



FROM THE PRESIDENT . . .

There is a remarkable—and gratifying—amount of activity in the nation regarding education in general, and the areas of foreign languages and international studies in particular.

The most recent update on state initiatives compiled by the Joint National Committee on Languages (JNCL)¹ shows how much is going on at the state level. Changes in Title VI of the Higher Education Act, as well as several other legislative projects being developed, will create a stronger educational and research structure for language pedagogy.

A national foreign language center has just been created, with private funding of more than \$3.5 million, at the Johns Hopkins School of Advanced International Studies in Washington, D.C. With the ambition to “develop a comprehensive national policy on foreign language teaching,” its emphasis is on the development of applied and measurable instructional techniques; beyond these general statements of intentions, however, it is impossible to judge the practical effect of this new center at this point in time.

Meanwhile, a proposal released by the American Association of Universities calls for the establishment of a federally funded national foundation modeled on the National Science Foundation, the National Endowment for the Humanities, and the National Endowment for the Arts. It would dispense funds for research and teaching projects at a high level of national patronage.

The rhetoric used to sell these proposals to the foundations and to Congress, however, has tended to stress the prevailing decentralization and disorganization in the foreign language community to a degree that many have found unjust and insulting to existing efforts. The JNCL executive committee vociferously rejected the premise that there is or should be a single “national agenda” in this area, and some of its members wrote a response published in the *Chronicle of Higher Education* (Nov. 12, 1986).

The fact that the language associations have had little direct input into the writing of these proposals has not tended to increase their enthusiasm. The problem is not one of home-turf protection, for the associations welcome powerful allies for their own endeavors. Rather, it is the uncertainty, resulting from the lack of direct involvement, about the pontifical powers of such a foundation by means of which certain teaching methodologies might become institutionally privileged, and the vagueness of the directions in which the projects are headed.

From yet another sector, the MLA Commission on Foreign Languages, Literatures, and Linguistics, chaired by Jean Carduner, has completed its work. The report of the Commission has been published in the 1986 issue of *Profession*. As a direct result of the work of the Commission the

MLA has established a Standing Committee on FL programs. This Standing Committee will seek funding in order to implement the recommendations in the Commission's report.

All this activity is rather dizzying to those who weathered the lethargies of the '70s. But dizziness is another symptom of exhilaration. We, as an association, want to be involved in all these activities, and will be reporting on them regularly here, while we continue to work on our own contributions in the specific field of French.

Philip Stewart, President, AATF
Duke University

¹ Available from AATF headquarters.

CONTEST TO RENAME THE NATIONAL BULLETIN

We thank those readers who took the time to participate in the contest to rename the *National Bulletin*, as announced in the September issue. We have received many creative and interesting suggestions that we are sending on to the Executive Council of AATF for a decision. We shall announce the result in a future issue of the *National Bulletin*.

In this issue . . .

- Recent AATF elections results are reported on page 2.
- The most recent update on the *Mobilisation Pédagogique* is reported on page 3.
- **Les Nouvelles des Services Culturels** was prepared for this issue by Albin Pasco and by Georges Morali; see page 5.
- In cooperation with French educational institutions, a list of programs of study in France for teachers of French appears on page 9.
- Be sure to consider applying to the NEH Summer Seminars listed on page 16.
- For savings on air fares to the AATF national convention in San Francisco in July, see page 2.

REMINDER

COME JOIN US NEXT SUMMER
FOR A WEST COAST EXPERIENCE

SIXTIETH ANNUAL MEETING

AMERICAN ASSOCIATION OF
TEACHERS OF FRENCH

JULY 1-5, 1987

HOTEL MERIDIEN

SAN FRANCISCO, CA

All current AATF members will receive fuller information and necessary registration forms in Spring 1987. For earlier information write to: AATF Convention Registration, 57 E. Armory Avenue, Champaign, IL 61820.

SPECIAL AATF FARES ON UNITED AIRLINES OFFER SAVINGS ON TRAVEL TO SAN FRANCISCO

United Airlines has joined with the American Association of Teachers of French to offer special airfares (lower than United prices available by any other means) when you attend the Conference in San Francisco and travel between June 27 and July 6, 1987 inclusive.

To obtain a 5% discount from any United available/applicable fare (Ultra Savers included), or a 30% discount off standard coach fares (all restrictions waived) simply follow these easy steps:

1. Either you or your preferred travel agent should phone United's toll-free number at 800-521-4041 (48 contiguous states), or 800-722-5243 extension 6608 (Alaska and Hawaii). Call daily between 8:30 a.m. and 8:00 p.m. EST.

2. When you reach the United agent, refer immediately to the special AATF account number 7025H.

You may purchase your tickets from your local travel agent, or United will mail them to your home or office. Whatever means of ticketing you choose, the special AATF fare can be obtained only when the reservation is initiated by telephone through special United 800 number, and ticketed in the U.S.

In addition, AATF attendees who obtain their flights on United (as outlined above) will be eligible for a special drawing. The prize is one complimentary round-trip continental U.S. ticket good for travel before December 15, 1987 (holiday periods excluded).

Seats are limited, so call early for best availability. Fares are guaranteed at time of ticket purchase. Why not call today?

NATIONAL HEADQUARTERS ANNOUNCES ELECTIONS RESULTS

AATF National Headquarters announces the results of the recently held elections for Vice President and for regional representatives from three regions. All newly-elected officers will take office on January 1, 1987.

Vice President Josette J. Smith (The Baldwin School, Bryn Mawr, PA)

Regional Representative IV Biruta Cap (Kutztown University, PA)

Regional Representative VI George J. Gauthier (Hiram College, OH)

Regional Representative VIII Maurice G. Elton (Southern Methodist University, TX)—reelected.

Congratulations and best wishes for successful and profitable three-year terms.

AATF NATIONAL BULLETIN

Volume 12 Number 3
January 1987

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

Editorial Assistant: Danielle Raquidél, University of Cincinnati, Ohio

Reading Committee: Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, Utah; Phyllis Dragonas, Melrose Public Schools, Massachusetts; Gisèle Loriot-Raymer, University of Cincinnati, Ohio; Judith Muyskens, University of Cincinnati, Ohio; Susan Redd, Mount Vernon High School, Washington.

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All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication is indicated on the copies.

Postmaster: Send address changes to AATF, 57 East Armory Avenue, Champaign, IL 61820.

MOBILISATION PÉDAGOGIQUE A FRANCO-AMERICAN PARTNERSHIP TAKING SHAPE

The September issue of the *National Bulletin* devoted several articles to last April's colloquium at Sèvres and the Commission on *Mobilisation Pédagogique* that resulted. Many AATF members have since responded to the chairman's call for volunteers to serve on the commission subcommittees on (1) materials, (2) exchanges, scholarships, and internships, and (3) dissemination of information. The commission met for the first time at the Modern Language Association convention to confirm the selections of subcommittee members among other items of business. All those who volunteered will be contacted shortly if they have not already received a response.

During the December meeting Commission Chairman and AATF Vice President Patricia Cummins reported to the group on her October trip to France where she met with the French commission paralleling that of the AATF on *Mobilisation Pédagogique*. She similarly reported on a second meeting hosted by the French Ministry of Foreign Affairs to promote the exchange program *Français 2001* planned between French regions and AATF regions and described in brief in the September *National Bulletin* by representatives of the French Cultural Services. A summary of her report follows.

As a result of the October meeting with the French parallel commission, it was determined that three individuals in France would be designated to assist the three American subcommittees with their work. Claude Demarigny of the Centre National de Documentation Pédagogique (C.N.D.P.) will gather needed information on pedagogical materials and will enlist the assistance of other individuals whose collaboration could prove helpful. Eric Nguyen of the Ministry of Foreign Affairs will oversee information on exchanges, scholarships, and internships. Jeannine Feneuille of the Centre International des Études Pédagogiques (C.I.E.P.) will coordinate the dissemination of information whether it relates to computer data banks, library resources, or government publications and organizations. Raymond Le Ruyet, Associate Director for Linguistic Policy of the Ministry of Foreign Affairs, is the French commission chairman.

Other items discussed included the *bus pédagogique*, the *valise pédagogique*, and the *valise promotionnelle*. The *bus* is in fact a car with all kinds of pedagogical materials and two individuals who do workshops on how to use the materials as well as display them. The *valises* are actual suitcases with pedagogical or promotional materials. Information on the *valises* is available through the French Cultural Services, and through MICEFA on the *bus* only, as was reported in the September and November issues of the *National Bulletin*. The emphasis is on "authentic" materials produced in France for use by American teachers of French. Other discussion on materials centered on a possible distribution of fashion photos, including photos of how people really dress in the streets of Paris, and on the use of magazines in the classroom.

The topic of exchanges, scholarships, and grants was discussed. Among other groups, the new French American Institute for International Studies is planning summer opportunities for school teachers in the future. Those plans will be reported as plans become more precise. The Paris Chamber of Commerce offers summer seminars directed primarily toward college teachers and for which a limited

number of scholarships will be available through the French Cultural Services. The summer seminars cover French civilization in a broader sense and are not limited to business topics. In addition, the Paris Chamber of Commerce is willing to assist American teachers in arranging internships for students with appropriate backgrounds, and they are willing to assist teachers who wish to set up their personal programs involving business contacts, during a sabbatical or other leave. A more detailed announcement on these summer programs appears elsewhere in this issue of the *National Bulletin*. A number of schools in France are interested in exchanges with American students and American faculty. After the appropriate subcommittee begins its work, we hope to publish a report concerning such exchanges in a late 1987 bulletin.

As for dissemination of information, representatives from C.I.E.P. indicated that the Center had decided to work with the editor of the *National Bulletin* in order to minimize duplication of efforts. Several groups will work together to provide the needed information on sources of documentation of all kinds.

Français 2001

On October 22, 1986 the Ministry of Foreign Affairs hosted a group of 300 people to discuss *Français 2001*. That group included representatives of local and regional government, offices of tourism, chambers of commerce, and educators. The topic was exchanges between French regions and other countries. At one point during the meeting, telephone communication allowed questions and answers between those attending the meeting and regions throughout France and abroad.

Descriptions of what transpired in exchanges with other countries in Europe covered a range of activities. The exchange between Brittany and Austria was not limited to education but also encompassed exchanges and promotions of agricultural or manufactured products, exhibits by artists, and interaction between tourist offices and chambers of commerce. In the exchange between the Netherlands and Burgundy, school children as young as nine years old were accompanied by their teachers. In the case of North America, however, we plan to start with a program similar to that described in the September *National Bulletin*.

France has 22 regions, while the AATF has nine. Some AATF regions involve short distances while one extends over three time zones. The Cultural Services are currently working with the AATF leadership, particularly with regional representatives, to resolve a number of questions that arise because of the size of our North American constituency. At the time this issue went to press, discussions were underway involving (1) geography (which French regions with which AATF regions), (2) the relation of the *Français 2001* contest to the National French Contest, (3) the extent of financing from different sources.

The regional representatives make up a fourth subcommittee of the commission to deal with *Français 2001*. That group and the Cultural Services will be reporting to the membership as more details are spelled out.

Patricia W. Cummins
Northern Arizona University

TEACHERS OF FRENCH AATF PLACEMENT BUREAU

The Placement Bureau is a non-profit agency serving only members of the American Association of Teachers of French. The fee for registering with the Placement Bureau with full dossier service and monthly lists is \$25 for a one-year period. Registration is valid for a period of 12 months from the time it is received. No commission is asked of either the candidate or the employer in the event of placement. A new Placement Bureau registrant who is not a member of AATF will pay either regular dues of \$27 for the calendar year (January 1 through December 31), or student dues of \$13 for the academic year, plus the Placement Bureau registration fee. Dues schedules are slightly higher for foreign memberships and an additional \$2 must be added to the Placement Bureau registration fee for overseas registrants. Please note that any lapse in AATF membership causes a lapse in Placement Bureau services until membership in good standing is re-established.

Payment of the \$25 (\$27 overseas) Placement Bureau fee entitles the candidate to the following services for a period of 12 months.

- monthly list of job vacancies
- compilation and maintenance of his/her placement file
- sending copies of this file by the Bureau to schools, at the request of the registrant or a potential employer
- referral of candidates in response to requests from hiring officials.

The registrant's placement file should include: (1) completed Placement Bureau registration forms, and (2) letters of recommendation, limited to three. We advise that registrants ask no more than three people who are familiar with their educational and teaching experience to mail letters of recommendation directly to the AATF Placement Bureau. Some prospective employers will accept no more than three letters; if there are more than this number, the Bureau may be obliged to decide which letters to send when the file is copied. The Bureau will not send transcripts, however, unless specifically asked to do so. The Placement Bureau cannot assume the responsibility of preparing materials or of requesting letters of recommendation. The Bureau will mail the registrant's file to any prospective employer upon request, whether or not the job listing originated with us. It is understood that registrants are actively in search of a position, and it is important that registrants notify the Bureau of any change in their status.

Each registrant is limited to having five copies of the file in circulation at any one time. The Bureau always requests hiring officials to return copies of dossiers to the office as soon as they have had time to consider them. Once a candidate has five copies in circulation, he/she is so informed, and a supplementary fee of \$2 is charged for each additional copy requested. There is also a \$2 charge for the permanent release of a copy of the placement file to another agency. (To be eligible for this service, the individual must be an active member of the Placement Bureau at the time of the request.)

AATF members who wish to receive the monthly list of job vacancies, but who do not desire dossier service, must pay a registration fee of \$12.50 (\$14.50 overseas). These registrants will receive the vacancy list for a period of 12 months; they need not complete Placement Bureau registration forms, as their file is not handled by this office. The vacancy lists are mailed the first day of each month, and are

cumulative. Schools and other hiring agencies from all over the United States and Canada, and occasionally from abroad, list vacancies with the AATF.

In order to receive registration forms and additional information, please write to John B. Garvey, Assistant Director, AATF Placement Bureau, 57 E. Armory Avenue, Champaign, IL 61820; telephone (217) 333-2842.

UNE PRÉSENCE QUÉBÉCOISE DANS LE MONDE: L'ALLIANCE CHAMPLAIN

Association sans but lucratif, l'Alliance Champlain se voue à la promotion du Québec, de la langue française, et des ressources culturelles québécoises dans le monde. Elle fournit un soutien culturel et technique aux organismes et associations qui s'intéressent au Québec et à sa culture ou à la langue française.

Tout organisme qui en fait la demande peut acquérir le titre de *membre associé* de l'Alliance Champlain: départements de langue ou d'études françaises, écoles ou classes de langue, maisons d'enseignement, clubs ou cercles français, associations franco-canadiennes ou franco-américaines, bibliothèques, etc. La cotisation annuelle de l'Alliance est fixée à \$60 U.S. (\$75 Can.).

Les *membres associés* reçoivent le soutien de l'Alliance Champlain surtout sous la forme de dons de trousseaux culturelles constituées de livres, d'affiches, de cartes, de cassettes, d'imprimés et d'articles divers sur le Québec et sa culture. L'Alliance fournit sur demande des renseignements sur les ressources culturelles et pédagogiques québécoises et aide les groupes à rencontrer des Québécois ou à trouver des conférenciers. Les *membres associés* sont inscrits sur la liste d'envoi d'une dizaine de publications touchant divers aspects de la réalité québécoise.

Pour obtenir des renseignements supplémentaires ou pour s'associer à l'Alliance, les organismes sont priés de s'adresser à Monsieur Denis TURCOTTE, secrétaire général de l'Alliance Champlain, case postale 8503, Sainte-Foy, Québec G1V 4N5 Canada. Téléphone: (418) 681-0621.



LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

Pour en savoir plus sur la société française d'aujourd'hui, les Services Culturels Français recommandent la revue *ÉCHOS*, une publication de grande qualité réalisée par le Centre International d'Études Pédagogiques de Sèvres.

ÉCHOS est une revue d'information et de réflexion axée principalement sur la civilisation française contemporaine. *ÉCHOS* propose donc des données statistiques et des synthèses sur les divers aspects de la France d'aujourd'hui.

Événements politiques, situation économique, faits et problèmes de société, réalités quotidiennes, points sur les orientations et innovations du système éducatif, vie des médias (presse, télévision, publicité...), actualité culturelle (littérature, mouvement des idées, cinéma, théâtre, manifestations artistiques...), présentation de régions ou de quartiers de Paris... sont au sommaire des différents numéros.

ÉCHOS rend compte également de recherches et d'expériences pédagogiques réalisées au CIEP de Sèvres, en France ou hors de France par des spécialistes de français langue étrangère (FLE).

L'ensemble des dossiers, articles, fiches pédagogiques ainsi présentés est conçu pour servir de support à des activités d'enseignement.

ÉCHOS est par conséquent destiné en priorité aux étudiants et enseignants de FLE (français langue étrangère) mais aussi à tous ceux qui cherchent à connaître et comprendre la société française actuelle.

Pour souscrire un abonnement à la revue trimestrielle *ÉCHOS* (environ 100 pages illustrées, quatre revues par an): abonnement normal 1 numéro, 20 F (\$3 environ); abonnement normal 4 numéros, 70 F (\$11 environ) avec supplément pour envoi par avion, 40 F (\$6 environ). On est prié de faire le règlement par mandat international à l'ordre de: agent comptable secondaire du CIEP (*ÉCHOS*) CCP 9130 69 x PARIS à retourner à l'adresse suivante: CIEP *ÉCHOS*, 1, avenue Léon-Journault, 92310 Sèvres France (Téléphone: 45.36.75.27, poste 336 ou 355).

Pour obtenir un exemplaire gratuit de la revue *ÉCHOS*, écrire directement à l'AATF, 57 E. Armory Avenue, Champaign, IL 61820 (Téléphone: 217-333-2842). Attention: le stock est en nombre limité. Pour tout complément d'information concernant le CIEP de Sèvres, publications, recherches, formation, écrire à l'adresse ci-dessus ou à Albin Pasco, Attaché linguistique, French Cultural Services, 972 Fifth Avenue, New York, NY 10021.

QUARTIER LATIN: VOTRE ÉMISSION HEBDOMADAIRE EN FRANÇAIS, UNE ÉMISSION QUI PÉTILLE

QUARTIER LATIN est avant tout une émission radio, un magazine qui se savoure comme du champagne. Il pétille entre vos oreilles, il rafraîchit votre humeur.

Actuellement *QUARTIER LATIN* se déguste au Texas sur la superbe radio de la Texas Christian University, KTCU-FM, et cela grâce à la gentillesse de son propriétaire Mr Bernardez et de la fantastique coordinatrice de *QUARTIER LATIN* Mme Renée White, Foreign Languages Coordinator à Greenhill High School.

Mais bientôt, grâce à l'aide de tout le monde, cette émission pourra être entendue sur plusieurs stations.

Il est temps maintenant d'en savoir plus, vous êtes prêts, je vous entraîne à la découverte de *QUARTIER LATIN*.

Tout d'abord *QUARTIER LATIN* c'est Paris, le Boulevard St-Germain, le Boulevard St-Michel, les quais de la Seine, l'église de St-Germain des Près, les petits cafés et les terrasses des restaurants, des parfums et des couleurs, la Sorbonne et les grandes facultés, des lumières, les vitrines des magasins, l'Opéra et le Panthéon, les petits déjeuners au café de Flore ou aux Deux Magots, un quartier plein de vitalité, de chaleur et de musiques. Ensuite c'est San Francisco, l'Alliance française de cette ville et le Bureau d'Action linguistique ouest États-Unis des Services culturels français aux États-Unis.

Toute une équipe motivée qui voulait donner à tous les professeurs, les étudiants, les francophiles et les français un moyen d'écouter une langue parlée aujourd'hui.

Une équipe qui voulait créer une émission radio remplie de couleurs, de lumières, de parfums. *QUARTIER LATIN* allait naître.

Un programme de 30 minutes, cocktail de musiques, de divertissements, de magazines, d'informations. Des musiques de Brel, Montand, à Lio, Indochine et Téléphone. Des divertissements, des jeux, des recettes de cuisine, un horoscope. Des magazines sur la mode, le cinéma, des interviews. Des informations réalisées par le service de presse du Consulat de France à San Francisco.

QUARTIER LATIN donne aussi la parole à de jeunes américains qui peuvent s'exprimer en français. Ce magazine «Boomrang» permet aux étudiants américains de faire passer des messages, de raconter des histoires, de réciter des extraits de pièces de théâtre...

Dans chaque émission, une radio parisienne dirigée par des adolescents, RADIO ADO, nous envoie des interviews de jeunes français sur des sujets d'aujourd'hui.

Il existe actuellement 6 émissions de *QUARTIER LATIN*. L'Alliance française de San Francisco qui participe à ce projet propose à tous les professeurs ou institutions désireuses de se procurer ces émissions un abonnement pour une série de 20 cassettes couvrant l'année scolaire au prix de \$95. Vous pouvez nous aider aussi en proposant ces émissions à une station de radio. Entrez avec nous dans *QUARTIER LATIN*.

Si vous désirez plus d'informations, écrivez-nous à l'adresse suivante:

J.M. Cabanis ou G.E. Morali, Bureau d'Action linguistique, Services culturels français, 540 Bush Street, San Francisco, CA 94108 ou ALLIANCE FRANÇAISE-QUARTIER LATIN, 1345 Bush Street, San Francisco, CA 94109.

CORRECTION

As has been pointed out to us by a longtime AATF member, the upcoming Convention in San Francisco (July 1-5, 1987) is definitely not the first to be held on the West Coast, despite what we have been stating in our publicity, but the third; the two others having taken place in 1949 and 1965. Whatever the number, we sincerely hope that you will come join us there next summer.

Fred M. Jenkins
Executive Director

MEMBERS' NOTES

Jim Becker, former editor of the *National Bulletin*, and **Lydia Coulter** have received the 1986 Iowa Foreign Language Association "Outstanding Foreign Language Educator" awards. Becker's award is for the University and College Division; he is Chair of the Modern Language Department at the Malcolm Price Laboratory School at the University of Northern Iowa. Coulter's award is for the High School and Middle School Division; she teaches French and Spanish in the Ottumwa Community Schools.

Former Region III Representative **Brenda Benzin** has been elected 1st Vice-President of the New York State Association of Foreign Language Teachers for a term beginning January 1987.

Two AATF members from different sections of the country have received the *Palme Académique*. Véronique Marteau, delegate of the Consul General of Boston conferred this award on **Sister Marie-Jeanne Ducharme**, French teacher at Rivier College, Nashua, NH in recognition for her years of service to French language and culture. Gabriel Otman, Adjunct Cultural Attaché and Linguistic Advisor in the French Consulat of Chicago made the award to **Colette Manac'h-Royall**, President of the St. Louis Chapter of AATF.

Charles Randal Fowler, teacher of French and Spanish at the University of Chicago Laboratory Schools, is one of ten Chicago-area teachers to receive the Foundation for Excellence in Teaching Golden Apple Award for 1986. Recipients of the award have a paid fall-term sabbatical for tuition-free study at Northwestern University, a cash award of \$2,500. In addition, recipients participate in a professional development seminar series with leading policy-makers in the field of education.

Diane Kessler of the College of St. Scholastica in Duluth, Minnesota, a former French instructor in a Peace Corps Total Immersion Program in West Africa, and a colleague, Elisa Troiani, who teaches English as a Foreign Language, have been awarded a NEH grant for \$115,000 to implement changes in the foreign language program at the college. Kessler and Troiani have developed a Total Language Curriculum at St. Scholastica. This innovation involves a flexible program combining a basic language core — fundamental grammatical structures, aural-oral proficiency, and knowledge of syntax — and multi-skill units serving students' needs and interests. Multi-skill units include: pronunciation, songs, games, language lunches, dramatizations, immersion weekends, conversation, translation/interpretation, and interviews with native speakers.

"We want to create opportunities for students to learn a language as a totality; the way children do, the way immigrants thrown into a foreign culture do. Learning a language is a very individualized experience. Our new curriculum recognizes this fact and capitalizes on it." It is the mastery of the language skills, not the speed with which the content is learned that is the focus of the program. Grant monies will provide supplies and equipment, including specially designed computer software and videotapes, consultant fees, and released time for faculty for curriculum development.

AATF member **Kathleen Marshall Pederson** has been granted the Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education during the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Dallas. Dr.

Pederson teaches French and Spanish at Buffalo Grove High School, Buffalo Grove, Illinois. Her dissertation, "The Effects of Passage Availability during Adjunct Questioning in Computer-Assisted Reading Practice on Recall Measures of Reading Comprehension in Intermediate College French," was written at The Ohio State University in 1985 under the direction of Dr. Gilbert A. Jarvis. A report on her study appeared in the spring 1986 issue of *The Modern Language Journal*. As an expert in computer-assisted instruction in foreign language education, she has reviewed many software programs and books, given papers on the subject and served as an evaluator and consultant to publishers of these materials.

Michèle Shockey, Region IX Representative and instructional supervisor at Gunn High School, Palo Alto, CA, has been reappointed a member of the College Board Development Committee in Advanced Placement French for the 1986-87 academic year. This committee is responsible for developing examinations that the Board offers through its Advanced Placement Program as well as communicating information about the examinations to those using or affected by them and advising on related policies and services.

AATF SUMMER SEMINAR IN TAHITI JULY 5-12, 1987

Once again the AATF and Academic Arrangements Abroad are offering a summer seminar in Tahiti following the Annual Meeting in San Francisco. Over one hundred AATF members participated in the 1985 "Introduction à la Polynésie française." The reactions of the participants to this outstanding program have led to this second symposium in Tahiti. The program has been designed with both first time and return visitors in mind so that each will be able to enrich his understanding of the culture and history of this beautiful part of the Francophone world.

The program cost of \$1,665 includes round trip air fare; Los Angeles/Papeete/Los Angeles via UTA direct flight as well as round-trip airport/hotel group transfers and round-trip boat transfer to Moorea, all taxes, service and portage. It also includes six nights accommodations double occupancy with private bath and continental breakfast—four nights at the Maeva Beach Hotel on Tahiti and two nights at the Kia Ora Hotel on Moorea. One lunch, three dinners, and the welcome reception are also included. Special highlights of the tour that are included are seminars and discussion groups with distinguished leaders in the fields of education, history, art, and literature, opportunities to meet with teachers, administrators, and government officials arranged in cooperation with the Ministry of Education; a full day tour of Tahiti with specially arranged visits to the Musée Gauguin and the Musée de Tahiti et des Îles; a tour of the lush island of Moorea, the "Bali Hai" of *South Pacific*; and, a *soirée polynésienne* including traditional tamaaraa feast and dance show. An optional extension tour to Bora Bora (July 12-16, 1987) is also available at an additional \$695.

Anyone interested in this exciting opportunity should request details from Academic Arrangements Abroad, 50 Broadway, New York, NY 10004; telephone, (212) 514-8921.

GETTING THE MOST OUT OF AN INTERVIEW IN THE FOREIGN LANGUAGE CLASSROOM

Inviting native speakers into the foreign language classroom has always been an excellent way of showing students that they are indeed learning enough of the language to communicate with someone other than their instructor or their classmates. Normally, beginning students cannot follow a presentation in the target language unless the speaker limits the conversation to very elementary vocabulary and structures. This situation can be improved by using an interview format that forces the students to take the initiative in a conversational exchange; such an approach helps restrict the subject matter to areas the students understand. The interview experience is most beneficial when it is carefully prepared and when the teacher follows up with some related activities. The format described here, in the context of a specific interview, works well with beginning students.

The class in question was an elementary French class at a polytechnic university in a small town where the students seldom, if ever, encounter French speakers. These students tend to spend far more time studying for their technical courses than for elective classes such as French, and rarely do they participate in out-of-class activities such as the French Club. If they are to be exposed to the "extras," one must use class time despite the unrelenting demands of the course syllabus. The interview described here took place in the twelfth week of a beginning course that met daily for one hour, and where French was spoken almost exclusively. These students had already had approximately 50 contact-hours of French, enough to understand and use most of the basic structures in the present tense.

The interview subject was a young Algerian woman, Khadidja, who was enrolled in the electrical engineering program on campus. Her husband Danny was a member of the French class, but none of the other students knew Khadidja or even realized that Danny was married to a speaker of French.

Before Khadidja's visit, the instructor announced to the students that there would be a visitor during the second half of class two days later. They were told only that the guest would be a speaker of French and that their task would be to use French to find out as much as possible about the visitor in order to write a short follow-up composition describing him or her. Then the instructor explained that in order to be ready for the interview each student needed to prepare ten interview questions that would be analyzed during the next class period in order to avoid duplications and grammatical complications beyond their skills.

During the short screening session the next day, the instructor asked each student to read one question out loud. No other student who might have prepared the same question would be able to keep it on his or her list. This ensured that the interview would continue smoothly after the first three or four most commonly asked questions. Some questions were rejected because they were grammatically too complicated; others were rejected because they were not tactful. Several rounds produced a bank of questions that were varied, appropriate, and understandable. Even the least confident students had something tangible that they knew they could ask during the interview.

The following day, just prior to Khadidja's arrival, the instructor asked the students to take some notes during the interview to refer to later while writing their compositions. The instructor and Khadidja had agreed beforehand that

Khadidja's role would be to answer the students' questions as clearly and simply as possible, never using English, and leaving it to the students to discover whatever information they could. The first queries were the inevitable «Comment vous appelez-vous?» and «Comment allez-vous?» Next, someone asked «Êtes-vous de Paris?» «Non, je ne suis pas de Paris,» she answered simply. «Où habitez-vous en France?» came the next question. «Je n'habite pas en France, je ne suis pas française,» was her reply. Not French? But she seemed so French, she was so at home with the language. Already the students had learned firsthand something it would have taken the instructor much longer to impress upon them—that French is a near-native language to millions of people outside *l'Hexagone*. The interview continued, with Khadidja carefully skirting the identity of her husband—that was to be left to the very end. There was an amusing moment when Danny asked, «Est-ce que votre mari fait quelquefois le ménage?» «Pas assez souvent,» she responded.

The students' attention was fixed on Khadidja the entire time—they jotted down notes, asked her to repeat what they hadn't understood, hung on her every word. Occasionally the instructor would intervene to rephrase something, but translating to English was never necessary. «Aimez-vous le rock?» one student asked. «Euh, je n'aime pas la musique bruyante,» she replied. «Bruyante?» someone asked, puzzled. «Elle préfère la musique calme,» interjected the instructor, as «calme» was an adjective that they all recognized.

By the end of the interview, the students had discovered a lot, including the fact that Khadidja was Danny's wife. But most important, they had found they could use their French even after just twelve weeks.

The next day, the compositions the students handed in were surprisingly good; even students who normally wrote perfunctory papers had taken a real interest in writing as much as they could about this young woman. Follow-up included looking again at the map of Francophone countries in the textbook and discussing briefly the role of France as a colonial power in Algeria and elsewhere.

Apart from formulating the questions, conducting the interview, and writing their compositions, the students derived yet one more benefit from the visit. Khadidja had indicated that Albert Camus was one of her favorite writers. Most of the students had never heard of Camus, much less of his «Noces à Tipasa,» but Khadidja's comment had provided an opening. The instructor copied several passages from the Tipasa essay. Of course the students were not able to read these passages but they could follow the words as the instructor made a rough translation. The direct connection between Khadidja and Camus' Tipasa greatly increased their interest in French.

The same sort of connections can be made in relation to the background or interests of any guest. Depending on the origins of the guest—Provence, Brittany, Paris—the instructor can bring in excerpts from literature, examples of paintings, or show slides detailing some aspect of the region, its art, and its architecture.

This approach to an interview takes scarcely more class time than does bringing in a guest who will talk to the students for half an hour but its benefits are far greater. The interview channels the guest's remarks so that they are

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WHEN IT COMES TO LIFE: TEACHING FRENCH TO VERY YOUNG CHILDREN

Teaching French at the pre-school and kindergarten level presents a considerable challenge. If we want the young child to perceive French as a viable form of communication rather than a mere collection of words we must expand the classroom experience beyond an exercise in memorization. French must be approached as an extension of the child's growing verbal skills. His natural spontaneity must be drawn upon and practical consideration given to the manner in which he uses his own language.

The pre-schooler has long passed the stage of communicating in single words. A world of unrelated words is of little interest or use to him. Although he may be curious to know that another way to say a coat is *un manteau* or an apple, *une pomme*, without a context into which he can place the word it quickly loses relevance for him and becomes difficult to retain. The young child's world is an expressive one. It is far more natural for a child to say "Let's go" or even *Allons-y* as he grabs his coat to go outside to play than for him to say "my coat" (*mon manteau*). Similarly, as he sits down for lunch he will say "I'm hungry" or *J'ai faim* before he lists the contents of his lunchbox.

In developing a curriculum for young children great emphasis should be placed on relevant simple sentences and expressions. Much of the classroom time should be spent in drawing out the children and involving them individually in the language. Finger plays, play acting, short one act plays, role playing and hands-on puppet work are all vehicles in offering the child an opportunity to use the language in, what is for him, a realistic context.

Traditional elements such as numbers, colors, courtesy vocabulary, familiar objects, parts of the body, clothing, weather, days of the week, aspects of the French culture are all to be part of the curriculum. Whenever possible, however, they should be introduced in an expressive manner. Returning to the example of *Allons-y*, this can be learned as the children rush around the room or line up at the door. Once they have grasped the meaning of the expression and are able to use it spontaneously then qualitative vocabulary is added: *en bateau*, *en avion*, *à vélo*, etc. Similarly, in teaching first *J'ai faim* it is a natural progression to *Voilà une pomme*, *Voilà du fromage* and then to what is the most fun of all, *C'est bon* or *C'est mauvais*.

The importance of physical participation in the subject cannot be stressed too much. Young children learn more quickly and retain longer information they can touch. In a French program this translates into "Act it out."

The activities outlined below allow the children to participate in the language. Brevity, simplicity of language, and repetition enable them to grasp the context easily and encourage a sense of mastery.

Finger plays.

Finger plays are a useful way to introduce new expressions. Children enjoy reciting or singing while demonstrating the action with their fingers and hands. One example adapted from *Jeux de doigts, jeux de rythme* by Jeannette Muller is:

Petit Pouce
Cache-toi
Où es-tu?
Te voilà!

Finger plays also lend themselves to acting out. For instance, the given example *Petit Pouce* can be changed to *Petit Éric, Cache-toi...* using the name of one of the children in the class. The child hides somewhere in the classroom while the other children close their eyes and count to ten in French. They all call out *Où es-tu?* and Éric reappears, to cries of *Te voilà!*

One Act Plays

One act plays, using a handful of expressions can be adapted from stories already known to the children, stories created by the teacher, or better yet, stories created by the children themselves. These are intended as an opportunity for children to use the language rather than as an elaborate production. Each child should be given an opportunity to play each role. One example would be "The Three Little Pigs" using expressions such as *Toc, toc, toc.* *Qui est là?* *C'est moi*, *Ouvrez*. For Goldilocks you can use expressions like *C'est chaud*, *C'est froid*, *C'est dur*, *C'est haut*, etc.

Role Playing.

Role playing is another favorite of children. Parent-Child, using such expressions as *Lave-toi les mains*, *Au lit*, *À table*, with responses like *Mais elles sont propres*, *Pas tout de suite*, *J'ai faim*, and Doctor-Patient using *J'ai mal*, *Où?* *À la tête*, *Au ventre*, etc., are both successful. Props such as plastic foods, toy kitchens, bandaides, and toy doctor kits add to the fun.

Puppets

Each child should have his own puppet. These can be simple stick puppets made by the child and used in a range of activities from the exchange of courtesy vocabulary to the full scale puppet shows built upon the expressions within the curriculum.

Being able to use the language in an expressive manner brings the language alive for the child and ignites his curiosity. It offers him an enormous sense of confidence. If you present him with expressions which appear frequently in his daily life he will respond enthusiastically and will carry these expressions out of the classroom, using them on the playground, with other teachers, and with his family. Although this approach may leave less time to build vocabulary, it serves more directly in expanding the child's concept of communication. It more readily turns the foreign into the familiar thus encouraging an awareness of a larger world. It not only lays the foundation which all curricula seek, but also establishes an affinity with the language which can be drawn upon when French is approached more academically in later schooling.

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Works To Consult

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STUDY PROGRAMS IN FRANCE FOR TEACHERS OF FRENCH

In a tangible reflection of the spirit of cooperation that dominated the colloquium held at Sèvres in April 1986, the information contained in this article has been provided by Jeannine Feneuille, Director of the Centre International d'Études Pédagogiques at Sèvres and Inspecteur général de l'Éducation nationale. The programs listed here are not exhaustive; however, they represent the institutions that responded to Madame Feneuille's request for information on educational programs available to Americans in France. The programs are listed alphabetically by the city in which they are located.

Angers

Centre International d'Études Françaises, Université Catholique de l'Ouest, organise à Angers des stages de juillet: (1) cours d'entraînement intensif à la pratique de la langue parlée et écrite (tous les niveaux — «credits» possibles); (2) cours de perfectionnement pour professeurs étrangers de français, avec possibilité d'option français des affaires. Il organise aussi un stage de septembre pour tous les niveaux du français langue étrangère avec options de traduction, de littérature, de français des affaires — «credits» possibles. Il existe aussi la possibilité de s'inscrire pendant l'année universitaire, d'octobre à juin; «credits» donnés par des universités américaines et canadiennes. Pour tous renseignements, s'adresser à Madame Cochin, Directrice du CIDEF, 3, place André-Leroy, B.P. 808, 49005 Angers Cédex.

Avignon

Centre d'Études Linguistiques d'Avignon organise des «stages ouverts» qui fonctionnent toute l'année et des «stages fermés» (mononationaux ou une spécialité) tels que «langue et chorégraphie», «langue et civilisation françaises à travers le théâtre dans le Festival», «professeurs de français», «sessions internationales spécialisées pour acteurs et futurs acteurs de théâtre», etc. Le centre entame une collaboration avec l'École Internationale de Journalisme d'Avignon qui permettra d'offrir aux journalistes des pré-stages linguistiques. Ces stages auront pour but de préparer les participants à des sessions de formation continue qui seront assurées à part entière par l'École de Journalisme. Pour tous renseignements, écrire au CELA, 16, rue Sainte-Catherine, 84000 Avignon.

Bordeaux

Le Département d'Études Françaises pour étudiants étrangers de l'Université de Bordeaux III organise des stages destinés aux étudiants étrangers de perfectionnement en langue, et en littérature française (niveaux du Certificat pratique de langue française et du Diplôme d'études françaises) en juillet et août ainsi qu'en septembre. Il y a aussi un stage audio-visuel de 13 semaines et un cours de perfectionnement de 12 semaines d'octobre à février ou de février à juin. Pour tous renseignements, écrire au secrétariat du Département d'Études Françaises pour étrangers, Université de Bordeaux III, Domaine universitaire, 33405 Talence Cédex.

Caen

L'Université de Caen, Cours Internationaux d'Été présente des cours de tous les niveaux de langue française générale, des travaux pratiques de perfectionnement, et phonétique; le français des affaires; le français de l'expression littéraire; séminaire des professeurs; le français des

sciences; la civilisation française. Il y a quatre sessions de trois semaines de juillet à la fin de septembre. Pour tous renseignements, écrire à Cours Internationaux d'Été, esplanade de la Paix, 14032 Caen Cédex.

Cannes

Le Collège International de Cannes offre des cours d'été et des cours de l'année universitaire. Il y a des cours de langue à tous les niveaux, et spécialement pour les professeurs de français langue étrangère, un cours supérieur de civilisation et un cours de méthodologie de français langue étrangère. Ce dernier a un double but de faire profiter les professeurs de FLE des travaux et applications réelles des professeurs du collège et d'autre part, de mettre l'accent sur les techniques d'enseignement les plus performantes. Il y a aussi la possibilité de se préparer aux examens de l'Alliance française et de la Chambre de Commerce et d'Industrie de Paris. Pour tous renseignements, s'adresser au Secrétaire général, 1, avenue D' A. Pascal, 06400 Cannes.

Dijon

Le Centre International d'Études Françaises de L'Université de Bourgogne (avant 1986, l'Université de Dijon) organise des cours d'été de 4, 6, ou 8 semaines; un stage de perfectionnement pour professeurs en juillet; ainsi qu'une classe spéciale pour les enfants d'étudiants (enfants de 7 à 13 ans, accompagnés d'un parent inscrit aux CIE). Il organise aussi des cours semestriels pendant l'année scolaire. Pour tous renseignements, écrire à: Centre International d'Études Françaises, 36, rue Chabot-Charny, 21000 Dijon.

Grenoble

Le Centre Universitaire d'Études Françaises de l'Université de Grenoble organise (1) des cours de langue, littérature et civilisation françaises; (2) des stages intensifs audio-visuels de français général et de français spécialisé; (3) des cours et stages de formation de professeurs de français en juillet, août et septembre, 1987. Pour tous renseignements, écrire au Centre Universitaire d'Études Françaises, B.P. 25x, 38040 Grenoble Cédex (écrire en joignant 3 coupons-réponse internationaux).

Lille

Le Département des Étudiants Étrangers de l'Université de Lille III organise des cours permanents de mi-octobre à mi-février et de mi-février à mi-juin (cours intensif, audio-visuel; cours audio-oral, diplôme à trois degrés). Il y a aussi des cours intensifs d'octobre destinés aux étudiants qui s'inscrivent pour l'année universitaire dans l'une des trois universités de Lille et qui ont pour but de préparer les étudiants étrangers aux cours universitaires. L'université présente, en plus, français, langue des affaires, stage de perfectionnement pour responsables étrangers des administrations et des entreprises, du mois de septembre. Pour tous renseignements, écrire au Département des Étudiants Étrangers, Université de Lille III, B.P. 149, 59653 Ville-neuve d'Ascq Cédex.

Nice

Le Centre International d'Études Françaises de la Faculté des Lettres de Nice organise des cours d'été, du 6 juillet au 26 août 1987. Le but de cette institution est d'offrir aux étudiants, aux professeurs et à toute personne désireuse d'apprendre la langue française des cours de français langue étrangère: cours d'initiation, d'approfondissement

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et de perfectionnement, ainsi que le français langue des affaires. Pour tous renseignements, écrire au Centre International d'Études Françaises, Faculté des Lettres, 98, boulevard Édouard Herriot, 06200 Nice (Bureau 120).

Les Études Françaises pour l'Étranger de l'Université de Nice organise un stage avant la rentrée universitaire. C'est un stage spécial destiné aux étudiants étrangers qui vont s'engager dans l'enseignement supérieur français (perfectionnement linguistique, méthodologie, connaissance du milieu). Pour tous renseignements, écrire au secrétariat des Études Françaises pour l'Étranger, 98, boulevard Édouard Herriot, 06007 Nice Cédex.

Paris et la région parisienne

L'Alliance Française à Paris organise une session pédagogique et culturelle d'hiver au mois de janvier et une session pédagogique d'été au mois de juillet. Ce sont des stages réservés, en principe, aux étrangers, professeurs de français, particulièrement à ceux qui enseignent aux grands adolescents et aux adultes. Pour tous renseignements complémentaires et envois de candidatures s'adresser par lettre à: Direction pédagogique, Alliance Française, 101, boulevard Raspail, 75270 Paris Cédex 06.

La Chambre de Commerce et d'Industrie de Paris organise des programmes d'été pour enseignants: (1) enseigner le français des affaires; (2) aspects socio-économiques de la France contemporaine; (3) le point sur l'actualité politique, économique et sociale; (4) gérer le culturel, pour s'initier aux techniques de gestion appliquées au culturel; (5) introduction à la vie des affaires en France. Pour tous renseignements et informations écrire à Chambre de Commerce et d'Industrie de Paris, Direction de l'Enseignement, Service des Examens pour Étrangers, 42, rue du Louvre, 75001 Paris. Council on International Educational Exchange organise des cours d'anglais en France et aux États-Unis, mais aussi reçoit-il, au Centre Franco-Américain Odéon, plusieurs universités américaines, membres du CIEE, qui y dispensent leurs cours (eg., le Centre Inter-Universitaire Américain du Cinéma et de la Critique). Le Centre organise aussi des jumelages entre des «high schools» américaines et des lycées. Les élèves font des séjours de 3 à 4 semaines accompagnés de leurs professeurs et suivent des cours de l'école qui les reçoit et partagent la vie de leur famille d'accueil. Pour tous renseignements, écrire à CIEE, Centre Franco-Américain Odéon, 1, place de l'Odéon, 75006 Paris.

Le Centre Expérimental d'Étude de la Civilisation Française associé à l'Université de Paris-Sorbonne et le Cours de Civilisation Française de la Sorbonne organisent des cours d'été et des cours semestriels pendant l'année universitaire. À noter est le séminaire 645, Conceptions nouvelles de la pédagogie, un cours universitaire d'été pour professeurs qui a lieu au mois de juillet. Pour tous renseignements, s'adresser au Secrétariat du Centre expérimental d'Étude de la Civilisation Française, 47, rue des Écoles, 75005 Paris.

La Fondation Centres Européens Langues et Civilisations, Eurocentre Paris organise une variété de stages intensifs (niveaux débutant à avancé) à courte et à longue durée ainsi que des stages de vacances et un stage (en juillet) pour professeurs de français. Les buts de ce dernier sont le perfectionnement linguistique, le technique d'enseignement et d'animation, le pratique de micro-enseignement avec évaluation, l'initiation à l'enseignement assisté par ordinateur (EAO), la civilisation française. Il est à noter que le même

organisme a deux autres centres, l'un à la Rochelle et l'autre à Amboise. Ni le programme à la Rochelle ni à Amboise n'a le stage pour professeurs de français. De plus, le centre à Amboise n'organise que des stages intensifs brefs ou des stages de vacances. Pour tous renseignements, écrire à Paris-Eurocentre, 13, passage Dauphine, 75006 Paris.

La Fondation Franco-Américaine participe à un programme dans lequel l'AATF est directement intéressée. Ce programme consiste en un circuit français annuel pour 5 «U.S. State Coordinators» spécialistes du français et des langues latines pour leur faire connaître, dans les domaines de l'enseignement, économiques, et sociaux, la France contemporaine souvent ignorée aux États-Unis. Ce programme dure trois semaines au mois de juin. Pour tous renseignements, s'adresser au Secrétaire général, Fondation Franco-Américaine, 38 avenue Hoche, 75008 Paris.

La Fondation Postuniversitaire Internationale offre des cours de langue pour débutants complets; cours audiovisuels d'entretien et de perfectionnement; cours spéciaux — français des affaires et stage pédagogique pour professeurs de français langue étrangère. Pour tous renseignements, écrire à la Fondation Postuniversitaire Internationale, 30, rue Cabanis, 75014 Paris.

L'École Normale Supérieure de Saint-Cloud organise un programme de formation assuré par le CREDIF de septembre à juin. Ce programme regroupe des enseignants et spécialistes français et étrangers appelés à exercer des responsabilités diversifiées et comporte quatre volets: (1) des modules faisant le point sur les aspects linguistiques, psychologiques, sociologiques, didactiques, médiatiques, et informatiques de l'enseignement/apprentissage et de la diffusion du français langue seconde ou étrangère; (2) des cours portant sur les disciplines connexes à cet enseignement/apprentissage dans les universités parisiennes. Ces modules et ces cours, soumis à évaluation, pourront donner lieu à certification universitaire (pour la maîtrise et au-delà). (3) Des modules spécialisés en fonction des besoins des stagiaires et de ceux des pays dans lesquels ils exerceront leurs activités. Ils donneront lieu à la production de maquettes de cours de français et de programmes de formation contextualisés. (4) Des projets contractualisés avec des organismes extérieurs au CREDIF, notamment avec les ministères et les institutions concernés par la diffusion du français langue seconde ou étrangère. Pour tous renseignements, s'adresser au CREDIF, 11, avenue Pozzo di Borgo, 92211 Saint-Cloud Cédex.

Le Centre International d'Études Pédagogiques de Sèvres organise des stages ou séminaires destinés à la formation continue de professeurs et de responsables pédagogiques et administratifs. Il y a des stages de formation linguistique ou de techniques de communication audiovisuelle et de micro-ordinateur, des stages, pédagogiques, des stages culturelles ou politiques et sociales, entre autres. Le Centre organise ces stages selon les besoins des individus ou des groupes. Ce sont des stages de courte, moyenne ou longue durée. Le Centre publie et diffuse *Les Dossiers de Sèvres*, *Échos*, et *Le Journal des journaux*. Pour tous renseignements sur les stages, les séminaires, et les publications, s'adresser au CIEP, 1, avenue Léon Journault, 92311 Sèvres Cédex.

Rouen

L'Alliance Française de Rouen organise des stages de français et de découverte économique et culturelle de l'ouest de

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CLASSROOM ACTIVITIES THAT WORK

THREE STUDENT-CREATED MEDIA PROJECTS

Project number one was the development of a French "Trivial Pursuit" game by a third year French class. The students determined six categories: vocabulary, grammar, verbs, French history and famous French people, French culture, and French geography. They then wrote one hundred questions and answers for each category. The questions were then entered on a computer disc using a program called the "Electronic Index Cardfile." That program made it possible to print out on index cards (which will fit any standard printer) in the same format as the commercial game. It is possible to print as many sets of cards as desired at only the cost of the cards. Using the game in any class is practical because there are multiple copies and the game is compatible with the textbook, as it was student-made. The plan is to add questions each year using the AATF guidelines for the National Test as ideas for questions. A gameboard designed after the commercial board can be made to incorporate French landmarks. By using a computer and a printer with index cards, teachers and their students can generate multiple copies of flashcards, verb conjugations, review questions, and other resources at a minimal cost.

Project number two involves the use of a videocassette recorder and camera. Most schools have videocassette recorders and television monitors. If the school has an athletic department, one can rest assured that a camera is available for taping athletic events. The language teacher may be able to borrow the camera for brief periods of use. The projects that can be taped and then shown to all classes are endless. Skits, commercials, interviews of French people in the community are just a few of the possibilities. Upper level classes can write and perform plays and other forms of entertainment. A videotape provides the teacher with useful and inspiring audiovisual material to share with all classes. The videotape is applicable and compatible with the textbook because that is the only frame of reference its creators (the students) have. An added advantage to the use of videotape is that with replay the teacher may fairly evaluate the performance for a grade and, also, students are afforded an opportunity to evaluate themselves.

Project number three involves advanced students in developing an "oral-visual" research project on a topic of culture and civilization. Students select a topic from the list of cultural knowledge on the AATF test requirements. Students then decide if they want to create a slide-tape presentation, a filmstrip, or a videotape.

For a filmstrip or slide-tape presentation, the student finds twenty to thirty-six pictures in textbooks and other sources relating to his topic. He then writes a description of each picture in both French and English. (A filmstrip kit may be ordered through an audiovisual catalog.) For a slide-tape presentation, the student or teacher takes photos of the pictures using slide film and a 35 mm camera on a mount in a copy stand with light. Most journalism departments or instructional materials centers have both a camera and copy stand. The student records the tape in French on one side and in English on the other side, on a cassette recorder which will allow him to enter an inaudible marking that advances the slide projector or filmstrip projector automatically. This program becomes a resource that can be used by all students on all levels.

A videotape on a culture and civilization topic can be produced using methods similar to those in the filmstrip or

slide-tape presentations. One does not have the flexibility of both a French and an English text, but many of the technical difficulties of photography and synchronization of tape and film or slides do not exist.

Involving students in the creation of multi-media resources for the classroom provides, inexpensively, many learning aids that are applicable to and compatible with the textbook. Students are no longer passive watchers, but rather, active creators. In addition, using the AATF guidelines for both questions and culture topics, allows the teacher to build a specific multi-media library. Above all, quality student-created multi-media resources serve as an inspiration to other students to attain higher levels of achievement.

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ETS WARNS AGAINST COUNTERFEIT TOEFL REPORTS

Educational Testing Service, publisher of *Test of English as a Foreign Language* (TOEFL), has notified members of the language teaching professions to be careful to follow the recommended policy of accepting TOEFL results directly from ETS only or to take special note of the ETS brochure that describes counterfeit test reports that have circulated recently. Copies of the brochure are available from Educational Testing Service, Princeton, NJ 08541-6155; telephone, (609) 921-9000.

CORRECTION

Please note the following correction to the article "Le vocabulaire et ses attrapes" by René Coulet du Gard that appeared in the November 1986 issue, page 18. The *accent circonflex* was mistakenly printed on the *î* of the verb *bâiller* rather than on the *â*.

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easily understood by even elementary students. It gives the students invaluable practice in using the interrogative forms. It encompasses both oral and written communication, and it allows the instructor to relate items of cultural interest in a natural way. Most important of all, it forces the students to participate actively in a conversation with a native speaker of the language.

Lynne Landwehr
California Polytechnic State University

POUR VOS ÉTUDIANTS: DES SCÉNARIOS CULTURELS

Il est parfois difficile pour les étudiants qu'on accueille dans nos cours de français de comprendre qu'en France ou dans d'autres pays francophones la vie se conçoit différemment qu'en Amérique du Nord, que l'échelle des valeurs est différente, que la vie française dans tous ses aspects n'est pas, somme toute, la vie américaine transposée dans un autre pays où les gens parlent une langue différente de la leur. Alors, comment doit-on enseigner la culture pour la rendre plus pertinente et pour qu'elle fasse partie intégrante de l'ensemble des objectifs d'un programme de français? Comme vous le savez, il y a plusieurs méthodes, plusieurs techniques, et plusieurs façons d'enseigner la culture. Il vous est proposé ici une activité qu'on intitule «Scénarios culturels» et qui vise à intégrer l'enseignement de la culture dans des activités communicatives.

Scénarios culturels

Ces activités culturelles comprennent des exercices d'intégration de vocabulaire sur un sujet particulier dans des simulations de situations plausibles. Le but de chaque exercice est de faire parler les élèves et de rendre plus vivant l'acquisition d'un groupe de mots tout en développant chez eux une meilleure appréciation des différences culturelles entre les deux pays en question. Il est à espérer que les dialogues créés par les élèves dans un contexte réel et vraisemblable seront à la fois amusants et instructifs.

Ces exercices comprennent trois étapes:

(1) la présentation d'un groupe de données culturelles sur un sujet déterminé, qui est à la fois différent et distinctif et qui pourrait parfois causer des difficultés d'adaptation pour, mettons, un «Américain à Paris»;

(2) l'étude d'une liste de vocabulaire correspondant à chaque catégorie de données culturelles; et,

(3) la création (par les élèves) de dialogues situationnels, basés sur les données culturelles.

Quoiqu'il soit souhaitable de donner des exemples variés et représentatifs de la francophonie en général, nous limitons nos illustrations à quelques aspects de la culture de France aussi bien par manque d'espace que par nos connaissances limitées des autres pays francophones. Aussi, est-il évident que les données culturelles incorporées dans cette activité, représentent en partie des généralisations de la culture actuelle en France. Bien que les deux auteurs de cette activité aient vécu récemment en France, il est fort possible que ces généralisations ne soient plus valables aujourd'hui, vu la nature dynamique de toute culture.

I. Les données culturelles: De possibles surprises pour les Américains en France. (Le professeur peut présenter ces données culturelles en français ou en anglais selon le niveau des étudiants.)

Exemple #1

Situation: Au restaurant

a. *Ice cubes are not readily available when one goes to a restaurant and even the most polite waiters bring only one or two when you request them.*

b. *A restaurant does not usually serve dinner until 7 p.m.*

c. *Milk is not served with a meal.*

d. *Tossed salad is rarely served as an appetizer.*

Exemple #2

Situation: À l'hôtel

a. *Moderate priced hotels most likely will not have a swimming pool.*

b. *Showers and toilets are, in some cases, not located in individual rooms but may be situated at the end of the hallway or even on another floor.*

c. *T.V. sets are not standard options in hotel rooms, particularly in economically priced ones.*

d. *Most hotels serve a continental breakfast but do not necessarily have restaurants or room service.*

Exemple #3

Situation: À la pharmacie

a. *Cigarettes, newspapers, and magazines are not sold in pharmacies but at a tabac.*

b. *Candy bars and snack food are not available in pharmacies.*

c. *Flashlights, batteries, and other electronic accessories cannot be found in pharmacies.*

d. *Non-alcoholic beverages and wine are definitely not found in pharmacies.*

Exemple #4

Situation: À l'épicerie²

a. *Cigarettes, newspapers, and magazines are not sold in small, neighborhood grocery stores (l'épicerie).*

b. *Paper bags are usually not available to carry away purchases.*

c. *Steaks, hamburgers, pork chops, and most meat products are not sold there.*

d. *Traditional French bread (la baguette) is often not sold there.*

II. L'enseignement du vocabulaire: le professeur complètera ces listes selon le niveau et les besoins de la classe.

Exemple #1: Au restaurant

le champagne
le bourgogne
le chablis
une carafe d'eau
le menu
la carte
le plat principal
l'entrée (f.)
le garçon
la serveuse
le pourboire
une serviette
l'addition (f.)
le couvert
une tasse de café

Champagne wine
Burgundy wine
Chablis wine
a pitcher of water
a set meal
the menu
the main course
the appetizer
the waiter
the waitress
the tip
a napkin
the check
the place setting
a cup of coffee

À l'hôtel

Composez un dialogue de 2 ou 3 minutes qui a lieu à l'hôtel et où il y a des malentendus culturels.

Vocabulaire suggéré:

<u>l'hôtelier (l'hôtesse)</u>	<u>un(e) Américain(e) en France</u>	
Ah, non, monsieur (madame)	Où est . . . ?	la salle de bains, la douche
Je regrette . . .	l'ascenseur (m.)	la télévision
Il n'y a pas de . . .	la piscine	le restaurant
au deuxième (troisième, etc.)	la sauna	le dîner

Au restaurant

Composez un dialogue de 2 ou 3 minutes qui a lieu au restaurant et où il y a des malentendus culturels.

Vocabulaire suggéré:

<u>le serveur de table</u>	<u>un(e) Américain(e) en France</u>	
le menu ou la carte?	s'il vous plaît	du café
Désolé, monsieur (madame).	Où est le menu?	tout de suite
Comment?	pour commencer . . .	des glaçons
Ce n'est pas français.	une salade	de "hearty burgundy"

À la pharmacie

Composez un dialogue de 2 ou 3 minutes qui a lieu à la pharmacie et où il y a des malentendus culturels.

Vocabulaire suggéré:

<u>le (la) pharmacien(ne)</u>	<u>un(e) Américain(e) en France</u>	
Vous désirez?	chercher	des cigarettes
Je regrette . . .	avoir besoin de	des revues
le tabac	vouloir acheter	des livres de poche
un grand magasin	des aspirines	une tablette de chocolat
dommage!	le journal	

À l'épicerie

Composez un dialogue de 2 ou 3 minutes qui a lieu à l'épicerie et où il y a des malentendus culturels.

Vocabulaire suggéré:

<u>l'épicier (l'épicière)</u>	<u>un(e) Américain(e) en France</u>	
Je regrette . . .	des cigarettes	
Pas ici, monsieur (madame)	des revues	
à la boucherie	le téléphone	
au tabac	du bifteck	
un filet	un sac en papier	
Ne touchez pas aux . . .	des tomates	
tomates	avoir besoin de	
pêches	vouloir acheter	
	un kilo de . . .	

Exemple # 2: À l'hôtel

les draps (m.)	sheets
le traversin	bolster pillow (cylindrical)
une chambre à deux lits	a room with twin beds
un grand lit	a double bed
le lavabo	the washbasin
la baignoire	the bathtub
la douche	the shower
le petit déjeuner	breakfast
le (la) réceptionniste	the desk clerk
le blanchissage	laundry service

Exemple #3: À la pharmacie

un médicament	medication
une ordonnance	a prescription
un cachet d'aspirine	aspirin tablet
la vitamine C	vitamin C
les mouchoirs en papier ou kleenex (m.)	tissues

Exemple #4: À l'épicerie

du sucre	sugar
des tomates (f.)	tomatoes
de la salade	lettuce
des fruits (m.)	fruit
des biscuits (m.)	cookies
des boîtes de conserve (f.)	canned goods
de la margarine	margarine
du gruyère	Swiss cheese
une tablette de chocolat	(large) chocolate bar
du jus de raisin	grape juice
du jus de pomme	apple juice
du coca (du coca-cola)	Coca-Cola
un filet à provisions	net shopping bag
une tranche de jambon	a slice of ham
du beurre	butter

III. Activités communicatives à base de malentendus culturels

Sur les cartes suivantes il y a deux listes de vocabulaire: une liste qui propose des expressions généralement énoncées par des Français dans des contextes choisis (au restaurant, à l'hôtel, à la pharmacie, et à l'épicerie), et une autre liste qui propose des expressions généralement énoncées (des fois par manque de connaissances culturelles) par des touristes américains dans le même contexte. La classe est divisée en petits groupes de 3 ou 4 étudiants. Une carte est distribuée à chaque groupe. Les étudiants ont de 5 à 10 minutes pour composer un dialogue de 2 ou 3 minutes qui convient à la situation indiquée sur leur carte.

Variation possible sur l'exercice: «Guess where?»

Dans cette variation on donne à chaque groupe les cartes et on leur demande de créer un petit dialogue dans le contexte suggéré sans indiquer le contexte de leur simulation ou du commerçant qu'ils jouent. Justement, le but cette fois-ci est de faire jouer les petits scénarios devant la classe et de faire deviner par les autres élèves l'endroit où se passe le dialogue et, en plus, d'indiquer les "fautes" culturelles que les touristes américains ont commises.

Larbi Oukada
Rosalie Vermette
Indiana University, Indianapolis, IN

¹ La méthode comparative qui est proposée ici et qui a comme but la présentation de certaines données culturelles, ainsi que certains éléments du contenu, sont empruntés au manuel de Michael D. Oates et Larbi Oukada, *En français, s'il vous plaît*, Holt, Rhinehart, and Winston (à paraître)

² De plus en plus, il est possible de trouver de grands supermarchés partout en France. Pourtant, il y a toujours des épiceries dans tous les quartiers, et ces épiceries font partie intégrante de la vie quotidienne des Français.

la France d'une durée de trois semaines. Ces stages s'organisent en 1987 du 4 au 25 mai, du 25 mai au 15 juin, du 24 août au 14 septembre et sont destinés aux groupes d'étudiants accompagnés. Pour tous renseignements, écrire à l'Alliance Française, Comité de Rouen, 32, rue de Buffon, 76000 Rouen.

Strasbourg

L'Université des Sciences Humaines de Strasbourg propose des séminaires de perfectionnement à l'intention des professeurs de français à l'étranger du 1^{er} au 30 juillet 1987. Ces séminaires sont marqués par la collaboration avec les institutions européennes ayant leur siège à Strasbourg, en particulier le Conseil de l'Europe et la cour Européenne des Droits de l'Homme. Pour tous renseignements, écrire au Cours d'Été, Université des Sciences Humaines de Strasbourg, Palais Universitaire, 9, place de l'Université, 67000 Strasbourg.

Tours

l'Institut d'Études Françaises de Touraine (sous la tutelle pédagogique de l'Université de Tours) spécialement créé pour l'enseignement du français aux étrangers offre, depuis 1912, un vaste choix de cours de langue, de civilisation, d'histoire, et de littérature françaises pour les étudiants de tous les niveaux. Les cours de l'Institut sont organisés pendant l'année universitaire (d'octobre à juin) et pendant l'été (de juillet à septembre). À noter spécialement sont les cours suivants: (1) cours intensif de français commercial et (2) cours spécial de recyclage pour professeurs de français langue étrangère. Pour tous renseignements, écrire à l'Institut de Touraine, 1, rue de la Grandière, B.P. 2047, 37020 Tours Cédex.

JBG

REPORT FROM NEH INSTITUTE IN PARIS, JULY 1986

In July 1986, twenty high school teachers of French from throughout the United States met in Paris for a four-week institute, sponsored by the National Endowment for the Humanities under the auspices of New York University. The remarkable program was conceived, developed, and directed by Professor Bernard Garniez of NYU's Department of French and Italian.

From the moment of arrival at the Cité Universitaire, where participants were housed in the Foundation des États-Unis, the "authentic cultural experience" began as institute fellows experienced French student housing. Classes were held at the stately Institut International d'Administration Publique, adjacent to the Luxembourg Gardens and the Boulevard Saint-Michel, just three RER stops from the Cité Universitaire.

The course included three components, all three instructed by University of Paris professors. Stephen Ben-simon taught the civilization class; Michèle Grandmangin, the pedagogical use of cultural documents; and Monique Callamand, grammar and linguistics with an emphasis on spoken French. The living, breathing reality of Paris 1986 was woven through every aspect of the course, bringing to life the classroom studies. Sessions on publicity, on popular music, on teenage phonology, on *le quart monde*, were illustrated and extended the moment participants stepped from the classroom into the vibrant life of the city. Sessions were held on such topics as *cohabitation* and *le tour de France*, reflecting events concurrent to the institute.

Classes were enhanced by presentations from representatives of major publishing houses who brought samples of their most recent teaching materials, and by interesting guest lecturers—a panel of students from the Sorbonne; a former cultural attaché; a specialist in 17th century French drama; the Commissaire général de la langue française. Often the activities included visits to museums, relating tourism to the topic of the morning class sessions; attendance at evening performances of concerts or plays. The group met actors, a theater director, museum curators, and even watched the Bastille Day parade from choice locations on the Champs-Élysées.

Participants, professors, and NYU staff quickly developed an esprit de corps enhancing every aspect of the experience. All shared ideas, materials, insights and questions, and spoke French 24 hours a day while taking part in classes, developing friendships, and conducting the business of daily life. Paris was at its best; the weather was cool, but the Parisians were warm-hearted. The days were long, but lines were short.

As participants prepared to return home armed with bundles of recorded materials, photocopies, books, realia, slides, sets of *fiches pédagogiques* they had developed and shared, and updated impressions of Paris 1986, many expressed their deep gratitude for the learning and inspiration gleaned through this memorable experience. Congratulations are due NYU and NEH for sponsoring this first, it is hoped, of many overseas summer institutes for high school second language teachers.

Mary de López
La Cueva High School
Albuquerque Public Schools

MILDENBERGER PRIZE COMPETITION

The Committee on Teaching and Related Professional Activities of the MLA invites nominations for the seventh annual Kenneth W. Milkenberger Prize. The committee solicits submissions for the Kenneth W. Milkenberger Prize for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a work (book or article) published in 1986. Authors of works nominated need not be members of the association. In selecting recipients for the prizes, the selection committee will look for evidence of fresh and effective approaches to teaching and for works that are likely to be widely useful. The award, which consists of a check for \$500, a certificate, and a year's membership in the MLA, will be announced and presented at the association's annual meeting in December 1987.

To enter works into competition, send six copies of each work and a letter of nomination indicating the titles submitted, the authors, and the dates of publication to the Kenneth W. Milkenberger Prize, MLA, 10 Astor Place, New York, NY 10003. Nominations will be accepted until May 1, 1987. For further information, please contact Theresa Kirby, Research Programs, MLA.

INTERNATIONAL CONFERENCE: THE TEACHING OF FRENCH IN THE U.S.: TODAY AND TOMORROW

In cooperation with the Communauté française de Belgique, le ministère des Affaires étrangères de la République française, le ministère des Relations internationales du Québec, the CODOFIL Consortium of Louisiana universities presents an international conference on The Teaching of French in the U.S.: Today and Tomorrow, April 23-26, 1987.

The themes to be considered at this conference are:

- pedagogical trends and materials
- recruitment and training of future teachers
- involving students, parents, administrators and elected officials
- proposed national center for teacher preparation and research

This conference is sponsored by the Louisiana Chapter of the AATF, ACTFL, Association des Universités Partiellement ou Entièrement de Langue Française (AUPELF), Louisiana Board of Regents, Louisiana Department of Education, Louisiana Foreign Language Teachers Association, and Louisiana State University. The conference will be held in Baton Rouge at Louisiana State University. Lodging and meals will be available at the university hotel. The registration fee is \$15. For additional information, write: Robert Lafayette, Louisiana State University, 209 Peabody Hall, Baton Rouge, LA 70803. Telephone: (504) 388-2309.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The NEH has again selected a group of seminars for both college teachers and secondary school teachers to be held in the summer of 1987. Those seminars of interest to teachers of French are listed under the appropriate heading. In addition to these Summer Seminars offered through the division of Fellowships and Seminars, other summer offerings sponsored by the division of Education Programs exist. The *National Bulletin* reports these offerings whenever it receives notice of their existence.

For more detailed information on the National Endowment for the Humanities, consult the booklet *Overview of Endowment Programs, 1986-87* and *Humanities*, a magazine which presents articles by nationally known scholars and writers as well as a calendar of application deadlines. This magazine appears six times a year and is available for \$14. Both the booklet and the magazine are available from the Public Affairs Office, Room 409, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 786-0438. For faster service, NEH advises enclosing a self-addressed mailing label when requesting information.

SUMMER SEMINARS FOR COLLEGE TEACHERS, 1987

The National Endowment for the Humanities is pleased to announce that fifty-one seminars for college teachers will be offered during the summer of 1987. Each year, the Summer Seminars for College Teachers program provides teachers at undergraduate and two-year colleges a unique opportunity for advanced study or research in their fields or in fields related to their interests. In 1987, places will be offered to 612 participants at thirty-two different institutions across the United States plus one in Italy.

During the summer, participants will work together in an area of mutual interest under the direction of a distinguished scholar. They will have access to the collections of a major library, will discuss a body of common readings with their colleagues in the seminar, and, outside the seminar, will pursue individual research or study projects of their own choosing and design. Seminar topics are broad enough to encompass a wide range of interests while being central to the major ideas, texts, critical concerns, and approaches of the humanities. Most seminars are eight weeks in length, but this year the Endowment is also offering five six-week seminars. Participants receive a stipend to help cover travel to and from the seminar location, books, and research and living expenses; the stipend is \$3,500 for participation in an eight-week seminar and \$2,750 for a six-week seminar.

Copies of the brochure describing the content of each seminar are available from the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, Washington, D.C. 20506. Telephone: (202) 786-0463. Application instructions and forms, as well as detailed information about the subject matter and requirements of individual seminars, are available directly from the seminar directors at the addresses indicated in the following list. **The application deadline is March 2, 1987.** The announcement of awards will take place on March 23, 1987.

Origins of the Romantic Literary Theory, June 22- August 14, 1987

Ernest Behler
Department of Comparative Literature
GN-32
University of Washington
Seattle, Washington 98195

This seminar will examine a decisive turning point in the history of criticism and literary theory by focusing on the most prominent early critics of this movement in Germany (the Schlegel brothers, Novalis, and Schleiermacher), and in England (Wordsworth, Coleridge, and Shelley), and in France (Madame de Staël, Chateaubriand, and Constant). The seminar will stress the interrelatedness of thought among the main representatives of early romantic literary theory and criticism. One special feature will be the emphasis on the proximity of literary theory to philosophical thought in the works of Kant, Schiller, Fichte and Schelling. Other themes of the seminar will be the basic concepts of Romantic aesthetics such as imitation, creative imagination, poetic unity, and the autonomy of art. Topics will range from modes of artistic expression like wit, humor, and irony to the impact of the French Revolution and the idea of infinite perfectibility on the Romantic mentality. The central topic, however, will be the new literary theory in its various national nuances. The seminar is intended for teachers from a variety of disciplines, including literature, intellectual history, art history, and modern philosophy. Knowledge of a foreign language is not necessary, but those who can read the texts in the original language will be encouraged to do so.

The Intellectual Crisis of the Nineteen-Thirties, June 22- August 14, 1987.

Denis Hollier
Department of French
University of California
Berkeley, California 94720

Literary criticism and consequently the teaching of literature have become the battleground of two opposing radicalisms, both of them related to a crisis of reference. One of these positions stakes its radicality in the denial of any representational link between the literary work and historical or social "reality;" the other, asserting that literature's denial of exteriority is nothing but an episode in the very condition it denies, claims that pretensions to non-referentiality are sham and that literature ought to be about something other than itself. The first purpose of this seminar will be to root this methodological and theoretical debate in an historical context. In the 1930s, after decades of modernist indifference to external reality and hostility to its representation, a new generation of authors and theoreticians, perceiving Proust and the surrealists as the symbol of objectless art, returned to ground artistic invention in the object. The seminar will read Proust and his first commentators, the first surrealists, Malraux, Sartre, Aragon, Leiris. It will also link the crisis to which these latter give voice to the theme of anxiety that both Freud and Heidegger describe at the same time, as a reaction to objectlessness. A reading knowledge of French is required. Applications are invited from teachers not only of French literature and culture but also of history, philosophy, comparative literature, and anthropology.

Medieval French Literature and the Language of Truth,

June 22-August 14, 1987

Karl D. Uitti

Department of Romance Languages and Literatures

Princeton University

Princeton, New Jersey 08544

Sooner or later, most serious writers, from any country and all epochs, must ask: How might what I write express, or otherwise serve, truth? And concomitantly: How ought truth best be served or expressed? The issues involved transcend, although they include, what is often referred to as literary didacticism. Conversely, what is written lends itself to attack and criticism on the grounds of its (supposed) mendacity, ineffectuality, or insincerity. How selected French medieval writers endeavored to express and serve truth will be the focus of this seminar. Participants will begin by discussing core twelfth-century narratives (for example, *Alexis*, *Narcissus*, *Conte du Graal*) as these texts explore chivalry, clerkliness, and love. Concepts such as the imitation of Christ, the ideal of the couple, the possible truthfulness of what does not always appear to be true, and the inherent truthfulness (or mendacity) of vernacular poetic discourse will be discussed. Participants will then turn their attention to studying the realities and problems of a developing literature devoted to the service of values; consideration will be given to certain forms and to matters of theory. The emphasis of the seminar will be on close reading and historical contexts. Applications are welcome from specialists in French and other literatures, and in philosophy, history, linguistics, and art. A reading knowledge of modern French is required.

Ideology and Revolution in France, 1770-1795, June 22-August 14, 1987

Jeremy Popkin and Dale Van Kley

Research and Education

The Newberry Library

60 W. Walton Street

Chicago, Illinois 60610

No description of this seminar was available to the editor.

SUMMER SEMINARS FOR SECONDARY TEACHERS 1987

The National Endowment for the Humanities is pleased to announce that fifty-one seminars for secondary teachers, grades 7 through 12, will be offered during the summer of 1987. Places will be offered to 765 participants at institutions across the United States and abroad. To be eligible for the program, an individual must be a full-time or regular part-time teacher at a public, private, or parochial school. In exceptional cases, other school personnel, K-12, will be considered.

It is important to note the following stipulations. Past participants in Summer Seminars for Secondary School Teachers in 1983 and 1984 are eligible to apply; participants in 1985 and 1986 are not. Teachers may write to more than one seminar director for information. However, they may **apply to only one** seminar. Those who apply to more than one seminar will not be eligible for a place in any seminar.

The seminars are four, five, or six weeks in length. Participants receive a stipend to help cover travel to and from the seminar location, books, research, and living expenses; the stipend is \$2,000, \$2,350, or \$2,750, depending on the length of the seminar.

Copies of the brochure describing the content of each seminar are available from the Division of Fellowships and Seminars, SSSST-Room 316, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 786-0463. Application instructions and forms, as well as detailed information about the subject matter and requirements of individual seminars, are available directly from the seminar directors at the addresses indicated in the following list.

The application deadline is March 2, 1987.

Molière: Comedy as Pedagogy, June 29-August, 1987

Philip R. Berk

Department of Foreign Languages, Literature and

Linguistics

University of Rochester

Rochester, New York 14627

Participants in this seminar will read the principal comedies of Molière. Focusing primarily on Molière's language — its questioning of seventeenth-century concerns and commonplaces and its self-awareness of theater as a valid metaphor of human life — the seminar will also explore the variety of theatrical genres within which Molière exercised and rejuvenated his comic vision. Theories of laughter and comedy will be studied as well as the styles of classically trained French actors whose work has been preserved on film. Proficiency in French is required.

The Gothic Cathedral as a Mirror of Medieval Culture, June 29-August 7, 1987

Robert G. Calkins

Department of History of Art

35 Goldwin Smith Hall

Cornell University

Ithaca, New York 14853

No details available to editor except that the seminar location is in Paris, France.

Balzac and Zola: Esthetics and Ethics, June 29-August 7, 1987

Lewis Kamm

Department of Foreign Literature and Languages

Southeastern Massachusetts University

North Dartmouth, Massachusetts 02747

Seminar participants will closely examine Balzac's *La peau de chagrin* and Zola's *Germinal* with thorough attention to the authors' esthetic sensibilities and ethical commitments. Participants will engage in an intensive study of the literary portrayal of the individual as a socio-historical being. Analyses of Balzac's and Zola's novelistic treatment of alienation, doubt, freedom and determinism, poverty, corruption, sexuality, and social involvement will promote appreciation of the works in themselves and in relation to history, philosophy, literature, and the social sciences. This seminar will be conducted in French.

Pascal's *Pensées*: Faith, Reason, and the Meaning of Life, June 29-July 24, 1987

Thomas V. Morris, Department of Philosophy

University of Notre Dame

Notre Dame, Indiana 46556

One of the most astute observers ever to have commented on the human condition was Blaise Pascal, a brilliant scientist and creative religious thinker of the seventeenth century. Seminar participants will read closely his *Pensées* (Penguin classics edition), a collection of scintillating and often profound reflections on such topics as the

continued on page 18

CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS PROGRAMMES D'ÉTÉ ET AUTRES SERVICES

«Français commercial», «Français des affaires», «Français des professions», «Civilisation socio-économique» autant d'appellations auxquelles le professeur de français langue étrangère se trouve de plus en plus confronté. L'intérêt qui se développe tant aux États-Unis que dans d'autres pays pour de tels cours montre que le besoin existe. La Chambre de commerce et d'industrie de Paris n'est pas étrangère à ce mouvement: en effet, elle est en relation constante avec une centaine d'universités, au sein desquelles sont proposés et administrés les examens de français des affaires et des professions. Ce sont dans le monde 250 centres d'examen.

Indépendamment de son bulletin de liaison *Le français commercial*, riche en informations pédagogiques et socio-économiques, la Chambre de commerce et d'industrie de Paris propose depuis près de dix ans des programmes d'été pour enseignants. Ces programmes sont nombreux et variés:

- A. *Enseigner le français des affaires* (22 juin - 10 juillet 1987). Deux modules complémentaires qui peuvent être suivis séparément.
 - A1. *Économie - entreprise* (22-26 juin) langue et technique commerciale.
 - A2. *Stage pédagogique* (29 juin - 10 juillet) le français des affaires et des professions: vers quoi, pourquoi, comment?
- B. *Aspects socio-économiques de la France contemporaine* (29 juin - 24 juillet 1987) Une semaine d'étude en province: la Franche Comté et le Jura (29 juin - 3 juillet) et à Paris, deux semaines de conférences, visites et une semaine en entreprise (6-24 juillet).
- C. *Le point sur l'actualité politique, économique et sociale* (22-26 juin 1987) Une semaine intensive d'exposés-débats, de visites.
- D. *Gérer le culturel* (29 juin - 10 juillet 1987) Pour s'initier aux techniques de gestion appliquées au culturel.
- E. *Introduction à la vie des affaires en France* (1^{er} - 24 juillet 1987) Pour les étudiants de bon niveau qui veulent développer leur expression en français des affaires.

La chambre de commerce et d'industrie de Paris assure à Paris et en province une préparation intensive, sur un mois ou deux mois de cours d'été, aux examens de français des affaires pour étrangers. Les examens de la Chambre de commerce et d'industrie de Paris, *Certificat pratique de français commercial et économique*, *Diplôme supérieur de français des affaires*, *Certificat de français du secrétariat*, *Certificat de français des professions scientifiques et techniques*, attirent un nombre croissant de candidats désireux d'enrichir leurs connaissances et apportent aux enseignants des programmes complets de langue, civilisation et culture socio-économique.

La Chambre peut aussi prêter conseil et assistance aux enseignants étrangers. Il va sans dire que l'équipe pédagogique de la Direction des relations internationales à la direction de l'enseignement de la Chambre est à la disposition des enseignants pour étudier toute forme de coopération portant aussi bien, par exemple, sur l'organisation de programmes spécifiques sur mesure correspondant aux

besoins de leurs étudiants ou d'un groupe socio-professionnel, que sur l'organisation de leur séjour sabbatique en France d'une manière utile, concrète et personnalisée.

Pour tous renseignements et informations les professeurs sont priés de s'adresser à la Chambre de commerce et d'industrie de Paris, Direction de l'enseignement, Service des examens pour étrangers, 42, rue de Louvre, 75001 Paris (Téléphone: 45.08.37.33/34/35; Téléx: DDAFSGV 213307 F).

PEDAGOGICAL SEMINAR FOR FRENCH TEACHERS

The Departments of French and Italian and Curriculum and Instruction of the University of Wisconsin-Madison are holding a four-week intensive summer seminar for secondary and post-secondary French teachers under the direction of Professors Anthony Ciccone, Constance Knop, Sally Sieloff Magnan, and Peter Schofer. The seminar, funded by the U.S. Department of Education, will be held from June 15 through July 10, 1987, on the Madison campus. Teachers will work together on issues in proficiency testing, literary and cultural studies, and pedagogy. Work will be done in French and participants will reside in the French House. Inquiries should be made to: Programme de Pédagogie, Littérature, et Civilisation, 618 Van Hise, University of Wisconsin, Madison 53706.

SEMINAR FOR ADVANCED PLACEMENT TEACHERS

A seminar for Advanced Placement teachers of French, German, and Spanish will be held August 15-20, 1987 at Stanford University in Palo Alto, California. Tuition is \$225, plus an additional nominal fee for two continuing education units. Housing is available on the Stanford Campus and meals may be taken on campus or in nearby restaurants. Campus housing fees are approximately \$30 per night for a single room. Tuition payment must be received by June 1, 1987 in order to reserve a place in the seminar. For more information, contact Michèle Shockey, 15 Adam Way, Atherton, CA 94025; telephone (415) 369-7059.

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human quest for a happy life, the greatness and wretchedness of man, the nature of religious faith, the hiddenness of God, and the cogency of a religious world view. To appreciate Pascal's thought fully, participants will think through for themselves some of the problems that motivated Pascal by consulting some writings that were important to him.

Precolonial West African Culture as Seen Through African Eyes, June 29-August 7, 1987

F. Ugboaja Ohaegbulam
African and Afro-American Studies (SOC 107)
The University of South Florida
Tampa, Florida 33620

No detailed information available to editor.

Chicago/Northern Illinois Chapter

The *Prix du Chapitre*, which is presented annually to local members who have made significant contributions to teaching and promoting the study of French, was awarded to three teachers in May 1986. Mary Ellen Young, Jackson Language Academy, received the award at the elementary/junior high level; Gerald Plotkin, Geneva High School, senior high; and Kathy Heilenman, Northwestern University, university level. Mme Andrée Vary-Kinney, Public Affairs Advisor for the Quebec Government, assisted with the presentation of plaques and checks to the recipients of the prize.

M. Claude Beauclair and Mme Françoise Mojeret of the Compagnie Claude Beauclair conducted a fall workshop on dramatic techniques which could be used to encourage and improve oral readings in the classroom. All the participants had an opportunity to practice the readings and to receive an analysis from the two workshop leaders. The texts selected for dramatization provided experience in reading classical and modern theater as well as poetry and prose.

Margot M. Steinhart
First Vice-President

Ohio Chapter

The Ohio Chapter held its fall meeting on Saturday, October 25, 1986 at The Ohio State University. The full day's program included a tribute to Secretary-Treasurer Donald Greenham who had received the 1986 Treasurer of the Year Award for Chapters of 100 members and over. In addition, Harrison Collier, AATF scholarship winner to Avignon and Donna Dufourcq, AATF scholarship winner to Laval, gave brief reports on their summer experiences and urged others to apply for 1987. The President made a short presentation concerning issues before the AATF Commission on Professional Standards, headed by Joe Murphy of the University of West Virginia, and encouraged members to share any concerns or ideas with him or other Commission members.

The featured program of the day was a visit by the "Bus pédagogique." Mesdames Jany Baudet and Françoise Gicquel presented the concept of the "Bus" and explained how school districts could arrange for a visit by the "Bus." Madame Baudet presented a workshop on the use of advertising in the French class to teach language and culture, to stimulate speaking, reading, and writing activities. Simultaneously, Madame Gicquel presented a workshop on the use of songs in the French class at all levels, from elementary school through the university. Participants in the meeting spent a day of immersion in French and found the presentations stimulating.

The Spring meeting will be held in conjunction with the Ohio Foreign Language Association and the Central States Conference. The AATF meeting will take place from 10:30 to 12:30 on Saturday, April 11, 1987 and will feature a different workshop by a staff member of the "Bus pédagogique."

Jane Black Goepper
President

Rochester Chapter

The Rochester Chapter sponsored a Teacher Immersion Day on November 8, 1986. Teachers were notified that members and non-members alike were invited to participate in this first venture at providing colleagues the opportunity to use their French skills in a fun and interesting way. Members helped plan the day's activities which began at 9 a.m. on a Saturday at St. John Fisher College in the suburbs of Rochester.

Participants played games such as "Cherchez quelqu'un qui . . ." (a great way to break the ice and to get to know other participants) and the French version of Trivial Pursuit. Participants sang some Québécois folk tunes and had a treasure hunt. The program concluded with a luncheon at a local restaurant where all continued to speak French. The Chapter intends to continue the Teacher Immersion next year as well as the Student Immersion program.

Celia Serotsky
Secretary

St. Louis Chapter

On December 6, 1986 the St. Louis Chapter voted to host the first Academic Alliances meeting in the state of Missouri. The President of the Foreign Language Association of Greater Saint Louis, Dr. Duncan Charters was present and seconded the initiative of the Chapter. Professor Anne-Marie Demoret, St. Louis University, served as University representative for the initial meeting. The formal plenary session will take place on January 31, 1987. Approximately 400 foreign language teachers will be invited to attend. The concept of Academic Alliances is generating a great deal of interest in the education field.

Colette Manac'h Royall
President

FRENCH DEPARTMENTS AATF PLACEMENT BUREAU

Departments of French, whether at the university or secondary levels, are invited to list their vacancies with the AATF Placement Bureau. Please note that there is no charge to departments for this service.

The AATF Placement Bureau is the only agency in the United States interested exclusively in placing teachers of French in French teaching positions. As the Bureau wishes to be of mutual assistance to both administrators and teachers, it needs your cooperation. Please let us know of your vacancies. As our vacancy lists are mailed to registrants the first day of each month, we would appreciate receiving your notice before the mailing deadline.

For additional information or to notify the Bureau of your vacancies, please write to Fred M. Jenkins, Executive Director, AATF and Director of Placement, 57 E. Armory Avenue, Champaign, IL 61820; telephone (217) 333-2842.

GLEANINGS HERE AND THERE

Maps

Teachers looking for maps will want to contact Rand McNally and Company, P.O. Box 7600, Chicago IL 60680; telephone: (800) 245-1647. They have available a map of France, 81" x 78" on a spring roller, #114-1228-9 at \$249 or on a rod mounting #111-12284-8 at \$213; a map of Paris, 48" x 39" available on a rod only at \$189 (this map is double-sided with a map of industrial changes in France on the reverse side). The prices quoted are school prices only, not available to individuals.

New Periodical

Spring 1986 marked the beginnings of *La revue francophone de Louisiane*, a multidisciplinary journal dedicated to the language, literature, culture, and history of the French-speaking world. The review will be published twice a year in the spring and winter. The first two volumes feature an index of the former *Revue de Louisiane/Louisiana Review*, which ceased publication in 1982. Manuscripts and book reviews may be submitted in French or English, following the MLA stylesheet. Correspondence concerning subscriptions, manuscripts, and book reviews should be addressed to: Editor, *La revue francophone de Louisiane*, P.O. Box 4-3331, University of Southwestern Louisiana, Lafayette, LA 70504.

Television

ITN—The International Television Network began sending programming to affiliated stations across the United States from Salt Lake City on July 24, 1986. Sixty percent of the programs are in foreign languages with English subtitles. Affiliates receive four hours of programming nightly which they rebroadcast at any time within seven days of reception. As of September 1986 the following cities had affiliate stations: Philadelphia, WSJT, 65; Detroit, WGPR, 62; Miami, FL, WCIX, 6; Phoenix, KTSP, 10; Honolulu, KMGH, 26; Las Vegas, KRLR, 21; Duluth, KBJR, 6; St. Croix, VI, WSVI, 8; Hartford, CT, W13BF, 13; Pittsburgh, W63AU, 63; Minneapolis, WCCO Cable; Tulsa, OK, Tulsa Cable (United), 3; Baltimore, MD, Essex Cable, 7; Davenport, IA, TV 5 Cable, 5; Oglesby, IL, W51AF, 51; Eugene, OR, KOZY Cable (Group W), 4; Jonesboro, AK, K45AY, 45; Bucyrus, OH W22AE, 22. For those with a satellite dish, ITN is broadcast on Westar IV, transponder 10-D each night from 12:30-4:30 a.m. EST and repeated from 4:30-8:30 a.m. EST. Some examples of French programming are: *Papa Poule*; *La tourbillon des jours*; *Un homme, un château*; *Aéroport*; *Les folies Offenbach*; *Marie Antoinette*; *La fortune des Rougon*; *Mont Oriol*; *Madame Sourdis*. For more information write: Lindsay R. Bennion, ITN, Suite 1000 Kennecott Bldg., Salt Lake City, UT 84133; telephone: (801) 321-7779.

Again, for those having access to a satellite dish, the *France-TV Magazine* is broadcast via Westar IV on channel 19 from the University of Maryland-Baltimore County. *France-TV* is a French language television magazine, produced in Antenne 2 studios in Paris, to keep up to date on events, news, and issues in France and the francophone world. This one-hour news magazine is telecast at approximately 1 p.m. EST on the first Wednesday of each month.

1987 broadcast dates are February 4, March 4, April 1, and May 6. For additional information on programming, dish alignment, or other related items, contact Claud DuVerlie, Dept. of Modern Languages and Linguistics, Univ. of Maryland-Baltimore Co., Catonsville, MD 21228, telephone (301) 455-2109 or Victor Aulestia, Instructional Media Resources, Univ. of Maryland-Baltimore Co., Catonsville, MD 21228, telephone: (301) 455-3208.

Québec

Teachers who wish to include units on Québec in their secondary French classes or those at the college/university level who want to develop specific courses on Québec will want to note the following sources and materials. Please note that this list is embryonic; teachers are invited to send information on other important sources to the Editor of the *National Bulletin* for future inclusion.

Délégation du Québec (35 East Wacker Drive, Chicago, IL 60601, telephone, 312-726-0692) is a primary contact point for obtaining information and materials on Québec. Recently, under the editorship of Andrée Vary-Kinney, Counsellor for Public Affairs, the Délégation has produced a very useful document entitled *Teaching Québec*, Fall 1986. This brochure provides extensive listings of addresses and information under the following headings:

- Educational and Cultural tours in Québec
- American Council for Québec Studies
- Pen-Pal Programs
- Publishing Houses (general, literary, and educational)
- Educational Software
- Periodicals and Newspapers (cultural and literary, business and economic, general, subscription agencies)
- Movies and Videos
- Music
- Other Pedagogical Aids
- Studying in Québec
- Certificate of Acceptance and Visa Obtention Procedures
- Tourism Information
- Scholarships and Grants

Alliance Champlain (Denis Turcotte, Secrétaire général, C.P. 8503, Sainte-Foy, Québec G1V 4N5 Canada, telephone 418-681-0621. See related article in this issue of the *National Bulletin*.) This association provides materials and information to organizational members, schools, and libraries. The annual group membership fee is \$75 CAN or \$60 US. The culture packets they provide far exceed, in value, the annual membership rate.

Polyglot Productions (P.O. Box 668, Cambridge, MA 02238, telephone, 617-491-3541.) Their catalogue includes French-language video-tapes for rent and for sale as well as records and cassettes. Among the video films are 30 plus titles from Québec. There are records and cassettes of music from Québec as well.

In *La clef des chants: la chanson dans la classe de français* by Brian Thompson (see below) and published by Polyglot Productions, there is a very useful bibliographical section on "Chansons du Québec."

New Books

Thompson, Brian. *La clef des chants: la chanson dans la classe de français*. Cambridge, MA: Polyglot Productions, 1986. 80 pp., paper, \$7.95 (see address above). Readers might also consult the article in the September 1986 issue of the *National Bulletin*, "Video and Audio Tapes . . . Available" that lists a set of video-tapes of a workshop on using songs presented by this author in Montreal at the AATF Convention in July 1986.

This book is a useful resource for teachers of French. After an initial chapter that defines "chanson," the author presents techniques for the pedagogical application of songs in the classroom. He indicates considerations in choosing songs for classes and suggests how to go about listening to the songs in order to learn from them. In a section "L'analyse d'une chanson," the author asks twenty questions that aid both teachers and students in analyzing the songs chosen. One of the most interesting ideas in the book is the suggestion that students can actually create their own "French" song based on a song they have learned. He suggests means to arriving at this stage.

More than half the book is given over to different sorts of bibliographies. The section "bibliographies" includes:

1. Ouvrages généraux sur la chanson
2. Études spécialisées sur certains auteurs
3. L'utilisation pédagogique de la chanson
4. Revues pédagogiques
5. Revues spécialisées
6. Matériaux pédagogiques
7. Textes de chansons

There is also a section of "discographies" divided into the following categories:

1. Sélective
2. Chansons du Québec
3. La poésie en chanson
4. Chansons par thème
5. Chansons par utilité grammaticale

This last section of bibliographies is, in the opinion of the reviewer, the most valuable portion of the book.

Academic Preparation in Foreign Language: Teaching for Transition from High School to College. New York, NY: College Entrance Examination Board, 1986. 120 pp., paper, \$6.95 available from College Board Publications, Box 886, New York, NY 10101.

This very important book is complementary to the "Green Book", *Academic Preparation for College: What Students Need to Know and Be Able to Do* (1983, CB's Education Equality Project). Focusing on proficiency, learning outcomes in the skill areas — speaking, listening, reading, writing, and culture — are defined for lower level students as well as for advanced students of modern and classical languages. Curriculum development, independent of any specific textbook, is discussed at some length. The important point is made that most textbooks include much more grammar than is needed for students to achieve functional objectives in the foreign language. However, once the functional objectives have been established teachers are able to select the grammar to be taught.

A very informative chapter, "Teaching Foreign Language," presents possible applications of the ideas developed in the earlier sections of the book. Most particularly, this chapter presents ways that teachers might revise what they do in class in order to move toward goals of communi-

cation and language proficiency despite curriculum guides and textbooks heavy in grammar. One of the most interesting sections of the book demonstrates that the foreign language class is not an island unto itself; the basic academic competencies common to other areas are important tools in foreign language learning as well.

There is a very good bibliography focusing on proficiency across the skills areas. This book is very important reading for anyone who wants to improve his teaching and most especially for anyone concerned with curriculum development. It does not claim to establish one curriculum design to achieve proficiencies. Rather, its purpose is to stimulate discussion of alternative curricula. The authors indicate that the book is meant to be a "starting point for in-service programs as well as more general discussions" (113)

MLJ reports on a recently available book on teaching methodology all in French, *Propos sur la pédagogie de la communication en langues secondes*, edited by Anne Marie Boucher et al. The book includes twelve papers on a variety of aspects of communicative language teaching contributed by eight authors. It is available from CEPCEL, Centre d'études sur la pédagogie de la communication en langues secondes, C.P. 389, succ. La Cité, Montréal (Québec) H2W 2N9 Canada.

French-Language Publications in the U.S.

This list of francophone or bilingual publications produced within the United States has been provided by Louise Péloquin, CREDIF, École Normale Supérieure de Saint-Cloud. Although not exhaustive, the list is useful to teachers in this country seeking French-language materials. Should readers know of other periodicals in French, published in the United States, please notify this editor or Mme Péloquin.

1. South
CODOFIL, P.O. Box 3936, 217 West Main Street, Lafayette, LA 70502

LA GAZETTE de l'Association France-Louisiane, 17, quai de Grenelle, 75015 Paris, France

LE SOLEIL, M. Jean-Paul Lauzier, 3300 N. State Road 7, Box D-368, Hollywood, FL

2. West
JOURNAL FRANÇAIS D'AMÉRIQUE and FRANCE TODAY, P.O. Box 15107, Santa Ana, CA 92705-0107

LES ANGES, P.O. Box 691659, West Hollywood, CA 90069

3. Midwest
LES FRANÇAIS D'AMÉRIQUE, "un calendrier d'histoire, de dates et d'activités culturelles", Alliance Franco-Américaine du Midwest, 1155 E. 56th Street, Chicago, IL 60637

4. Northeast
FRANCE-AMÉRIQUE, P.O. Box 554, New Rochelle, NY 10802

FAROG FORUM, Centre Franco-Américain, 126 avenue du Collège, University of Maine, Orono, ME 04469

LE CANADO-AMÉRICAIN, Association Canado-Américaine, 52 Concord Street, Manchester, NH 03101

L'UNION, L'Union Saint-Jean-Baptiste, 1 Social Street, Woonsocket, RI 02895

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CALENDAR OF EVENTS

FIFTEENTH ANNUAL TWENTIETH-CENTURY LITERATURE CONFERENCE: February 25-27, 1987, Univ. of Louisville, Ky. Information: Sharon O. Vance, Dept. of Classical & Modern Languages, Univ. of Louisville, Louisville, KY 40292. Telephone: (502) 588-6683.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: February 26-March 1, 1987, San Antonio, TX. Information: SWCOLT, CU Box 6004, Northern Arizona Univ., Flagstaff, AZ 86011.

SPRING CONFERENCE, COLORADO CONGRESS OF FOREIGN LANGUAGE: March 5-7, 1987, Fort Collins, CO. Information: Ron Walker, 2312 Valley Forge Court, Fort Collins, CO 80526.

INTERNATIONAL BILINGUAL CONFERENCE "FRENCH BUSINESS IN 1987: NEW DIRECTION OR OLD?": March 6-8, 1987, Harvard Univ., Cambridge, MA. Information: Alliance Française of Boston/Cambridge, 118 Milk Street, Boston, MA 02109. Telephone: (617) 482-4170.

GEORGETOWN ROUND TABLE ON LANGUAGES AND LINGUISTICS: March 11-14, 1987, Georgetown Univ. Information: Peter H. Lowenberg, School of Languages and Linguistics, Georgetown Univ., Washington, D.C. 20057.

PHILOLOGICAL ASSOCIATION OF THE CAROLINAS: March 12-14, 1987, Greensboro, NC. Information: Candelas Newton, Dept. of Romance Languages, Wake Forest Univ., 7566 Reynalda Station, Winston-Salem, NC 27109.

TWELFTH ANNUAL MEETING OF THE MISSOURI PHILOLOGICAL ASSOCIATION: March 12-14, 1987, Emporia State Univ., Emporia, KS. Information: D. Jerry White, English Dept., CSMU, Warrensburg, MO 64093.

LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES XVII: March 27-29, 1987, Rutgers Univ. Information: Janet De Cesaris or Carl Kirschner, Dept. of Spanish and Portuguese, Rutgers Univ., New Brunswick, NJ 08903.

THEATER AND SOCIETY IN FRENCH LITERATURE: April 2-4, 1987, Univ. of South Carolina. Information: A. Maynor Hardee, Dept. of Foreign Languages, Univ. of South Carolina, Columbia, SC 29208. Telephone: (803) 777-4881.

CONFERENCE ON SECOND LANGUAGE ACQUISITION: April 3-4, 1987, Urbana, IL. Information: Bill Van Patten, SLA-FLL, Dept. of Spanish, Italian, and Portuguese, 4080 Foreign Language Building, 707 S. Mathews, Urbana 61801.

SYMPOSIUM IN FOREIGN LANGUAGE EDUCATION IN RECOGNITION OF EDWARD ALLEN: April 8, 1987, The Ohio State University, Columbus, OH. Information: Elizabeth B. Bernhardt, Dept. of Educational Theory and Practice, The Ohio State Univ., 1945 N. High St., Columbus, OH 43210-1172. Telephone: (614) 292-2185.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (in conjunction with OHIO FOREIGN LANGUAGE ASSOCIATION), April 9-12, 1987, Columbus, OH. Information: Gerard L. Ervin, Slavic Dept., The Ohio State Univ., 232 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210. Telephone: (614) 422-6733 or 4398.

OHIO FOREIGN LANGUAGE ASSOCIATION (in conjunction with CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES), April 9-12, 1987, Columbus, OH. Information: Robert Novotny, 6317 Austin Dr., Ashtabula OH 44004. Telephone: (216) 997-7156.

FOURTH ANNUAL WICHITA STATE UNIVERSITY CONFERENCE ON FOREIGN LITERATURES: April 9-11, 1987, Wichita, KS. Information: Drs. Ginette Adamson/Eunice Myers, Dept. of Modern and Classical Languages, Box 11, The Wichita State Univ., Wichita, KS 67208. Telephone: (316) 689-3180.

UNIVERSITY OF WISCONSIN-MILWAUKEE ANNUAL LINGUISTICS SYMPOSIUM: April 10-11, 1987, Milwaukee, WI. Information: Linguistics Symposium, Dept. of Linguistics, Univ. of Wisconsin-Milwaukee, WI 53201.

SEMINAR IN FRENCH STUDIES: COMMERCIAL FRENCH, CONTEMPORARY CULTURE, LANGUAGE TEACHING METHODOLOGY: April 16-19, 1987, NCSU, Raleigh, NC. Information: Michele Magill, Foreign Language Dept., Box 8106, North Carolina State Univ., Raleigh 27695-8106.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 23-26, 1987, New York. Information: Northeast Conference, P.O. Box 623, Middlebury, VT 05753. Telephone: (802) 388-4017.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: April 28-May 3, 1987, Hollywood, FL. Information: TESOL, 201 D.C. Transit Bldg., Georgetown Univ., Washington, D.C. 20057.

EASTERN MICHIGAN UNIVERSITY SIXTH ANNUAL CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS: May 7-9, 1987 (pre-conference workshops, May 7), Ann Arbor, MI. Information: John Hubbard or Geoffrey Voght, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-0178/-2283/-0130.

FRENCH COLONIAL HISTORICAL SOCIETY: May 7-10, 1987, Indiana Univ.-South Bend, South Bend, IN. Information: William I. Shorrock, Dept. of History, Cleveland State Univ., Cleveland, OH 44115.

PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (in conjunction with WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS), May 8-9, 1987, Seattle, WA. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State Univ., Corvallis, OR 97331-2289. Telephone: (503) 754-2289.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: May 8-9, 1987, Seattle, WA.

SEVENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1987, Univ. of Cincinnati, OH. Information: Gisèle Lorient-Raymer, Dept. of Romance Languages, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES: SEMINAR EAST: June 4-6, 1987, Charlottesville, VA. Information: Cheryl Demharter, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 614-6320.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES: SEMINAR WEST: June 18-20, 1987, Park City, UT. Information: Cheryl Demharter, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 614-6320.

BLAISE CENDRARS AND/IN ENGLAND: June 28-30, 1987, Univ. of Lancaster, England. Information: Susan Taylor Horrex, Dept. of French Studies, Lonsdale College, Univ. of Lancaster, Bailrigg, Lancaster LA1 4YN England.

EIGHTH WORLD CONGRESS OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 16-21, 1987, Sydney. Information: J. Nivette, Vrije Universiteit, Pleinlann 2, B-1050 Brussels, Belgium.

QUATRIÈME CONGRÈS RÉGIONAL DE LA NOUVELLE-ANGLETERRE DE L'AATF: October 2-3, 1987, Rivier College, Nashua, NH. Information: Ellen Munley, Dept. of Foreign Languages, Rivier College, Nashua, NH 03060. Telephone: (603) 888-1311, ext. 238.

STENDHAL PALIMPSESTE: October 9-11, 1987, Queen's Univ., Kingston, ON. Information: Jean-Jacques Hamm, Dept. of French Studies, Queen's Univ., Kingston, ON K7L 3N6 Canada.

THE MEDIEVAL CITY AND ITS IMAGE: October 16, 1987, New York, NY. Information: Frederick Goldin, Program in Comparative Literature, Graduate Center, City Univ. of New York, 33 W. 42nd Street, New York, NY 10036.

NINETEENTH-CENTURY FRENCH STUDIES ANNUAL COLLOQUIUM: October 22-24, 1987, Evanston, IL. Information: Michal Ginsburg, Program in Comparative Lit. and Theory, Northwestern Univ., Evanston, IL 60201. Telephone: (312) 491-5672.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 29-31, 1987, Peoria. Information: Dennis Gilliom, Glenbrook North High School, 2300 Shermer Rd., Northbrook, IL 60062.

YOUNGSTOWN CONFERENCE FOR FOREIGN LANGUAGE TEACHERS: October 30-31, 1987, Youngstown State University, OH. Information: Renée Linkhorn, Dept. of Foreign Languages, Youngstown State Univ., Youngstown, OH 44555.

SEVENTH BIENNIAL SYMPOSIUM ON INTERNATIONAL CULTURAL PERSPECTIVES IN LITERATURE AND LANGUAGE: November 6-7, 1987, George Mason Univ. Information: Jeffrey T. Chamberlain, Dept. of Foreign Languages and Literatures, George Mason Univ., Fairfax, VA 22030.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) in conjunction with SCOLT: November 18-25, 1987, Atlanta. Information: ACTFL, 579 Broadway, Hastings-on-Hudson, NY 10706. Telephone: (914) 478-2011.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) in conjunction with ACTFL: November 18-25, 1987, Atlanta. Information: James Gates, Spelman College, Atlanta, GA 30314.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1987, San Francisco, CA. Information: MLA, 10 Astor Place, New York, NY 10003.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DES LANGUES VIVANTES: January 3-8, 1988, Canberra, Australia. Information: Congress Organizers, O.P.O., Box 989, Canberra, A.C.T., 2601.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the Colorado Congress of Language Teachers and the Southwest Conference on Language Teaching: April 13-16, 1988, Denver. Information: Gerard L. Ervin, Slavic Dept., 232 Cunz Hall, The Ohio State Univ., Columbus, OH 43210.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS: July 10-16, 1988, Thessalonika, Greece. Information: FIPF, 1, avenue Léon Journault, 92310 Sèvres, France.

SHORT-TERM LINGUISTIC SCHOLARSHIPS FOR SUMMER 1987

The French Government will be granting a certain number of short-term linguistic scholarships for July 1987 to teachers of the French language.

The scholarships offered may be applied to two areas:

(A) Refresher courses designed to improve teaching methods for teachers of French at the secondary school level, as well as teaching assistants at the university level, will take place in France for 3 or 4 weeks. Further details will be available in February.

(B) Courses designed to improve business French teaching methods, exclusively for teachers at the secondary and university levels.

Candidates applying to the business French scholarship must supply, in addition to the application form, a short resumé, a brief summary of those activities relating to business French, and a statement explaining how the experience can benefit their institution and their future.

Application can be obtained by calling Mrs. Irène Druet, (202) 944-6023. Applicants must give proof of U.S. citizenship.

All tuition and university housing costs are covered by the French Ministry of Foreign Affairs. However, transportation expenses and scheduling are the responsibility of the participant.

All applications must be returned by March 15, 1987 to: Service culturel, Ambassade de France, 4101 Reservoir Road, N.W., Washington, D.C. 20007-2178.

Pierre Collombert
Conseiller culturel adjoint

INFORMATION, Le Bulletin de l'ACTFANE (Action pour les Franco-Américains du Nord-Est), P.O. Box 504, Manchester, NH 03105
LE JOURNAL DE LOWELL, P.O. Box 1241, Lowell, MA 01853

Miscellaneous

The 1987 World Calendar, illustrated with photos and engravings that reflect the world's diversity of cultural tradition, brings a new theme each month based upon an important cultural or religious motif. This large 11"x14" calendar is an attractive and interesting addition to the foreign language classroom. The calendar is printed in six languages — English, French, German, Spanish, Arabic, and Japanese. The cost is \$8.95 plus \$1 postage. It is available from World Calendar-LIS, Educational Extension Systems, P.O. Box 11048, Cleveland Park Station, Washington, D.C. 20008.

The French Cultural Services in New York City has a telephone line (212) 861-8150 to provide current news of political, economic, social life, and sports daily. The taped message is approximately five minutes in length, usually in French, although sometimes it has been in English. Two voices, a man and a woman, alternate news items.

Pledge of Allegiance: the following item comes from the Kansas Foreign Language Association *Bulletin*, Fall 1986: *J'engage ma fidélité au drapeau des États-Unis de l'Amérique et à la république qu'il représente, une nation sous Dieu, indivisible, avec liberté et justice pour tous.*

VIIth World Congress of the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS (FIPF)

As reported in the September 1986 issue of the *National Bulletin* the VIIth world congress of the FIPF will be held in Thessalonika, Greece from July 10 through 16, 1988. All members of the AATF are automatically members of the FIPF and are encouraged to participate and to attend. The theme of the world congress is *Le français pour demain*. The September issue lists the various program categories and the coordinators of these categories.

AATF members are invited to submit proposals for presentations under the program headings listed. Proposals should not exceed three pages maximum length. All proposals must indicate clearly the number of the series within which the author wishes to present (see September issue for numbers) as well as the form of the presentation (written presentation, oral presentation, participation in a debate, etc.) and the equipment needed for the presentation. All proposals must be received **before April 15, 1987**. All proposals should be sent to: Comité du VII^e Congrès FIPF, 1, avenue Léon Journault, 92310 Sèvres, France.

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