

American Association of Teachers of French

# NATIONAL BULLETIN

Volume 11 No. 2 November 1985

## RENDEZ-VOUS À NEW YORK

du 26 au 30 novembre 1985  
Marriott Marquis Hotel

AATF/ACTFL

### LANGUAGE ASSISTANT PROGRAM

The Language Assistant Program (*Assistant de Langue*), sponsored by the French Ministry of Education, is an exchange program for college graduates who assume temporary teaching responsibilities in the host country.

An American language assistant is placed in a *lycée* in France. The assistant receives a stipend from the French government and is covered by French medical insurance. Often, the assistant receives a reduction on lodging and on meals taken at the *lycée* or at a university.

The French language assistant is recruited by American colleges and universities, which then enter into a contract with the student for the academic year. It is anticipated that some arrangement can be made for medical coverage and reduced rates for food and lodging. The individual college or university pays the French student's stipend.

As there is a disproportionate number of French assistants being placed in Great Britain as compared to the United States, the Ministry of Education hopes that more American colleges and universities will learn about and participate in this program. It provides an excellent opportunity for American students of French to meet native speakers who are close to their own age and to communicate in the language they are learning. For more information and for application forms, please write to:

Mrs. Rose-Marie Edwards  
The Cultural Service of the French Embassy  
4101 Reservoir Road, N.W.  
Washington, D.C. 20007-2178

or call Mrs. Edwards at (202) 944-6023.

### AATF 1986-87 FRANCE-U.S. TEACHER EXCHANGE PROGRAM

Application forms for the 1986-87 France-U.S. Teacher Exchange Program sponsored by the AATF, the French Ministry of Education, and the Fondation Franco-Américaine are now available from Professor Ann T. Harrison, V.P. AATF, 525A Wells, Michigan State University, East Lansing, MI 48823. This program, now in its sixth year, enables American high school or college teachers of French to exchange positions for an entire academic year with French Lycée (10th, 11th, and 12th grade) teachers of English. Participants receive their regular home salary during the period of exchange, and they are awarded a small travel allowance upon arrival in France. Housing and automobiles are usually exchanged as well.

Basic requirements are: U.S. citizenship, AATF membership, minimum three years teaching experience prior to beginning the 1986-87 school year, full time position at a public or non-denominational private high school or college. All geographical areas will be considered. Deadline for submission of completed application materials is February 1, 1986.

It should be noted that this exchange program is greatly similar to the Fulbright Exchange Program. Applicants are encouraged to apply to both programs.

### PEDAGOGICAL AIDS

The AATF Pedagogical Aids Bureau needs your help. Over the past few years, our stock of available French classroom materials has dwindled dramatically. However, we are now in a position to improve this situation. In order to do so, we need your suggestions as to the type of materials you would like to have available, whether to use as classroom realia, instructional aids or awards for scholarly achievement. Be as general or as specific as you wish, but do send us your ideas so we can begin to implement them as soon as possible. Although we may not be able to supply everything suggested, we shall certainly make every effort to do so. Send your ideas to:

John B. Garvey  
AATF Pedagogical Aids  
57 E. Armory Avenue  
Champaign, IL 61820

Be sure to mark your envelope **Pedagogical Aids Ideas**.

# CLOIS QUARTERLY SUMMARY

August 26, 1985

- In early May, JNCL/CLOIS moved to new offices on Capitol Hill. This move necessitated new brochures and stationery. Limited storage space made it necessary to transfer a number of files and materials to the computer. In the process, the Congressional Contact List, all the mailing lists, and a number of studies were updated. The staff began updating the organizational networks to the extent the information has been provided by members.
- Researched, wrote and distributed an update describing the content and status of all relevant legislation introduced in the first six months of the 99th Congress. Continued to monitor and discuss with relevant staff possible legislative initiatives and avenues for accomplishing policies of importance to the profession.
- In order to map the extent and nature of federal involvement in foreign language and international education programs, JNCL/CLOIS staff identified the federal agencies and programs dealing with international affairs. This necessitated identifying the budgets and function of over 200 government programs.
- Participated in an extensive interview on the nature of foreign language education in the U.S. by Cable News Network for national distribution.
- Sought intervention by appropriate Members of Congress to facilitate continued funding for the ERIC Clearinghouse on Languages and Linguistics.
- Worked with the Higher Education Task Force on Reauthorization of Title VI of the Higher Education Act. Regularly met with Congressional staff to discuss reauthorization and provided written testimony to every Member of the House Education and Labor Committee.
- Drafted a press release and alert on the Foreign language Assistance for National Security Act, to be distributed at a strategically opportune time in September after the introduction of a Senate counterpart. Met with numerous staff members in working on the reintroduction of this legislation and contacted approximately one hundred offices to seek additional co-sponsors for this legislation.
- Attended and spoke at the Northeast Conference, and a Conference on Business and Foreign Languages sponsored by Eastern Michigan University.
- Prepared and distributed to member organizations the minutes of the last JNCL/CLOIS meeting, financial information, and deadlines on Federal programs.
- Wrote an article describing the nature and activities of JNCL and CLOIS for a member association. This article can serve also as a general information piece for interested individuals inquiring about these organizations.

# MEMBERS' NOTES

**Professor Pierre Aubéry**, member of AATF since 1952, has recently retired from the Department of Modern Languages and Literatures at SUNY/Buffalo, where he taught for twenty-three years. The first article Professor Aubéry published in the United States, "Anxiety and Supernatural during the German Occupation of France," appeared in the February 1957 issue of *The French Review*. He has contributed several articles and book reviews to this same journal over the years as well as serving as its Civilization Editor from 1967 to 1974. In addition, he served as Region III Representative from 1974 to 1979.

In 1975 Professor Aubéry was among the founding members of *Contemporary French Civilization*, a journal of which he is still an Associate Editor. He is the author of four books: *Les Américains au Havre* (La Bibliothèque Française, 1948); *Milieux Juifs de la France Contemporaine* (Plon, 1957 & 1962); *Pour Une Lecture Ouvrière de la Littérature* (Éditions Syndicalistes, 1970); *Mécislas Golberg: Anarchiste et Décadent* (Minard, 1978).

## AATF NATIONAL BULLETIN

Volume 11 Number 2

November 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; Art N. Burnah, Provo High School, Provo, Utah; 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.

# A SURVEY OF WORD PROCESSOR SYSTEMS USED BY AATF MEMBERS

The proliferation of brands and models of microprocessors, along with innumerable word processor programs, renders "rational" purchase choice near impossible. By responding to the questionnaire below, you will contribute to our collective knowledgeability as French teachers about an instrument which has already revolutionized much of our work as teachers and writers.

Please return this questionnaire to G. T. Diller, 170 ASB, University of Florida, Gainesville, FL 32611 before January 15, 1986. Any other typewritten WP information you believe useful for AATF members will be most welcome. The responses to this questionnaire will be published in the April issue of the *NATIONAL BULLETIN*.

## I. HARDWARE ("machine")

1. CENTRAL PROCESSOR UNIT, keyboard, video display: Brand & Model you own:

---

- 1.1. Are you entirely (\_\_\_\_), mostly (\_\_\_\_), somewhat (\_\_\_\_), or little (\_\_\_\_) content with the general performance of your hardware?
- 1.2. Has SERVICE been: satisfactory (\_\_\_\_); OK (\_\_\_\_); or unsatisfactory (\_\_\_\_)?
2. Is your KEYBOARD: U.S. (\_\_\_\_); French (\_\_\_\_); or multilingual (\_\_\_\_)?
3. Does your VIDEO CONSOLE permit you to display diacritical French characters? YES (\_\_\_\_); NO (\_\_\_\_)
  - 3.1. Other useful special characters that you can display: \_\_\_\_\_
4. Your PRINTER: brand \_\_\_\_\_; model \_\_\_\_\_;
  - 4.1. Dot-matrix (\_\_\_\_); daisy-wheel (\_\_\_\_); laser (\_\_\_\_).
  - 4.2. Brand & model of DAISY WHEEL for French \_\_\_\_\_  
proportional spacing in French: YES (\_\_\_\_); NO (\_\_\_\_).
  - 4.3. DOT-MATRIX print quality: draft (\_\_\_\_); letter (\_\_\_\_); camera-ready for publication (\_\_\_\_);  
proportional spacing in French: YES (\_\_\_\_); NO (\_\_\_\_).

## II. SOFTWARE (Word Processor Program)

1. TITLE of your WP program \_\_\_\_\_;  
version \_\_\_\_\_; publisher \_\_\_\_\_;  
telephone \_\_\_\_\_.
  - 1.1. Customer/technical support: excellent (\_\_\_\_); good (\_\_\_\_); fair (\_\_\_\_); poor (\_\_\_\_).
2. For writing in FRENCH, are you satisfied with the program? YES (\_\_\_\_); NO (\_\_\_\_); somewhat (\_\_\_\_).
  - 2.1. With my program, I can compose the following French characters with ONE keystroke:  
\_\_\_\_\_; with TWO keystrokes: \_\_\_\_\_;  
with THREE or more keystrokes: \_\_\_\_\_.
  - 2.2. Does the program permit you to send to the VIDEO DISPLAY all the French diacritical characters?  
YES (\_\_\_\_); NO (\_\_\_\_).
  - 2.3. To the PRINTER? YES (\_\_\_\_); NO (\_\_\_\_); proportional spacing? YES (\_\_\_\_); NO (\_\_\_\_).
3. For writing TESTS and class EXERCISES, does this program meet your needs?  
entirely (\_\_\_\_); generally (\_\_\_\_); poorly (\_\_\_\_).
  - 3.1. Major strengths \_\_\_\_\_
  - 3.2. Major weaknesses \_\_\_\_\_
4. For WRITING and PUBLISHING, does your WP meet your needs?  
entirely (\_\_\_\_); generally (\_\_\_\_); poorly (\_\_\_\_).
  - 4.1. Major strengths \_\_\_\_\_
  - 4.2. Major weaknesses \_\_\_\_\_

## PREPARATION OF GUIDELINES ON ARTICULATION BETWEEN HIGH SCHOOLS AND COLLEGES

Northern Arizona University has received a grant from the Department of Education to focus on the training of language teachers and to prepare guidelines on articulation between high schools and colleges. NAU is looking at common proficiency objectives (oral, written, listening, reading, and culture) for high school and college classes so that one year of high school study will equate to one semester of college. The project director invites any schools and colleges working on common ACTFL/ETS proficiency goals to contact her so that their work may be considered in the preparation of guidelines: Patricia W. Cummins, Department of Modern Languages, Box 6004, Northern Arizona University, Flagstaff, AZ 86011.

## CALL FOR PAPERS 37TH ANNUAL CONFERENCE PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES

MAY 9-11, 1986

UNIVERSITY OF BRITISH COLUMBIA  
CONFERENCE CENTER  
VANCOUVER, B.C.

PAPERS, a selection of which will be published in *SELECTA, JOURNAL OF THE PNCFL*, are invited in the sections listed below.

PROPOSALS for discussion or demonstration sessions, panels, and workshops dealing with the teaching of language, literature, or culture (K-12 or post-secondary) or on topics of general interest to the profession are also invited.

SUBMISSION DEADLINE: DECEMBER 1, 1985

SECTIONS (Papers must be in final form by December 1, 1985.)

1. APPLIED LINGUISTICS: LANGUAGE, LANGUAGE ACQUISITION, AND BILINGUALISM
2. ASIAN LITERATURES AND CULTURES
3. CLASSICAL LITERATURES AND CULTURES
4. FRENCH CULTURE
5. FRENCH LITERATURE
6. GENERAL AND COMPARATIVE LITERATURE AND CULTURES (including literary theory, literary criticism, and any literature or culture not represented by another Section.)
7. GENERAL PEDAGOGY: LANGUAGE, LITERATURE, AND CULTURE
8. GERMANIC CULTURES
9. GERMANIC LITERATURES
10. INTERDISCIPLINARY APPROACHES TO THE STUDY OF LANGUAGE AND CULTURE
11. ITALIAN LITERATURE AND CULTURE
12. LITERATURE AND FILM
13. LUSO-BRAZILIAN LITERATURE AND CULTURE
14. SCANDINAVIAN LITERATURES AND CULTURES
15. SLAVIC LITERATURES AND CULTURES
16. SPANISH/SPANISH AMERICAN CULTURE
17. SPANISH/SPANISH AMERICAN LITERATURE

For a list of Section Heads and information on submitting papers or other program proposals write to:

Ray Verzasconi, PNCFL Executive Secretary  
Department of Foreign Languages and Literatures  
Oregon State University  
Corvallis, OR 97331

## PENNSYLVANIA FOREIGN LANGUAGES INSTITUTES

The *ADFL Bulletin* [16,ii(1985):8] reports on the Commonwealth Partnership, an association of twelve private colleges and universities in Pennsylvania. This group has established the Humanities Institutes for Secondary School Teachers in Pennsylvania to improve instruction in literature, history, and foreign languages. Each institute will involve forty secondary school teachers for a period of three weeks. The faculty will be made up of professors from the participating colleges and universities and teachers from the participating secondary schools.

Residential institutes are planned for the summers 1986 and 1987 to be held at the member colleges. In foreign languages, institutes are planned for 1987 in French, German, and Spanish. The theme will be "Cultural Continuity and Change." Teachers will explore current forces of culture, particularly social roles, family life, patterns of work, education, and recreation, in countries in which the target language is spoken. Starting with everyday and popular culture, the institutes are designed to increase a teacher's understanding of contemporary societies in ways that are adaptable to classroom use.

In addition to twelve days on campus, the institutes will include at least two weeks abroad, in Tours and Paris, in Berlin, or in Colima, Guadalajara, and Mexico City. In each host country participants will be paired with a native-speaking partner-teacher from a local secondary school. Language institutes will be held at Chatham, Bucknell, Dickinson, and Swarthmore Colleges.

Major funding for the \$2 million project includes a \$390,000 grant from the National Endowment for the Humanities for the first year. Another \$192,000 will be raised through a \$400 tuition fee which each teacher's school district will pay.

## FRAMEWORK FOR AN ELEMENTARY FOREIGN LANGUAGE PROGRAM

The much-discussed report of the President's Commission on Foreign Languages and International Studies (1979) underscored the need for foreign language studies. This prestigious commission specifically recommended that such studies begin in elementary school and continue throughout the student's educational experience since proficiency in a foreign language requires at least six years of study and should, therefore, be started in the elementary grades.

Studies made by Professors Lambert and Peal from McGill University in Canada demonstrate that up to the age of twelve a child is a natural "bilingual": he is able to learn one or several languages without establishing comparisons with his mother tongue and without questioning the forms used. Furthermore, children who have learned two languages have two symbols for each object and can conceptualize their environment without the support of linguistic symbols; this is the type of reasoning used in mathematics. The bilingual child acquires a more flexible way of thinking and is exposed to a series of more complete personal experiences which widen his knowledge and make his life fuller and richer.

However, the development of an Elementary Foreign Language Program within the context of the existing school system has first to address a number of questions specific to this project:

1. Goals
2. Methodology
3. Overall classroom structure
4. Choice of appropriate materials
5. Recruiting and training teachers
6. Students' motivation

### 1. Goals:

The ultimate goals of any foreign language program at the elementary level should be:

- the development of oral communication by working on listening comprehension, and speaking skills;
- the development of a cultural awareness—cultural differences should be immediately noticeable for the students by the teacher's behavior, for example, greetings, etc.

### 2. Methodology:

The topics should be related to the students' own centers of interest. Ten years of experience in the field show that the topics of most interest for elementary students are: self-identification (the student is proud to give his name, his address, his telephone number, the name of his school, what his favorite sport is... in the foreign language), school life, family life, nature and animals, sports, foreign holidays and so on. The young student enjoys comparing his life with the lives of children of other cultures.

The teaching method should be based on dramatization. It should emphasize the physical response to the spoken word. The method should mix cultural elements while developing a steady progression in the handling of the language. The method should use the same vocabulary year after year because studies have shown that a word has to be repeated forty to eighty times in order to be remembered. But the presentation of the material should seem different every year to avoid boredom. Songs, games, open-ended activities and visual aids reinforce the class. Food tasting can be part of the celebration of the holidays of the foreign language being studied.

The books should be simple and flexible and organized in units of interest. They also should be used as copybooks. They should have exercises, drawing, and creative activities. They should integrate old and new vocabulary. They should have songs, poems, and plays. They should not, however, emphasize grammar.

### 3. Overall classroom structure:

Certain questions regarding the foreign language program have to be addressed carefully for best results. The first obvious question is the starting age for foreign language education. Even if very young children are receptive (and they are), their interest has to be sustained through the appropriate material, class activities, topics, and overall class life. Their short attention span has to be recognized and has to be addressed through a curriculum that cannot be improvised, a class duration that is comfortable for the children according to their age, and a frequency of classes which should be geared towards efficiency. Class size is an important factor since the goal of such a program is to develop oral communication: students are there to speak. The program should follow the usual school year and report cards should be sent.

### 4. Choice of appropriate materials:

The main characteristic of the material developed for young students of foreign languages is its scarcity. Most existing material is too sophisticated, oriented towards grammar, and unmotivating. The evaluation of the available material should be done according to the child's age since motivation changes rapidly for young children. The material should always be complemented by games and props developed by teachers with the help of a training staff. As another complement, certain selected software can be used if the children have access to a computer.

### 5. Recruiting and training teachers:

Teachers' quality is of prime importance. Their role is to enliven the classroom using another linguistic vehicle. The teaching is done through natural responses to situations rather than through a systematic study of vocabulary and grammar. Physical response is emphasized. In essence, the quality required from teachers should be their natural affinity with children and their automatic use of the foreign language being taught.

Training should be directed at familiarization with the material, at developing oral language skills, and at responding to children's behavior. Most importantly, teachers should learn to listen and encourage children to express themselves and to become creative in the foreign language.

### 6. Children's motivation:

It is extremely difficult to sustain the motivation of the students during the entire school year. As a means to stimulate this, it is very important to involve the students in national and regional foreign language contests. A good example is the *Grand Concours-FLES* organized by the American Association of Teachers of French. Prizes and honors are awarded to the winning students. This concept could be extended to local contests.

Foreign language camps could be organized during the vacation to reinforce the class work. Field trips, movies, museums and the like are very useful to the understanding of the foreign culture. The exchange of correspondence, tapes, and video-cassettes with the students of a foreign school is also important.

(continued on p. 16)

## A STUDENT-CENTERED GEOGRAPHY PROJECT

The teaching of geography is one of the least successful activities, in terms of student interest and involvement, in the French III program. Filmstrips, maps, and fact-sheets have their place, but it is evident that the students have difficulty relating to them. The essential ingredient of successful language learning, communication, is lacking, and interest lags. It is important to develop an activity, short of an actual on-site visit, which will bring the geography and people of France alive to the learners. One project has heightened enthusiasm, increased student awareness, and provided for meaningful communication with the target culture.

At the beginning of the school year, each student is asked to choose a town in a different *département* of France for his project. Large, well-known cities such as Paris, Lyon, Marseille, etc. are not included, as information on them is readily available. Students use an atlas to help pinpoint locations, *départements*, geographic features, etc. Many students chose their towns according to personal interests, such as skiing, water sports, and history. The students then research the town to obtain as much information as is available to them in the library.

The next step is to compose a letter to the mayor of the town, requesting information about the region, asking questions concerning the day-to-day workings of town government, or other items of interest to the individual student. These letters are written in class so that the teacher can proofread them, and the return address for each one is that of the school. While writing the letters, a growing enthusiasm for the project becomes evident, as students compare questions and make predictions as to which one will be answered first.

Experience shows that within less than three weeks of sending the letters, the first reply arrives. Thereafter, one or two per week are received. Most letters receive a reply.<sup>1</sup> Many include a personal letter from the mayor's office, one or more brochures, often a map, poster, post cards, and historical data. After the arrival of each reply, the recipient has several days in which to prepare a short oral presentation for the class. The materials are then displayed in the classroom for everyone's enjoyment.

The final phase of the project is to devise a trip to the same town. The itinerary is to include transportation, meals, lodging, sightseeing, estimated costs, departure and arrival dates, length of visit, and any other pertinent information. The final results are compiled in a notebook including the research pertaining to the town, the materials received from France, and the trip itinerary. The booklets are then displayed in the classroom, becoming culture capsules which pique the interest of other classes.

Throughout the project the teacher keeps a notebook to record the students' choices, replies, reactions, and the success of the overall effort. In comparison to the passive reception of information, however stimulating, the creative state of students involved in research, communication, and active discussion is much more meaningful.

Patricia Hopper  
Porter-Gaud School  
Charleston, S.C.

<sup>1</sup>In anticipation that some letters may not receive a reply, the teacher can have on hand a collection of similar materials collected during visits to France or other Francophone areas.

## CALL FOR PRESENTATIONS 2ND INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS AND PRACTICAL APPLICATIONS

to be held in conjunction with the annual meeting of  
**THE AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES**  
NOVEMBER 19-20, 1986  
DALLAS, TEXAS

The purpose of this state-of-the-art conference is to provide a forum to share information about the following topics:

- Current research into second/foreign language acquisition by children (up to and including pre-adolescents)
- Rationales for programs for teaching a second/foreign language to children
- Successful existing programs for second/foreign language acquisition by children
- Specific suggestions on how to prepare and implement second/foreign language programs for children
- Available techniques, methods, texts, and materials for teaching a second/foreign language to children

Invitations to hear the presentations will be issued to elementary and middle school teachers and principals, curriculum supervisors, school superintendents, elementary school language arts teachers, university language arts professors, foreign language teachers at all levels, specialists in foreign language pedagogy, and state consultants for foreign languages.

**ABSTRACT REQUIREMENTS:** submit **seven copies** by no later than **January 15, 1986**. The format is limited to two 8 1/2" x 11" pages. On the first page, include your name, address, phone number, the title of presentation, and a summary of the contents of the proposed presentation. Please double-space the text of the proposal. Your name should also appear on the second page of your proposal.

**CO-SPONSORS** are: The American Council on the Teaching of Foreign Languages; the East Central University, Ada, Oklahoma; the Oklahoma Foreign Language Teachers Association; The Southwest Educational Development Laboratory; the Texas Education Agency; and the Texas Foreign Language Association.

For additional information contact:

Dr. Rosemarie A. Benya  
East Central University  
Ada, Oklahoma 74820  
(405) 332-8000, ext. 290

**CALL FOR PAPERS**  
**TWELFTH ANNUAL**  
**NINETEENTH-CENTURY FRENCH**  
**STUDIES COLLOQUIUM**

**October 23-25, 1986**

**Lincoln, Nebraska**

Anyone desiring the list of suggested topics should contact:

Professor Marshall C. Olds  
Department of Modern Languages and  
Literatures  
1111 Oldfather Hall  
University of Nebraska  
Lincoln, NE 68588-0315

**INTERNATIONAL STUDENTS:  
The Forgotten Resource**

The international students at our college have become an invaluable asset to the Department of Foreign Languages. The close working relationship between the international student advisor and the foreign language department has proved to be mutually beneficial. The international students complement and in some ways facilitate the work of the language department, while the international students also gain special benefits from this cooperative effort.

The very presence of the international student on campus is a positive motivational factor as this student is a living example of the value of foreign language study. In most cases an international student is here only because he or she learned to communicate in a foreign language, that is, English. Recognizing the practical value of this ability to communicate, such students often begin or continue the study of a third or fourth language. Particularly the students who come to study business seem to realize what a professional asset multilingual competency can be.

In the foreign language class the presence of the international student makes the American student much more aware of the world beyond. For example, three international students enrolled in my Intermediate French class in January. The class is normally a somewhat passive group attempting to fulfill our college's six credit language requirement in the least painful way. Almost immediately the interest level of the class began to rise. Since September I had been stressing the value of being able to communicate in another language. This only became real when a 17-year-old student from Macao explained that one could not come to the United States without being able to communicate in English. And, despite the fact that she was already fluent in Chinese and Portuguese, she wanted to learn to communicate in French. At this point, students really began to believe that there was practical use here for them too.

Another student from Ethiopia explained that he was able to use his already multilingual abilities at an interesting hotel position in Washington and that he was now attempting to expand his language competency. Interest rose even further.

By the time the student from El Salvador had begun to explain the political troubles of that country, we began to believe that we were truly participating in a "global" class. The next week, an international student from France asked to bring a friend, a French university student on holiday, to our class the day after our text presented a chapter on the French university system. I began to wonder what I had done to deserve such good fortune.

This positive motivational factor is only one of the many advantages international students offer to the college foreign language department. The international students and the ESL (English as a Second Language) classes provide another opportunity for the language department. Specifically, the international students profit from the tutoring and helping services of foreign language majors and minors who have decided that multicultural exposure and TESOL (Teaching of English to Speakers of Other Languages) training and practice will enhance them personally and professionally. Many students seeking foreign language teacher certification also seek competency in TESOL. The ESL classes provide an opportunity for practical experience.

International students might also prove to be a great asset to those involved in foreign language instruction at the secondary level. Any teachers wishing to avail themselves of this resource might contact the international student advisor at a regional college or university. This office could make contact with students who would be willing to speak to classes about their home country.

Do make contact with the international students in your area. They can help your language program in many ways.

Mary Elizabeth Kenny  
Marywood College

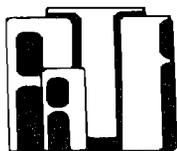
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**CALL FOR PAPERS**  
**SIXTH ANNUAL**  
**CINCINNATI CONFERENCE**  
**ON ROMANCE LANGUAGES**  
**AND LITERATURES**

**MAY 14-16, 1986**

**UNIVERSITY OF CINCINNATI,  
CINCINNATI, OHIO**

Submit three copies of a 250-word abstract indicating title, period or century, and genre to Boris G. Salazar or to Michael F. Leruth, Department of Romance Languages and Literatures, M.L. 377, University of Cincinnati, Cincinnati, Ohio 45221-0377, by January 31, 1986. Papers are invited on any aspect of Hispanic, French, Italian, Portuguese, or Provençal literature, the teaching of any Romance language or literature, or on literary translation. A special session may also be held for papers on Chicano literature.



## 1986 AATF SUMMER SCHOLARSHIPS

Our program of summer scholarships for 1986 includes:

- a) THIRTY (tentative) scholarships funded by the French government, through the French Cultural Services, and by AATF for summer study in Avignon during four weeks in July
- b) FIFTEEN scholarships offered by the government of Québec (see below) during the summer of 1986, early July-mid August.

### AVIGNON

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the *Grand Séminaire* and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1986) will be considered.

### QUEBEC

The purpose of these fifteen scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take courses at either Université Laval in Quebec City, Université de Montréal, or at Université du Québec à Chicoutimi. Their tuition is covered for the full 6 week session, as well as their room and board, plus some cultural activities. Laval University will grant credits for the full 6 week session, these will be recorded on an official transcript.

### GENERAL RULES FOR ALL SCHOLARSHIPS

The summer scholarships are not a pretext for paid holidays abroad. They are offered to members of the AATF in the best interest of the profession and the recipients should expect to study very hard during their stay in Québec and in Avignon. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of Francophone culture. Ideally, every teacher of French should have the experience of living and studying in a Francophone country. Therefore, priority will be given to those who:

- 1) have never been to France or Québec;
- 2) have not had EXTENSIVE previous experience in travel and/or study in French-speaking countries;
- 3) are doing creditable work as teachers of French;
- 4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

### ELIGIBILITY

Applicants MUST be teachers of French in elementary or secondary schools, or teachers at the college/university level, up to and including the rank of assistant professor. Applicants MUST be currently engaged in teaching and plan to continue teaching French during 1986-87. Finally, applicants MUST be members of AATF in good standing, as of **January 1, 1985**. Everything being equal, preference will be given to applicants who have been members for at least **two** consecutive years, i.e. since January 1, 1983.

### INELIGIBLE FOR ANY SCHOLARSHIP ARE:

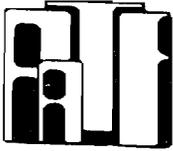
1. Current Chapter Presidents;
2. Recent recipients (since and including the summer of 1981) of AATF and/or French summer study scholarships or *stages*;
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

### APPLICATION

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

The application form and the two letters of recommendation must be returned to the Chapter President no later than **January 6, 1986**. LATE APPLICATIONS WILL NOT BE ACCEPTED. Each chapter will submit the applications from ALL qualified candidates to its Regional Representative who will, in turn, send ALL qualified nominations to the National Chairman. Deadline of chapter to Reg. Rep.: **February 1**; Deadline of Reg. Rep. to National Chairman: **February 24, 1986**. Every effort will be made to notify winners before March 31, 1986.

Further information may be obtained from Helen M. Cummings, AATF Vice President in charge of scholarships, 17 Byrne Road, Milton, MA 02187, Tel: (617) 698-7956.



1986

**AATF SUMMER SCHOLARSHIPS**

Please read description before completing this form.  
When completed, return to your Chapter President,  
no later than January 6, 1986

Name \_\_\_\_\_ Country of Birth \_\_\_\_\_  
          last                          first                          middle

Maiden name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
(If pertinent to verification of AATF membership)

Address \_\_\_\_\_  
                          number and street                          city                          state                          zip code

Telephone: Home \_\_\_\_\_ Office \_\_\_\_\_  
                          area code  area code

School/College/University \_\_\_\_\_

Address \_\_\_\_\_

Level of French taught: Elem. \_\_\_\_\_ Sec. \_\_\_\_\_ Coll./Univ. \_\_\_\_\_ Rank \_\_\_\_\_

No. of French classes \_\_\_\_\_ No. of French students \_\_\_\_\_ Other subjects taught \_\_\_\_\_

AATF Chapter \_\_\_\_\_ President \_\_\_\_\_

Continuous member of AATF for \_\_\_\_\_ years (preference given to those with 2 or more years of membership), including 1986.

Scholarship desired: France \_\_\_\_\_ Québec \_\_\_\_\_ 1) U. Laval \_\_\_\_\_ 2) U. Québec/Chicoutimi \_\_\_\_\_ Montréal \_\_\_\_\_

Have you ever received an AATF Summer Scholarship? Yes \_\_\_\_\_ Year \_\_\_\_\_ No \_\_\_\_\_

Have you ever received a scholarship from the French government? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, year \_\_\_\_\_ and

place \_\_\_\_\_

**ACADEMIC BACKGROUND**

Institution	Credit hours in French	Degree	Date

List all previous travel and study in Francophone countries as indicated below.

- 1980 \_\_\_\_\_
- 1981 \_\_\_\_\_
- 1982 \_\_\_\_\_
- 1983 \_\_\_\_\_
- 1984 \_\_\_\_\_
- 1985 \_\_\_\_\_

**TEACHING EXPERIENCE**

<b>Years</b>	<b>School</b>	<b>Years</b>	<b>School</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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Supply a statement on each of the following:

(1) How will this experience improve your ability as a teacher of French?

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(2) Describe your professional plans for the future as a teacher of French.

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Have two recommendations sent to your Chapter President:

- (1) One from your principal (or department chairman, if teaching in college/university).
- (2) One from another person who is familiar with your work and ability.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_

## **CLEAR: CENTER FOR LANGUAGE EDUCATION AND RESEARCH**

This new organization, funded by the National Institute of Education (NIE) through its Division of Learning and Development, will conduct basic and applied research relevant to the education of students whose proficiency in English is limited and foreign language students. CLEAR is located at the University of California, Los Angeles, under the leadership of Amado M. Padilla, Professor of Psychology. This organization is staffed by an interdisciplinary group of faculty members and students. Projects under the auspices of CLEAR are being conducted at the Center for Applied Linguistics in Washington, D.C., Yale University, and the University of California, Santa Barbara. CLEAR is also collaborating with a number of school districts around the country.

The focus of CLEAR is on research, improvement of instruction, community involvement, and dissemination of information. Research projects will center on: academic skill development in the areas of reading, writing, and mathematics for language minority children; cognitive and problem-solving strategies in academic tasks; metalinguistic skills in language acquisition including transfer of knowledge across linguistic systems; foreign language instruction and program assessment; foreign language and mother tongue attrition; programs that jointly meet the needs of linguistic minority and majority students. A major part of this organization's activities will be the improvement of instruction for bilingual students and foreign language learners through professional development for practitioners and development and evaluation of materials.

CLEAR will produce a series of technical reports for researchers and a series of educational reports for practitioners. As CLEAR is in the process of developing a mailing list, persons and organizations interested in learning more about this organization and its publications should send their name and address to:

Ms. Barbara Avery  
Administrative Assistant  
Center for Language Education and Research  
Department of Psychology  
University of California  
Los Angeles, CA 90024

## **THE JOURNAL OF LANGUAGE FOR INTERNATIONAL BUSINESS**

The Department of Modern Languages of the American Graduate School of International Business has announced the establishment of *The Journal of Language for International Business*. This new journal, edited by Jorge H. Valdivieso, will be issued twice a year. Subscriptions are \$15 annually to individuals. For details on submissions or subscriptions, write to:

*The Journal of Language for International Business*  
American Graduate School of  
International Management  
Thunderbird Campus  
Glendale, AZ 85306

## **COMMUNICATIVE PROFICIENCY**

The New York State Association of Foreign Language Teachers has published a guide to teaching for communicative proficiency. Edited by Anthony Papalia, the guide includes articles by Anthony Mollica, June K. Phillips, Genelle Morain, and others. Postpaid copies are available for \$12 from:

NYS AFLT Headquarters  
1102 Ardsley Road  
Schenectady, NY 12308

## **NEW FOREIGN LANGUAGE NEWSLETTER**

*Language Paper*, a new newsletter for persons associated with foreign languages, is designed to encourage the study of foreign languages and to enhance their use. Each issue of this new publication contains abstracts of resumes and language-related items such as employment opportunities, information about companies and organizations, and their services. For more information write to:

*Language Paper*  
P.O. Box 193  
Walnut Creek, CA 94597-0193

## **TRAVEL/STUDY ABROAD MANUAL**

*A LEADER'S MANUAL FOR DEVELOPING CROSS-CULTURAL AWARENESS IN SECONDARY STUDENTS WHO TRAVEL AND STUDY ABROAD IN FRANCE*. James E. Becker, PLS Publications, Cedar Falls, IA. 199 pp.

This book is a practical guide for teachers who are taking young American students to France on a travel/study experience. The author, who has extensive experience taking groups to France, includes information on pre-departure orientation, building group cohesiveness, culture shock, activities for the bus rides, among many other topics. He provides hundreds of helpful addresses in the United States and France. The book costs \$7. Checks should be written to PLS Publications.

PLS Publications  
Price Lab School  
Cedar Falls, IA 50613

## **MAGAZINE FOR YOUNG PEOPLE**

*Enfantaisie, la revue des jeunes* is a publication created by two teachers of French who are raising their own children bilingually. This magazine contains games, stories, illustrations, and a wide variety of activities meant to appeal to the sense of fantasy a child has. While the contents seem most appropriate to children who have learned to read up to about age 10 or 11, there are some items that would appeal to older children. Certainly junior high school students who are beginning their study of French would find many of the activities interesting and the level of French challenging. A year's subscription (6 issues) is \$16; a single issue, \$4. All correspondence should be sent to:

*Enfantaisie*  
2603 S.E. 32nd Avenue  
Portland, OR 97202  
Telephone: (503) 235-5304

# CHAPTER NEWS

## CONNECTICUT

The Connecticut Chapter of the AATF met at Wesleyan University on Saturday, May 4, 1985. Two workshops were offered simultaneously: "Study and Homestay Programs in Québec and Montréal", presented by Marie-Claire Demelbauer, and "Review of Computer Software" by Maureen Mugavin. These workshops were followed by two more simultaneous workshops: one concerning the Advanced Placement Examination, offered by Denise Katz and "Nos Voisins Acadiens", by Marie Gauvin. Professor Robert Mead then addressed the members on "The Outlook for Foreign Languages Today."

During the business meeting, Yolande Petrin informed the members on the progress toward the reinstatement of the *Grand Concours* in the State. Morton Briggs presented the slate of candidates. Elected to office were: President, Thérèse Harnois; Vice-President, Valerie Andrews; Treasurer, Denise Katz; Secretary, Maureen Mugavin. Ms. Harnois thanked retiring President, Gene Barberet and Vice-President, Yolande Petrin for their leadership and energy in reactivating the Connecticut Chapter.

Following the business meeting the members relaxed with an *apéritif* before enjoying lunch. Professor Henri Peyre delighted his audience with his tales of "Soixante ans d'enseignement du français aux États-Unis." The drawing for a week-end in Québec City for two, donated by Leon and Marie-Claire Demelbauer of Education Adventures, culminated the program. Robert Serafino is the fortunate teacher who will be traveling to Québec.

Maureen Mugavin  
Secretary

## OHIO

The Fall meeting of the Ohio Chapter of AATF took place on October 12, 1985 in the auditorium of the art museum on the campus of Miami University in Oxford, Ohio. Featured speaker was Dr. Robert Wilhelm, Associate Professor of Classics at Miami. His slide lecture, "Roman France," was well received. Members were also able to enjoy the current presentations of the museum. The program was followed by a luncheon.

The Spring meeting will be held in conjunction with the Ohio Modern Language Teachers Association in Cleveland, in early April 1986. The featured speaker will be Professor Pierre Sot-teau of Miami University whose topic will be "Paris en l'an 2000."

Donald Greenham  
Secretary-Treasurer

## WISCONSIN

The Wisconsin Chapter of AATF announces the recipients of the 1984-1985 Wisconsin French Educator Awards. The Distinguished French Educator Award recognizes an educator's outstanding contributions to French language education through dedication, excellence in teaching, professional growth and contributions, and active participation in professional organizations. Ms. Sally Cullen and Ms. Judith M. Michaels are co-recipients of the Wisconsin Distinguished French Educator Award, 1984-1985. Ms. Cullen, Marshall Junior High School, Janesville, Wisconsin, has been teaching for twenty-three years and has been an active member of AATF

for sixteen years. She is very supportive of foreign language, being active on the local, state, and national levels. She is immediate past President of the Wisconsin Association of Foreign Language Teachers. Ms. Michaels, West DePere High School, DePere, Wisconsin, has been teaching for twenty years and has been a member of AATF for seventeen years. She is currently President of the Wisconsin Chapter of AATF.

The Certificate of Recognition is awarded to teachers of French who have done a creditable job of teaching. Ms. Barbara Rolland and Ms. Belle Bernstein are co-recipients of the Certificate of Recognition, 1984-1985. Ms. Rolland, University of Wisconsin-Eau Claire, has given much service and dedication to the AATF and the teaching of French. Ms. Bernstein, Whitefish Bay High School, Milwaukee, has been teaching for nineteen years and has been a member of AATF for sixteen years. She has an active French Club and has chaperoned student groups to Canada and France since 1974.

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PS Form 3526, July 1984

(See instruction on reverse)

**CALL FOR PAPERS**  
**10TH ANNUAL**  
**YOUNGSTOWN CONFERENCE**  
**FOR FOREIGN LANGUAGE TEACHERS**  
**YOUNGSTOWN STATE UNIVERSITY**  
**YOUNGSTOWN, OHIO**  
**OCTOBER 24-25, 1986**

The Committee is soliciting proposals for either workshops or other presentations on topics related to the teaching of foreign languages at the high school or college levels. **The deadline for proposals is March 20, 1986.**

Send proposals or inquiries to:

Conference for Foreign Language Teachers  
Department of Foreign Languages  
Youngstown State University  
Youngstown, Ohio 44555

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**CALL FOR PAPERS**  
**ELEVENTH ANNUAL MISSOURI**  
**PHILOLOGICAL ASSOCIATION**  
**March 20-22, 1986**  
**University of Missouri-Kansas City**

Topic: French Canada. Papers on any aspect of language, literature, or culture. **Deadline for abstracts is December 13, 1985.**

Send 100-word abstract and request for registration form to:

D. Jerry White  
English Department  
CSMU  
Warrensburg, MO 64093

Le *National Bulletin*, s'adressant à des lecteurs maniant la langue anglaise et la langue française, est par nature bilingue. Ses colonnes sont donc ouvertes aux articles rédigés dans l'une ou l'autre langue.

L'anglais a largement dominé les deux premiers numéros de ce Volume 11, reléguant en quelque sorte le français dans les coulisses. La rédaction du *National Bulletin* souhaiterait accorder une place plus importante, plus équitable, à la représentation de la langue française. Bienvenue donc à de telles contributions.

(continued)

**MORE MATERIALS FOR STUDY/TRAVEL ABROAD**  
**AND INTERCULTURAL AWARENESS**

The AFS Research Department has produced several publications of possible interest to teachers. For help in developing orientation sessions for students going abroad or for students who will receive foreign visitors, the annual volumes of the *AFS Orientation Handbook* would be useful. It is available from:

The Intercultural Press  
Box 768  
Yarmouth, ME 04096

Another orientation publication is *A Fondness for Ice Water*, a 20-page introduction to the United States available for \$2.50 from the AFS Research Department. For an annotated bibliography of all publications of the AFS Research Department, write to:

Dr. Neal Grove,  
Director of Research  
AFS International  
313 E. 43rd Street  
New York, NY 10017

**LEAD A SUMMER GROUP ABROAD**

The Experiment in International Living is looking for leaders for its 1986 Summer Abroad Program which includes orientation, language training, and a home-stay. Qualifications include knowledge of the culture of the host country, language fluency, experience working with U.S. high school students, and a minimum age of 24. **Application deadline is December 1, 1985.** High school and college instructors are encouraged to write or call:

The Experiment in International Living  
Brattleboro, VT 05301  
Telephone: (802) 257-7751, ext. 228

**OVERSEAS OPPORTUNITIES FOR TEACHERS**

The Register for International Service in Education (RISE) is a computer-based referral service which enables teachers, consultants, and specialists to locate overseas assignments in a variety of fields. RISE is administered by the Institute for International Education (IIE). Although the Register works primarily with developing countries, all world regions other than North America are represented. RISE currently lists over 1500 assignments in 65 countries. Individuals may register with IIE for one year for a fee of \$45. For registered members, RISE will provide, over a one-year period, information on all overseas educational employment opportunities listed with the Register that correspond to the registrant's qualifications and preferences. For more information write to:

Director, RISE  
Institute of International Education  
809 United Nations Plaza  
New York, NY 10017

## FRENCH TELEVISION COMMERCIALS: An Engaging Cultural Activity for the Advanced French Class

Teachers of French at the secondary school and college level alike face a constant challenge to provide a sufficiently varied selection of cultural realia to hold the interest of more advanced students. The advanced student has often already been exposed to a rather wide range of techniques and materials and may be somewhat jaded. One of the most effective ways to break the routine and stimulate the interest of the advanced student of French is through the periodic use of French television commercials interspersed at regular intervals throughout the advanced course.

Fortunately, an excellent representative selection of forty-seven current French television commercials is now readily available on video tape.<sup>1</sup> The products advertised range from automobiles such as the Renault 4 and the Citroën BX, to beverages, snack foods, stereo systems, and clothing—all of which in themselves tend to be of interest to the students. The commercials employ advertising strategies which are specifically designed to appeal to teenagers and young adults. Furthermore, since television commercials in France are grouped together and shown *en bloc* in special 10 minute segments between programs (rather than being included in the regular programs as in the United States), they must be very clever and interesting to draw and hold the attention of a young viewing audience.

While there are several possible procedures for classroom exploitation of this material, the following approach has proved to be particularly useful. First, the teacher must introduce several new key vocabulary items and idiomatic expressions for each commercial in order to facilitate listening comprehension. A full transcript of the commercials accompanies the video tape but it is preferable to withhold it until the class has first viewed each commercial several times, attempting to understand as much as possible by direct, careful listening. Then copies of the transcript may be distributed and the more elusive turns of phrase may be analyzed.

Next, the teacher can hand out a previously prepared questionnaire for the students to complete. A typical questionnaire might include such basic questions as:

1. *Quel genre de produit est présenté dans cette émission publicitaire?*
2. *Quels sont les avantages de ce produit? Quels en sont les désavantages?*
3. *Quelle est votre réaction à ce produit? Si vous étiez en France, l'achèteriez-vous?*
4. *Analysez brièvement l'approche publicitaire de ce spot.*
5. *Est-ce que ce spot introduit un nouveau concept? Lequel?*
6. *À quelle catégorie socio-professionnelle ce spot est-il destiné?*
7. *Si vous étiez chargé de la campagne publicitaire pour ce produit, qu'est-ce que vous changeriez dans ce spot?*

Once the text of the commercials has been fully comprehended and the sales strategy analyzed, the class may be divided into pairs so that the students may begin to practice acting out the commercials for each other, thereby gaining a more active control of the new syntactic constructions and vocabulary. Most students seem to enjoy using the French teenage slang and catch phrases included in the commercials. A few of the more confident students may later be chosen to give a selected commercial in front of the class.

Following this, the teacher can assign each pair of students the specific task of creating their own original television com-

mmercial for a product of their choice, to be presented at the next class meeting or the following week. Some students may enjoy creating commercials giving the opposing viewpoint of a competitor firm. If the teacher perchance has access to a video camera, the students' commercials may themselves be video-taped and played back for the participants' observations. The majority of students become deeply involved in the project of creating an original commercial to present to their peers and display an amazing amount of creativity and ingenuity, utilizing puppet shows, homemade props and costumes, French foods, songs, etc. Interestingly enough, some of the more passive students are frequently among the most active in this project.

As a final activity, the teacher can assign a brief composition comparing French and American commercials and marketing strategies. The accompanying transcript gives a brief French commentary on the underlying sales strategy and can be used as a point of departure and source of French marketing terminology. Yet another variant of this final phase is to assign selected students roles as advertising executives trying to sell a new sales campaign to the chairman of the board.

(continued on p. 15)

### INSTITUTE OF INTERNATIONAL EDUCATION: FRENCH LANGUAGE TEACHING ASSISTANT PROGRAM

The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native French speaker for their language teaching programs. Assistants help by teaching, correcting, supervising language labs, animating and directing clubs and extra-curricular activities. Under the Foreign Language Teaching Assistant Program, French university students and young teachers come to schools, colleges, and universities as native speakers, serving in language departments or in language houses on campuses throughout the country.

The cost is affordable. In return for the services of the assistants, the host U.S. institution may provide the FLTAs room and board, a waiver of tuition, and a stipend, which usually ranges from \$100 to \$300 a month. The terms vary greatly, however, depending on the circumstances. Homestays may be arranged; some students require little in the way of financial support; some need only library access and do not need university-level study.

For more information about this program call or write: Mrs. Nina Davis Miles, Institute of International Education, Office of English and Special Services, 809 United Nations Plaza, New York, NY 10017. Telephone: (212) 984-5494.

# Calendar of Events

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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.

CALICO LANGUAGE AND TECHNOLOGY CONFERENCE: December 2-4, 1985, Tokyo. Information: CALICO, 3078 JKHB, Brigham Young Univ., Provo, UT 84602.

COLLOQUE SUR VENDÉE CHOUANNERIE, LITTÉRATURE, Y COMPRIS 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, 1985, Chicago. Information: MLA, 62 Fifth Ave., New York, NY 10011.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING and the ARIZONA FOREIGN LANGUAGE ASSOCIATION JOINT MEETING: February 13-16, 1986, Phoenix. Information: Marie-France Hilgar, Dept. of Foreign Languages, Univ. of Nevada, Las Vegas 89154. Telephone: (702) 739-3545.

WESTERN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES: February 15-17, 1986, Univ. of Southern California. Information: G.S. Rousseau, Dept. of English, Univ. of California, Los Angeles 90024.

TWENTIETH-CENTURY LITERATURE CONFERENCE: LITERATURE AND THE OTHER ARTS: February 26-28, 1986, Univ. of Louisville. Information: Elizabeth B. Clay, Dept. of Classical and Modern Languages, Univ. of Louisville, KY 40292.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 3-8, Anaheim. Information: TESOL, 201 DC Transit Bldg., Georgetown Univ., Washington, D.C. 20057. Telephone: (202) 625-4569.

COLORADO CONFERENCE OF FOREIGN LANGUAGE TEACHERS: March 6-8, 1986, Colorado Springs. Information: Ron Walker, 2312 Valley Forge Court, Ft. Collins, CO 80521.

SIXTEENTH ANNUAL LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES: March 6-8, 1986, Univ. of Texas at Austin. Information: J. - P. Montreuil/David Birdsong, LSRL XVI, Dept. of French and Italian, Univ. of Texas, Austin, TX 78712. Telephone: (512) 471-5531.

COLLOQUIUM ON TWENTIETH CENTURY FRENCH STUDIES: March 7-8, 1986, Baton Rouge. Information: John D. Erickson, Dept. of French and Italian, Louisiana State Univ., 225 Prescott Hall, Baton Rouge, LA 70803-5309.

PHILOLOGICAL ASSOCIATION OF THE CAROLINAS: March 13-15, 1986, College of Charleston. Information: Jorge Marban, Dept. of Languages, College of Charleston, Charleston, SC 29424; or Joel Myerson, Dept. of English, Univ. of South Carolina, Columbia, SC 29218.

AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES: March 27-30, 1986, Williamsburg. Information: Richard Peterson, St. Olaf College, Northfield, MN 55057.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 3-5, 1986, Milwaukee. Information: Gerard L. Ervin, Slavic Dept., The Ohio State Univ., 232 Cunz Hall, Columbus 43210. Telephone: (614) 422-4398/6733.

NORTHEAST MODERN LANGUAGE ASSOCIATION: April 3-5, 1986, New Brunswick. Information: Ida H. Washington, Foreign Literature and Languages, Southeastern Massachusetts Univ., North Dartmouth, MA 02747.

ASSOCIATION FOR FRENCH LANGUAGE STUDIES in cooperation with SCOTTISH UNIVERSITIES FRENCH LANGUAGE RESEARCH ASSOCIATION: April 3-5, 1986, London. Information: Richard Towell, Dept. of Modern Languages, Univ. of Salford, The Crescent, Salford M5 4WT United Kingdom.

IRONY AND SATIRE IN FRENCH LITERATURE: April 3-5, 1986, Univ. of South Carolina, Columbia. Information: Freeman G. Henry, Dept. of Foreign Languages, Univ. of South Carolina, Columbia, S.C. 29208.

OHIO MODERN LANGUAGE TEACHERS ASSOCIATION: April 10-12, 1986, Cleveland. Information: Robert Novotny, 6317 Austin Dr., Ashtabula, OH 44004.

FIFTH ANNUAL CONFERENCE ON LANGUAGES FOR BUSINESS AND THE PROFESSIONS: April 10-12, 1986, Ann Arbor. Information: Dr. Geoffrey M. Voght, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-0178/0130.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 16-18, 1986, Washington, D.C. Information: James Dodge, Northeast Conference, P.O. Box 623, Middlebury, VT 05753.

KANSAS FOREIGN LANGUAGE ASSOCIATION: April 18-19, 1986, Manhattan, KS. Information: Murle Mordy, Ottawa Univ., Ottawa, KS 66067.

KENTUCKY FOREIGN LANGUAGE CONFERENCE: April 24-25, 1986, Lexington. Information: Boris Sorokin, Dept. of Slavic and Oriental Languages, 1105 Patterson Office Tower, Univ. of Kentucky, Lexington, KY 40506-0027.

SIXTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 14-16, 1986, Cincinnati. Information: Boris G. Salazar or Michael F. Leruth, Dept. of Romance Languages and Literatures, M.L. 377, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH: July 7-11, 1986, Montréal. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Telephone: (217) 333-2842.

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Note: Ms. Gabet is a member of the recently formed AATF FLES/Exploratory Commission as well as President of Esprit Français. Since 1974 she has been involved in creating materials for teaching French to young children.

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