_\_\_\_\_
- g. Was the itinerary followed the one planned or were there changes at the last minute?\_\_\_\_\_

11. Accommodations/Excursions:

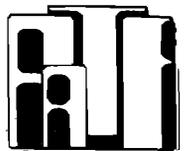
- a. How many students shared a room?\_\_\_\_\_
- b. Did chaperones have to share accommodations with students? yes\_\_\_\_\_ no\_\_\_\_\_
- c. Were the living accommodations satisfactory regarding: location\_\_\_\_\_ comfort\_\_\_\_\_ cleanliness\_\_\_\_\_
- d. Were most meals included?\_\_\_\_\_
- e. Were most entrance fees, etc. included?\_\_\_\_\_
- f. Were there sufficient activities? yes\_\_\_\_\_ no\_\_\_\_\_
- g. Were the activities of interest to the students?  
 very much so\_\_\_\_\_ moderately\_\_\_\_\_ not often\_\_\_\_\_
- h. Did students have opportunities to become involved in the local culture and with people? yes\_\_\_\_\_ no\_\_\_\_\_
- i. Was there enough free time for students/chaperones? yes\_\_\_\_\_ no\_\_\_\_\_

12. In planning another trip abroad would you use this same company again? yes\_\_\_\_\_ no\_\_\_\_\_

If **No**, please explain\_\_\_\_\_

13. Additional comments:

Thank you for responding.



## AN INTERACTIVE WRITING ACTIVITY: DIALOG JOURNALS

The writing of dialog journals, an interactive process, is based on several hypotheses of second language acquisition and has met with success in both second and foreign language classrooms. Stephen Krashen distinguishes between unconscious language acquisition and conscious language learning, suggesting that these two processes occur independently. According to Krashen, conscious learning plays a limited role in second language performance. Just because a student formally knows certain grammatical rules does not always mean that these rules will be applied. This process is particularly true when the task focuses on communicating a message rather than on manipulating language structures as in drills. Students continue to make errors in particular structures until those structures have been absorbed into their developing unconscious system of language. Affective variables such as motives, needs, attitudes, and emotional states, traditionally associated with second or foreign language achievement, are thought to relate more to the acquisition process than to conscious learning (Dulay, Burt, and Krashen).

If teachers accept these hypotheses then they will look for approaches which capitalize on the positive aspects of learners' motivation and attitudes, their needs and emotional states; which accept students' errors as a natural process, symptomatic of a certain developmental level, while encouraging students to reach more advanced levels; and which focus classroom activities on communication in order to increase the acquisition process. Dialog journals meet this challenge and develop communicative competence by bridging the gap between writing and speaking (Miller).

Third year French students are instructed to buy a notebook which will be used for no other purpose than writing a journal in French. A loose-leaf notebook allows more prolific writers to make entries during the week-end and to add the loose pages to the journal when it is returned. Students are invited to make an entry of at least one sentence each day of the school week. The journals are collected on Friday and returned on Monday. After reading each entry, the teacher replies in writing briefly or at length depending on the topic introduced by the student and on the time available. Rather than make corrections, the teacher models correct spelling and grammar in the responses. If a structure has not been subconsciously acquired, modeling correct formulations may be no more effective than taking a red pen and crossing through the students' errors, but students seem to find reformulation less inhibiting. A rapport is established between the teacher and the student and actual communication takes place. If there is a genuine breakdown in communication it is possible to indicate it by saying "*Je ne comprends pas ce que vous voulez dire par '...'*" and hope that the student will elucidate the point in the next journal entry.

Some students find it much easier to write about themselves than do others and entries vary tremendously in length. While some write on personal topics, others focus on what they find confusing, funny, or interesting in class. This can prove to be particularly beneficial as it can lead to class discussions about how to organize and improve the class.

Dialog journals are not the only writing tasks performed by the students. Throughout the semester they write formal compositions on selected topics and these are graded on content and form in the usual way with a red pen. The final grade is in part based on student performance on these formal writing tasks but the journals remain ungraded. Although the journals do not form a basis for grading students they do provide the teacher a good indication of the students' developmental stage of written communicative competence.

Dialog journals are designed to encourage second or foreign language learners to write about whatever interests or concerns them. Students write to a known audience who responds in writing to their daily journal entries. The respondent concentrates on the intended message and does not correct misspellings or incorrect grammar. This procedure encourages language acquisition, which takes place independently of conscious learning, in a non-threatening and highly personal manner. Simple and inexpensive to set up, the procedure is adaptable to different age groups and skill levels in any target language.

Jacqueline Thomas  
Texas A & I University

### Sources

Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*. New York: Oxford University Press, 1982.

Barbara Flores and Erminda Garcia, "A Collaborative Learning Experience Using Journal Writing," *NABE Journal* 8 (1984): 67-83.

Stephen Krashen, "Formal and Informal Linguistic Environments in Language Acquisition and Learning," *TESOL Quarterly* 10 (1976): 157-68.

Margo Miller, "Dialog Journals: Developing Communicative Competence through Written Interaction," presentation made at TESOL 1984 Conference, Houston.

Jana Staton, "Writing and Counseling; Using a Dialogue Journal," *Language Arts* 57 (1980): 514-18.

## CALL FOR PROPOSALS

### VII<sup>e</sup> CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS JULY 10-16, 1988 THESSALONICA, GREECE

*Every four years the FIPF (Fédération Internationale des Professeurs de Français) holds its worldwide convention. As the AATF is a member organization of the FIPF, all AATF members are automatically invited to attend the FIPF convention, and, if so inclined, to submit proposals for the program. In your correspondence with the FIPF, do not forget to mention your AATF affiliation. Please note that all sessions are in French.*

#### **Thème général: LE FRANÇAIS POUR DEMAIN**

Ce thème général pourra être abordé sous les aspects suivants:

1. Enseigner/apprendre le français comme une langue du développement économique, scientifique, technologique, culturel.
2. Enseigner/apprendre le français par des approches didactiques interculturelles (interaction et discours).
3. Vers l'autonomisation: Que faire...
  - pour que les associations d'enseignants de français participent au choix et à l'élaboration des objectifs, des programmes, des instructions, des méthodes et des matériels qui les concernent.
  - pour que les enseignants de français soient formés à l'autonomie dans leur pratique professionnelle.
  - pour que la pédagogie du français, en particulier dans les grands groupes, se fonde sur l'autonomie de l'apprenant.
4. Comment former adéquatement les maîtres qui enseigneront le français demain?

Notez: Cette liste n'est pas close. Jusqu'en juin 1986, chaque professeur de français est invité à interpréter le thème général de ce VII<sup>e</sup> Congrès. Toutes les observations et suggestions, y compris les propositions de contributions aux travaux du Congrès (ateliers, communications, forums, panels, etc.) doivent être adressées au:

**Comité du VII<sup>e</sup> Congrès de la FIPF  
1, avenue Léon Journault  
F-92310 Sèvres, France**

## ROCKEFELLER FELLOWSHIPS: AN UPDATE

In the April 1985 issue of the *National Bulletin* we reported on the institution of a fellowship program to recognize and encourage exceptional foreign language teaching in high schools by the Rockefeller Foundation. The first fellowships will be available for the summer of 1986. At the time of publication of the April issue, the deadline for applications for the fellowships was indicated as October 1, 1985. Since that date was announced there has been a change in the deadline: **completed applications must be postmarked by November 15, 1985.**

High school teachers of all foreign languages, including Latin, are encouraged to apply for the Rockefeller Foundation Fellowships whether or not they are members of an Academic Alliance collaborative group. Junior high school teachers and full-time foreign language administrators are not eligible. However, a foreign language teacher who has administrative duties in addition to his/her teaching responsibility is eligible. A Master's Degree is not a requirement for eligibility. There will not be a distribution requirement or quota of languages among the recipients.

For further information, please write to:

Dr. Claire Gaudiani  
Academic Alliances  
University of Pennsylvania, CGS  
210 Logan Hall/CN  
Philadelphia, PA 19104

**CALL FOR PAPERS  
THIRD ANNUAL  
WICHITA STATE UNIVERSITY  
CONFERENCE ON  
FOREIGN LITERATURE  
APRIL 10-12, 1986  
TOPIC: CONTINENTAL, LATIN  
AMERICAN, AND FRANCOPHONE  
WOMEN WRITERS**

Send one-page abstracts by **November 15, 1985**. Refusals will hear by December 8. Others should plan to send the final paper for consideration by no later than **January 15, 1986**.

Send submissions on French, Francophone, and German literature to Dr. Michael Vincent; on Spanish and other languages to Dr. Eunice Myers. Address: WSU Conference, Department of Modern and Classical Languages, Box 11, Wichita State University, Wichita KS 67208. Phone: (316) 689-3180.

## JOIN THE AATF LEGISLATIVE ALERT NETWORK

Currently we have only 60 or so members actively participating in our Alert Network and we would very much welcome **additional help**. Our Network has been in existence since 1981 and has been effective in helping the Joint National Committee for Languages (JNCL/CLOIS) in Washington, D. C., respond to the necessity for grassroots input into the legislative process.

Without this input, we have been told by David Edwards, Liaison Officer, the JNCL would not have become as well known as it has in such a short time. We are, in fact, so much "on the scene" now in Washington that David and his staff are regularly consulted by Senators and Representatives and members of their staffs on legislation affecting foreign languages.

In order to keep up this momentum, AATF will continue to make a yearly financial contribution to the JNCL Office (currently \$8000), but the smooth functioning of the Alert Network is just as vital. If you would like to join us in this important effort, just fill out the information below and send it in an envelope or on a postcard to:

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

We thank you in advance for your participation.

Fred M. Jenkins  
Executive Director

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_

Chapter Affiliation: \_\_\_\_\_

## CRITICAL REFLECTIONS ON THE USE OF TECHNOLOGY IN THE FOREIGN LANGUAGE CLASSROOM\*

Twenty to thirty years ago technology burst onto the scene of modern language teaching and learning with the introduction of the language laboratory. During the last ten to fifteen years the profession has been confronted with a second technological explosion: the computer and, of late, the microcomputer, as teaching and learning tools. The first foreign language textbooks being advertised as total, integrative systems including computer software are appearing on the market now. The profession would do well to adopt a stance of critical open-mindedness toward this second major technolog-

\*This article is a slightly modified version of an article which appeared originally in the *Language Association Bulletin* (November 1984) of the New York State Association of Foreign Language Teachers and is reprinted with the permission of the editor.

<sup>1</sup>Glyn Holmes, "Of Computers and Other Technologies," *Northeast Conference on the Teaching of Foreign Languages: The Challenges for Excellence in Foreign Language Education*, 94. This detailed analysis and forecast for CALL (Computer Assisted Language Learning) is recommended for gaining a critical overview.

ical wave. While we shun stagnation and inflexibility we should not be misled by the media and other groups "which inundated us with computer 'hype'." The manufacturing industry is less guided by educational and ethical motives than by the profit motive. It is for the teaching profession to decide whether a proposed strategy using computer technology is promising or sound and to advise the computer industry accordingly. It is **not** for specialists from the field of high technology to advise us.<sup>2</sup>

At this point in the history of foreign language teaching methodologies it may be informative to consider how the profession fared with the language lab and to infer from this study how it might fare with computers. How do students view technological devices in the language learning process? In an effort to find out, the Department of International Communications and Culture at SUNY Cortland conducted a Learning Styles Survey during the Spring 1984 semester, polling 318 students. Questions explored both the popularity of the language lab and the willingness and readiness to work with computers. Students of different languages and levels were included.

Total number participating in poll	318	100%
Total who like language lab	82	25%
Total who dislike lab	236	75%
Total who have familiarity with computers	131	41%
Total who do not have familiarity with computers	187	59%
Total with computer familiarity willing to use computer	64	20%
Total with computer familiarity not willing to use computer	67	21%
Total without familiarity willing to use computer	45	14%
Total without familiarity not willing to use computer	142	45%
The last four lines in a different arrangement:		
Total willing to use computer with familiarity	64	20%
Total willing to use computer without familiarity	45	14%
Total not willing to use computer with familiarity	67	21%
Total not willing to use computer without familiarity	142	45%

In interpreting these responses, one must bear in mind that in the case of the language lab, students speak from experience whereas in the case of computer use, 59% are reacting without direct experience, yielding, perhaps, to hope for the ever elusive ideal learning tool. The results on the lab question, however, seem to be an indictment against the lab as a learning tool, or are an indication that things are not as good as they should be.<sup>3</sup> The results may also merely point to the fact that

<sup>2</sup>Compare Henry Ferguson's remarks about the textbook publishing industry in "How Clear Is Your Crystal Ball, or What's the Future For the Foreign Language Plan?" *Language Association Bulletin* (January 1984): 4.

<sup>3</sup>One could be inclined to interpret the rating of the lab as merely less popular than book study or classroom work. But the comments offered by students shed a rather negative light on lab experiences. Examples: "The lab is a waste of time." "Language lab stinks. I don't learn anything from the lab, it is only an inconvenience." "I don't like the language labs." "I get very little out of it." "Language labs are relatively useless." There are also positive statements about the lab, and at Cortland we have at the 300 level a variety of lab modules for improving French skills that have been popular for years. It should also be mentioned that, among other requirements, Cortland has a two-year foreign language requirement for the BA which is viewed negatively by some students.

man is a social animal and likes doing things in groups, i.e. classroom learning. However, some critical reflection on the results of the poll are in order. If the Cortland sample is representative of learners everywhere (and I am not saying that it is!), and if 75% of the learners view the lab negatively, how could we expect grand scale success with the lab? Are there studies that say students love the lab? Why is it viewed negatively by so many? Is this reaction tied to larger negative attitudes toward language learning not uncommon in the USA? Should the lab be abandoned? What can be inferred from this survey for the infusion of other technologies into the language learning process?

In an attempt to answer these questions, I would like to discuss four aspects of language learning with the aid of the lab:

**1. Language lab versus tape use at home.** From my experience, students prefer taking tape assignments home rather than doing them in the lab. Some seem to dislike the sterile environment of the official lab. Many students nowadays own equipment that allows them to study the tape at home. It may be that the lab as we know it will soon be outdated and that institutional money may be invested better in the future by buying rental equipment for those not having their own. But a center for dispensing (copying) tapes and storing master tapes securely will always be necessary.

**2. Types of taped materials.** While students must realize that learning a language cannot be all fun and games and involves some drudgery, material on tapes should be as interesting and intriguing as possible. Maybe this has not always been the case and there is room for improvement. Also, not all students are mature and motivated enough to recognize the value of repetition and drills. Therefore it is important to explain well to students, before lab work begins, the value and role of lab assignments in the total language process. Reference to the relationship between language input and expected output, and to language acquisition versus language learning can help students understand the role of tapes as an extension of the teacher.<sup>4</sup> Variety of taped materials is another important factor. It is the teachers' responsibility to ferret out the best possible mix of interesting taped materials (or create their own) and not to have school systems or publishers dictate choices to them. Certainly, abandoning tape assignments is not the answer to the problem. Instead efforts should be made to overcome the partly negative image of the lab.

**3. Regular feedback on completed tape assignments.** When I read the comment from a student in the survey: "The language lab is useful, but my mistakes are not pointed out to me," I felt concern. To have students invest time and effort in a task without giving them feedback on it is frustrating for them and represents poor planning on the part of the teacher. An approach commonly followed at the college level is to make language lab work count as part of the final grade; ways of testing or checking lab assignments, however, vary widely. Few students are mature enough to proceed from lesson to lesson without constructive feedback from the teacher. Instructors must not only be thoroughly familiar with the lab materials, but must also evaluate the lab work of students on a regular basis. It is true that this represents an additional burden for the teacher, but a caring teacher will find time to correct errors, offer extra help, and give encouragement.

**4. Smooth operation of the language lab.** It goes without saying, that if lab assignments are given, the lab must oper-

ate effectively, both from a manpower and technical point of view. Unreliable lab operation can have disastrous psychological effects on language learners who started out with goodwill.

The profession should learn from its history with technology. Errors of the past do not have to be repeated. Just as learning from tapes—whether in the lab or at home—will continue, computers as language learning tools will probably become part of the extension of the teacher beyond the classroom. Evermore demands will be made on teachers as creative designers of classroom activities, such as communicative and immersion activities, as we phase in the Regents' Action Plan. Language tapes are a unique mode of fostering listening comprehension skills.

Similarly, computers offer great potential for removing large portions of grammar instruction from the classroom to the self-paced mode of a computer program.<sup>5</sup> According to our poll 34% of the students are willing to try the computer. But teachers and methodologists must be the designers of the programs, or at the very least work together closely with the commercial software designers and publishers. The New York State Education Department, Bureau of Foreign Languages, plans to do so (Ferguson 4.). We can do no less.

At Cortland, a college-wide Computer Council has been established to oversee smooth articulation of hardware and software and equitable distribution of computer resources. A similar structure at the state or national level may be operating already or should be instituted. Computer software must be tested and evaluated by professionals in the field of language teaching and learning on a prompt and continuous basis. Teachers must stay informed. As good programs become available, teachers must be open-minded to experiment with them. Feedback from students should be sought frequently. After the extraordinary financial investment into computer hardware in educational institutions across the nation in the recent past, hardware availability should not be a problem. But in a recent computer workshop I heard the cynical argument that it is teachers who will want to keep grammar in the classroom because this is the expertise they love to teach and talk about. If this is true, we have a massive task of reorientation ahead of us, because the teaching styles of the past will not suffice to meet the demands of the proficiency-based curriculum of tomorrow. Critical self-evaluation, willingness to change, skeptical open-mindedness toward different methodologies<sup>6</sup> are needed more than ever as we face the challenges the Regents' Action Plan<sup>7</sup> presents for us. Time will become teachers' most precious commodity, and technology must come to our aid, for our time and energy is finite, not infinite.<sup>8</sup> Labor-intensive

<sup>4</sup>The advantages and varieties of computer programs are described well by Harry Grover Tuttle in "Computers in the Modern Language Classroom," *Language Association Bulletin* (May 1981): 1-5.

<sup>5</sup>Past and new methodologies are well discussed in the booklet *Focus, Foreign Languages in the Schools*, prepared by Educational Testing Service, No. 12, Ed. Albert Benderson, 1983.

<sup>6</sup>New York State has a foreign language requirement for all students wishing to receive a high school diploma. This requirement will go into effect September 1986. For information regarding this mandate, the reader may write to: Bureau of Foreign Languages Education, New York State Education Department, Albany, NY 12234.

<sup>8</sup>An intriguing potential time-saving device, now on the market, is tripligate test paper for instant correction and feedback: the top sheet with the completed test is handed to the teacher immediately after the test; the second sheet is corrected and graded with the teacher's aid in class, and then handed in; the third sheet is the student's for further study and his record.

<sup>4</sup>For a recent informative discussion of these topics see: Renate A. Schulz, "Language Acquisition and Syllabus Design: The Need for a Broad Perspective," *ADFL Bulletin* (March 1984) 1-7.

activities such as oral, individual testing, immersion activities outside the classroom, professional development workshops, appropriate curriculum design, etc. will make heavy demands on us and at times pose almost unsurmountable problems. I am confident about our resourcefulness in finding solutions if we divide the work intelligently and equitably. Machines can help us. While they may not revolutionize foreign language learning, "they may work best when assigned a compulsory yet limited place in the curriculum" (Holmes 104). Let's give them a chance!

Irmgard C. Taylor  
SUNY at Cortland

## WOMEN WRITERS FOCUS OF WSU CONFERENCE ON FOREIGN LITERATURE

The second annual Wichita State University (KS) Conference on Foreign Literature was held April 11-13, 1985. This year's topic was again *Continental and Latin American Women Writers*. The keynote speaker was the Quebecoise novelist, Madeleine Monette, who spoke on "Women Writers and Fiction in Quebec." Among the French and Francophone authors studied were Marie de France, Louise Labé, Madame de Lafayette, George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and Marguerite Yourcenar. German writers included Fanny Lewald, Gertrud Kolmar, Louise van Franco, and Hedi Wyss. Among the numerous Hispanic writers discussed were: Cristina Peri Rossi, Rosario Castellanos, Lucia Guerra, Gertrudis Gómez de Avellaneda, Rosalía de Castro, Esther Tusquets, and Mercé Doredda. Brazilian and Polish women were also included.

One of the highlights of the conference was the poetry reading/art presentation on Thursday evening. Latin American, French, and Francophone works were presented by the poets themselves as well as English translations by other readers. The Colombian artist Yolanda Londono exhibited several of her paintings and spoke about her philosophy of art. A concert of music by women composers, presented by members of the music faculty, took place Friday evening.

### ICC LEARNING STYLE SURVEY

#### Part A

I am currently enrolled in \_\_\_\_\_  
(language, level, section).

Please attach a ranking (1=like best, 2=like less, 3=like least) to the following foreign language learning styles:

- Learning by myself \_\_\_\_\_  
Learning in a group (in class) \_\_\_\_\_  
Learning in the language lab \_\_\_\_\_

#### Part B

Assume that a vocabulary list or a grammar concept has to be mastered. A test will be given on it. Would you prefer to study from a textbook (or grammar) alone, from a book with tapes in the lab, or through CAI (Computer Assisted Instruction) at a computer terminal with a screen? The terminal would be in the library or some other easily accessible building. Please mark your preferred learning style with an X.

- From book alone \_\_\_\_\_  
From book with language lab \_\_\_\_\_  
At computer terminal \_\_\_\_\_

Yes No

- I have some familiarity with terminals \_\_\_ \_\_\_  
I have already used computer-assisted materials to study a foreign language \_\_\_ \_\_\_

#### Part C

Please jot down any additional thoughts you might have on the subject of learning styles in foreign languages or in college in general, here at Cortland or elsewhere.

Thank you for participating in this survey.

### LONGTIME AATF EMPLOYEE RETIRES



Mrs. Ebba M. Hansen, Assistant Director of the AATF Placement Bureau at National Headquarters in Champaign, has retired from her position as of June 30th with 16 continuous years of service. Mrs. Hansen took over her duties when the Headquarters were moved from Eastern Michigan University to the University of Illinois in 1969. Since that time she has compiled some 200 monthly job lists for Placement Bureau registrants and has helped innumerable job candidates find positions at both the secondary and college/university levels through distribution of these lists and utilization of the AATF's full dossier service. We know that the many beneficiaries of her services wish her well in her future endeavors. If they so desire, they may contact her directly at her home address: 720 Southwest Drive, Champaign, IL 61820.

### Colorado-Wyoming Chapter

The Colorado-Wyoming Chapter of the AATF met on February 23, 1985 at the Broadmoor in Colorado Springs in conjunction with the Spring Conference of the Colorado Congress of Foreign Language Teachers (CCFLT). President Jeanne Manning opened the meeting with the announcement of the details of the Rockefeller Foundation Fellowship. Additional announcements included increased enrollment figures for the chapter. Paola Malpezzi-Price of Colorado State University was congratulated for receiving the 1985 Young Educator Award presented by the CCFLT. Georgia Becker was the key speaker for the morning program, entertaining all in attendance with a lively account of her experiences as an exchange teacher in a small CES in the French Alps.

The Spring Workshop was held on April 13, 1985 at the Center for the Visual Arts in Boulder, Colorado. Elmer Peterson, professor at Colorado College, spoke on the subject of the literature of Quebec, focusing primarily on four novels deemed appropriate for use within the advanced classroom. *Prochain épisode* by Hubert Aquin; *Une saison dans la vie d'Émmanuel* by Marie-Claire Blais; *La guerre, yes Sir!* by Roch Carrier; and *Maria Chapdelaine* by Louis Hémon. Professor Peterson's enthusiastic description of the novels and his suggestions for the presentation of these works in the classroom encouraged the participants to take seriously, in his words, "l'obligation et le privilège d'introduire nos élèves à la littérature québécoise."

The following officers were elected to serve the 1985-1986 term: President, Lore Wiggins; Vice-President, Georgia Becker; Secretary, Joanne Lawrence; and Treasurer, Donna Stutzman. Mary Taylor will continue as Administrator for the National French contest. She reported that a total of 933 students participated in the *Grand Concours* this year. President Manning then announced that Anne Ketchum, Associate Professor at the University of Colorado in Boulder, would lead a workshop on the teaching of civilization for our 1985 Fall meeting. It was also announced that Joanne Lawrence was chosen to receive an AATF Scholarship to Avignon for this year. The meeting was adjourned and the group reconvened at a local restaurant for an authentic Cajun luncheon.

As a final note, the membership of the Colorado-Wyoming Chapter would like to express its gratitude to Jane Black Goepper and her staff for the extremely useful format and content of the *National Bulletin*. The variety of articles and the information presented in each issue continue to provide relevant, stimulating material for French educators at all levels of instruction. We would like to encourage other chapters to continue to report details of workshops, programs, and events as a means of sharing ideas and inspiration.

Linda Alcott  
Secretary

### Georgia Chapter

The Georgia Chapter of the AATF met on May 4, 1985 at the Quality Inn History Village in Athens, Georgia. Officers present were James Day, President; Genie McMillan, Secretary; and Grady Lacy, Treasurer. Approximately twenty-five members were in attendance. The treasurer reported that the chapter currently has 180 members, an increase of twenty over last year.

Several items were announced: (1) the Fall meeting will be held in conjunction with the FLAG And SCOLT meetings in Atlanta, October 10-12 at the Ramada Stadium Inn. (2) The AATF National Convention will be in New York, November 23-30, 1985. (3) Holly York of Emory University has been awarded an AATF Scholarship for summer study in Avignon. (4) 1,166 Georgia students participated in the National French Contest, an increase of 288 over the 1984 enrollment, with 12 Regional winners and 6 National winners. The National winners were students from Roswell High School, Woodward Academy, and Savannah Country Day. (5) Anne Amari Perry Scholarships have been awarded to Jennifer Newmark of Woodward Academy and Julie Lynch of Northside High School.

Lee Bradley, our Regional Representative, showed us a copy of the Minnesota AATF French Resources Directory and suggested that the Georgia Chapter consider publishing a similar one next year.

A new slate of officers for 1985 and 1986 was elected. They are: Genie McMillan, President; Jean-Paul Carton, Vice-President; Janene Sullivan, Secretary; and Grady Lacy, Treasurer.

Michele Edelsberg and Jean-Paul Carton reported on the upcoming Total Immersion Weekend, scheduled for May 10-12, 1985. Sixty students (an increase of 24 over last year), six assistants, and twenty-two teachers will participate in concurrent student and teacher workshops. Jean-Luc Ferrand, *Attaché Linguistique*, French Cultural Services, New Orleans, and Maurice Pouban of the *Alliance Française*, New York, will lead the teacher workshops.

Lee Bradley gave a lively demonstration of his method of audio-inductive grammar for beginning students, emphasizing that grammar can be induced from examples and that "English explanation should be a last resort, not a first cop-out."

Genie McMillan  
Secretary

# Calendar of Events

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NOUVELLES LECTURES DE GERMINAL: October 4-5, 1985, Queen's Univ. Information: John A. Walker, Zola Research Program, 14038K Robarts Library, Univ. of Toronto, Toronto, Ont., Canada M5S 1A1.

TROISIÈME CONGRÈS RÉGIONAL DE L'AATF DE LA NOUVELLE ANGLETERRE: October 4-5, 1985, Framingham State College, MA. Information: Bess M. Harrington, 15 Foster Street, Palmer, MA.

COLLOQUIUM ON VICTOR HUGO: 1885-1985: October 9-11, 1985, Hunter College, Roosevelt House, 47-49 East 65th Street, New York. Information: Jeanine P. Plottel or Julia Przybos, Hunter College, P.O. Box 405, 695 Park Avenue, New York, NY 10021. Telephone: (212) 772-5108.

WEST VIRGINIA UNIVERSITY'S TENTH ANNUAL COLLOQUIUM ON MODERN LITERATURE: October 10-12, West Virginia University. Information: Armand E. Singer, Dept. of F.L., Chitwood Hall, West Virginia University, Morgantown, WV 26506.

SOUTHERN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (SCOLT): October 10-12, 1985, Atlanta, GA. Information: Frank W. Medley, Jr., Dept. of Foreign Langs., Univ. of South Carolina, Columbia SC 29208. Telephone: (803) 777-4881.

TENTH ANNUAL EUROPEAN STUDIES CONFERENCE: October 10-12, 1985, Omaha, NE. Information: Peter Suzuki, Dept. of Urban Studies, Univ. of Nebraska, Omaha, NE 68182-0276.

VIRGINIA DEPARTMENT OF EDUCATION ANNUAL FOREIGN LANGUAGE CONFERENCE: October 11-12, 1985, Virginia Beach, VA. Information: Helen P. Warriner-Burke, Foreign Language Service, Virginia Department of Education, P.O. Box 6-Q, Richmond, VA 23216.

ANNUAL MEETING, FOREIGN LANGUAGE ASSOCIATION OF MISSOURI: October 12, 1985, Columbia, MO. Information: Jane Tilley, Central Junior High School, Cape Girardeau, MO 63701.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 13-15, 1985, Kiamesha Lake, NY. Information: Anthony DeNapoli, Wantagh Public Schools, Wantagh, NY 11793.

MIDWEST REGIONAL TESOL CONFERENCE: October 17-19, 1985, Milwaukee, WI. Information: Larry Bell, Univ. of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Telephone: (414) 963-6660.

ROCKY MOUNTAIN MODERN LANGUAGE ASSOCIATION: October 17-19, 1985, Provo, UT. Information: Charles G. Davis, Dept. of English, Boise State Univ., Boise, ID 83725.

SIXTEENTH-CENTURY STUDIES CONFERENCE: October 24-26, 1985, Columbus, OH. Information: R.B. Waddington, Dept. of English, Univ. of California, Davis CA 95616.

DELAWARE SYMPOSIUM ON LANGUAGE STUDIES: October 24-26, 1985, Newark, DE. Information: James P. Lantolf, Dept. of Languages and Literature, Univ. of Delaware, Newark, DE 19716.

SEMIOTIC SOCIETY OF AMERICA: October 24-27, Reading, PA. Information: Semiotic Society of America, P.O. Box 10, Bloomington, IN 47402.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 25, 1985, Indianapolis, IN. Information: Mary M. Carr, Lawrence North High School, 7802 N. Hague Rd., Indianapolis, IN 46256.

NINTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 25, 1985, Youngstown State Univ. Information: Conf. on Teaching of Foreign Languages and Literatures, Dept. of FLL, Youngstown State Univ., Youngstown, OH 44555. Telephone: (216) 742-3463.

TENTH ANNUAL CONFERENCE ON LANGUAGE DEVELOPMENT: October 25-27, 1985, Boston University. Information: Language Development Conference, School of Education, Boston University, Boston, MA 02215.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 31-November 2, 1985, Chicago, IL. Information: David Oliver, Bureau of Foreign Languages, Chicago Board of Education, 1819 W. Pershing Road, Chicago, IL 60609.

SOUTH ATLANTIC MODERN LANGUAGE ASSOCIATION: October 31-November 2, 1985, Atlanta, GA. Information: Siegfried Mews, 120 Dey Hall 014A, Box 4, Univ. of North Carolina, Chapel Hills, NC 27514.

KANSAS FOREIGN LANGUAGE ASSOCIATION: November 1-2, 1985, Worcester, MA. Information: Murle Mordy, Ottawa University, Box 58, Ottawa, KS 66067.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: November 1-2, 1985, Worcester Marriott, Worcester, MA. Information: Joy Renjilian-Burgy, Spanish Dept., Wellesley College, Wellesley, MA 02181.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 1-2, 1985, Madison, WI. Information: Helena Anderson, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201.

FALL CONFERENCE, COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: November 2, 1985, Holiday Inn North, Denver, CO. Information: Ron Walker, Executive Secretary, 2312 Valley Forge Court, Ft. Collins, CO 80521.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 7-9, 1985, St. Louis, MO. Information: Raúl Muñoz, Dept. of Modern Languages, Univ. of Northern Iowa, Cedar Falls, IA 50614. Telephone: (319) 273-2454.

SOUTH CENTRAL MODERN LANGUAGE ASSOCIATION: November 7-9, 1985, Tulsa, OK. Information: Paul A. Parrish, Dept. of English, Texas A&M Univ., College Station, TX 77843.

SYMPOSIUM ON INTERNATIONAL CULTURAL PERSPECTIVES IN LITERATURE AND LANGUAGE: November 8-9, 1985, Fairfax, VA. Information: José Angel Bufill, Dept. of FLL, George Mason Univ., Fairfax, VA 22030.

SECOND ANNUAL CONFERENCE ON LANGUAGE LEARNING: BILINGUALISM: EXPANDING OUR HORIZON: November 14-16, 1985, San Diego, CA. Information: Dan Kitchen, Conference Co-chair, 8204 Blossom Hill Court, Lemon Grove, CA 92045. Telephone: (619) 698-6733 or (619) 460-5968.

FIFTH SYMPOSIUM ON COMPARATIVE LITERATURE AND INTERNATIONAL STUDIES: November 22-24, 1985, Monterey Institute, CA. Information: Elizabeth W. Trahan, Monterey Institute of International Studies, P.O. Box 1978, Monterey, CA 93940.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, AATG, AATI, AATSP AND ACTFL: November 28-30, 1985, New York. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Telephone (217) 333-2842.

COLLOQUE SUR VENDÉE CHOUANNERIE, LITTÉRATURE POPULAIRE: December 13-14, 1985, Université d'Angers, France. Information: Georges Cesbron, Haute-Perche, Saint-Melaine-sur-Aubance, 49320 Brissac-Quincé, France.

MODERN LANGUAGE ASSOCIATION: December 27-30, Chicago. Information: MLA, 62 Fifth Ave., New York, NY 10011.

## **AATF FLES/EXPLORATORY COMMISSION FORMED**

AATF has recently formed the FLES/Exploratory Commission to assist district, principals, parents, teachers, and teacher trainers in expanding programs of foreign languages in grades K-6. The members of the commission are: Gladys Lipton, Chair (University of Maryland-Baltimore County), Helena Anderson (Wisconsin), Christine Brown (Connecticut), Anita Cipriani (New York City), Edward Cudecki (Illinois), Hal Dyess (Louisiana), Lisa Gabet (California), Virginia Gramer (Illinois), Mimi Met (Montgomery County, Maryland), Nancy Rhodes (Center for Applied Linguistics, Washington, D.C.), Gerard Toussaint (North Carolina).

Members of the Commission can assist with planning exploratory and immersion programs as well as FLES and FLEX programs, for all languages. In addition, the Commission can assist with programs in Global Education, in Social Studies/Languages, and other ideas for introducing foreign languages at the elementary school and middle school levels. The Commission can assist with the development of curriculum materials and courses of study and the training of teachers and volunteers. Members of the Commission can aid administrators in planning programs and will provide continuing assistance once the program is operational. Further, the Commission can serve as a resource for a variety of materials available in the areas of interest indicated.

For more information concerning the Commission and its work please contact Dr. Gladys Lipton, Chair, National FLES/Exploratory Commission of AATF, University of Maryland-Baltimore County, Catonsville, MD 21228. Telephone (301) 593-1654 or 455-2109. The Commission will make a report to the profession at the annual AATF/ACTFL Conference in November 1985 in New York City.

## **ATTENTION ALL READERS**

Please note the following change of address for all correspondence and articles, effective immediately: The Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, Ohio 45202. Also note the following change in telephone: (513) 861-6928, evenings only until 10 p.m. Eastern time. Thank you for noting this change in your files.

The Editor

### **Additional Calendar Listings:**

**NORTH CAROLINA STATE UNIVERSITY SEMINAR ON TEACHING COMMERCIAL AND TECHNICAL FRENCH:** September 26-29, 1985, Raleigh, NC. Information: Dr. Magill or Dr. Rollins, NCSU, Box 8106, Raleigh, NC 27695-8106. Phone: (919) 737-2475.

**MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES:** October 17-18, 1985, Bloomington, MN. Information: Leslie Caye, Fall Conference Chair, 11330 Ibis Street N.W., Coon Rapids, MN 55433. Phone: (612) 755-1879.

**CENTER FOR FRENCH CIVILIZATION AND CULTURE, COLLOQUIUM ON QUEBEC:** October 17-19, 1985, NYU, New York City, NY. Information: Bernard Garniez, Dept. of French and Italian, 19 University Place, Rm. 600, New York, NY 10003. Phone: (212) 598-2838.

**WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS:** November 1-2, 1985, Madison, WI. Information: Helena Anderson Curtain. Phone: (414) 475-8305.

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