May 2010

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LANGUAGE FOR SPECIFIC PURPOSES
GOES ON-LINE

INTRODUCTION

The teaching of language for specific purposes has seen many technological changes in its history. In the ancient Middle East our earliest examples of cuneiform writing on clay tablets were word lists for future accountants and scribes, learning "business Sumerian". In the European Middle Ages students dutifully copied on parchment dialogues about buying and selling wool. With the advent of printing the ease of reproduction of texts and of their distribution spread the lessons across continents and around the world. With the advent of on-line courses we can now combine the ease of access around the world with the immediacy of the classroom.

At the University of Illinois we will be launching, in the fall semester of 1999, a series of courses on translation, commercial French, and scientific and technical French, to be taught for the first time on-line. This professional development sequence is aimed at students who have already obtained the BA or equivalent in French, but whose training has not included these tools to prepare them for using French in a professional context.

THE PROFESSIONAL DEVELOPMENT SEQUENCE IN TRANSLATION

This program offers a sequence of six courses for professional development in translation (a seventh, Theory of Translation, will probably be added in the near future). The sequence will combine general courses (comparative syntax and translation techniques between French and -English, terminology and lexicology) with courses that address more specific content areas (commercial French, scientific and technical

French). We hope to add more specific courses in the future, as demand warrants.

The goal is to provide students with the following essential skills:

1. the linguistic knowledge of contrasts between the two languages;
2. an understanding of translation theory and the practical implications of that theory;
3. the procedures that help a translator be more efficient and effective;
4. the cultural background in specific domains.

UI-ONLINE

The University of Illinois has long been a pioneer in the use of computers for instruction and the university has generously supported development efforts. In the 1970s PLATO was developed, and soon spread to the Department of French. Computerized exercises were developed in grammar by Professor Fernand Marty, and in the history of the French language by Professor Paul Gaeng.

As microcomputing replaced mainframe computing in instructional settings, the university established an Educational Technologies Board, which provided seed money for instructional projects. Among the more innovative programs was an on-line chemistry laboratory sequence developed by Professor Stanley Smith. Early in the 1990s a University of Illinois undergraduate, Mark Andresen, developed the first effective web browser, Mosaic, at the National Center for Supercomputing Applications (recently renamed the National Computational Science Alliance). In March 1995 the University was awarded a major grant by the Alfred P. Sloan Foundation to create the Sloan Center for Asynchronous Learning Environments (SCALE), which again boosted excitement and activity for the use of computing in instruction.

A number of other universities are pursuing on-line instruction,[1] including the following:

- California Virtual University   <http://www.california.edu/>
- Open University   <http://www.openu.edu>
- Pennsylvania State University <http://www.cde.psu.edu/DE/>
- SUNY Learning Network <http://sln.suny.edu/admin/sln/original.nsf>

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[1] Information regarding these programs is available at the Sloan Center for Asynchronous Learning Environments <http://franklin.scale.uiuc.edu/scale/courses/index.html>.

- University of Phoenix   <http://www.uophx.edu/uop/distanc.htm>
- University of Texas at Austin <http://www.gopher.utexas.edu/conted/>
- Western Governors University<http://www.wgu.edu/wgu/index.html>

Beginning in January 1997 the University of Illinois began to pursue aggressively the development of on-line courses. Dr. Burks Oakley, a professor of Electrical Engineering, whose course on electrical circuits has served as a model for computer-assisted instruction in scientific and technical areas, was named to lead the UI-Online program, coordinating efforts across the three campuses of the system (Urbana-Champaign, Chicago, Springfield). At the same time the implementation of an en-hanced campus-wide language requirement encouraged language depart-ments to explore alternative methods of instructional delivery. Diane Musumeci in Italian and Anna Maria Escobar in Spanish developed in-troductory and intermediate courses with significant on-line components in order to help reduce the strain on overcrowded classrooms and over-worked instructors.

More recently the UI-Online program turned its attention to the area of post-baccalaureate instruction, proposing to help fund the creation of professional development sequences. Sometimes these are full MA pro-grams, as in the Graduate School of Library and Information Science and the two programs in the College of Education (CTER and HRE). In these cases, the on-line degree option was attached to an existing MA program.

The Department of French decided to pursue the creation of a new program, for which a strong need exists: training for professional transla-tion, particularly in commercial, scientific and technical areas. We have offered some courses in this area to advanced undergraduates, as part of our Commercial French Studies BA degree.

As part of the approval process for start-up funding we needed to demonstrate that students would choose such courses and that there was a need for people with such training. We pursued several different strate-gies, including surveys, library research and a closer look at our own en-rollment statistics.

To determine student demand we sent a survey to all of our alumni, 1800 men and women who have completed a French degree (undergradu-ate or graduate) at the University of Illinois at Urbana-Champaign. In a cover letter we explained briefly the nature of the proposed program, and in the survey we asked the questions provided below (numbers indicate

responses). From this mailing we received 149 replies, overwhelmingly positive.

1. Would you be interested in a web-based course in translation?
   <u>126</u> Yes
   <u>23</u> No

2. Please check the topics which interest you.
   <u>107</u> Techniques in Translation I & II
   <u>84</u> Commercial and Economic French I
   <u>81</u> Commercial and Economic French II
   <u>54</u> Scientific and Technical French
   <u>93</u> Introduction to Terminology and Lexicology
   <u>59</u> Theory of Translation

3. Are you currently employed?
   <u>126</u> Yes
   <u>20</u> No

   If yes, what is your profession?
   (<u>Teaching</u> by far the most common response; <u>Attorney</u> a distant second)

   Are you currently using your language skills in this position?
   <u>63</u> Yes
   <u>48</u> No

4. Do you have access to the internet at your home or office?
   <u>127</u> Yes
   <u>16</u> No

   If no, would you be able to travel to a designated public site for course access?
   <u>9</u> Yes
   <u>2</u> No

5. If you enrolled in the proposed translation program, who would pay the tuition?
   <u>124</u> Self
   <u>14</u> Employer
   <u>1</u> Other

Another gauge we had to determine demand, both from students and employers, was an annual event at the University of Illinois, the "French Means Business" day, held every October for the past three years. In the interest of facilitating exchanges among students, faculty and members of

the French-speaking business community, guiding our students toward appropriate careers, and attracting high-school and undergraduate students to the Commercial French Program, an informal conference is organized that features about 20 company executives, representatives of French government organizations, and University of Illinois alumni. They come to the campus to discuss job opportunities in the United States and abroad for young people possessing a working knowledge of French. Each speaker presents his or her company's operations, including products, services and/or projects that are particularly significant, and statistics that emphasize the importance of the company on both a national and international level. At the same time, they provide practical information for students seeking employment in the company and/or sector it represents.

This year, the event drew a crowd of over 400 people, of which more than 200 came from high schools as far away as Chicago (a 2 1/2 hour drive). The forum provides an environment in which business professionals and students can easily connect, and through such connections we hope that students will pursue the study of French beyond required levels.

After this year's forum, teachers and students from various departments across campus (e.g, law, agriculture, advertising) have expressed an interest in learning more about the French Department course offerings and being included in next year's forum mailing list. From the viewpoint of company representatives, the event was also extremely worthwhile, and all have invited us to contact them again for similar events in the future. The overwhelmingly positive response that we have received from all parties involved suggests that courses in French for Specific Purposes are likely to enhance significantly students' marketability as they enter careers where they will be required to perform effectively in a global economy. It also reflects a demand on the part of major corporations for students with such skills.

Another indicator of interest in such a program is enrollment in the existing courses offered in the traditional setting on campus. In the fall semester of 1998, 17 students (15 Americans, 1 Russian, and 1 Belgian) were enrolled in the initial course (Commercial and Economic French I) of the two-course sequence. Enrollment for the second course to be offered in the Spring 1999 was 16 students.

While domestic demographics have made Spanish the overwhelming language of choice for secondary school and university students, trade

statistics demonstrated that students interested in international business, particularly in scientific, technical and industrial domains, should also consider French, not to mention Chinese, Japanese and German. This was confirmed by conversations with several leading translation agencies and by a recent article in the *Modern Language Journal* (Uber Grosse, Tuman & Critz, 1998). The *1997 Statistical Abstract* reveals that U.S. import and export totals with countries where French is an official language (more than 30 countries, led by Canada and France) was far greater than with the 18 countries with Spanish as an official language (led by Mexico):

	Trade in millions of dollars for 1996
French	354,459
Spanish	208,588
Chinese	135,621

Trade with three European French-speaking countries is almost equivalent to all the Spanish-speaking countries excluding Mexico. A market survey for translation services estimated a worldwide demand for French at $557 million for the year 2000, compared to $262 million for Spanish, and $313 million for Chinese (Lockwood cited in *Language International* 9.6:22 (1997)). Uber Grosse, Tuman & Critz studied motivations for studying different languages at the Thunderbird School, looking at trade statistics, GDP, GNP, GDP per capita as an indicator of economic justifications for studying one language or another. They find a great discrepancy between needs for international trade and student and administrative perceptions of need:

> The present investigation highlights the gap between perception and reality, and emphasizes the need to try to determine objectively the true economic importance of languages. Statistical analysis of the national enrollment figures in FLs with economic indicators such as GDP and GDP per capita shows low correlation between numbers of students enrolled in specific languages and the economic value of those languages. (1998:469)

In short, domestic motivations for language study have been confused with international needs.

DESCRIPTION OF COURSES

The success of our existing courses in a traditional classroom setting encouraged us to use these as a basis for our on-line courses. At the same time, the introduction of the on-line courses has led us to challenge our existing practices in those courses, and to change them substantially. In addition we are adding two courses (scientific/technical French and terminology/lexicology) which we have not previously offered.

Translation sequence

These courses present techniques for translating a wide variety of texts both French-to-English and English-to-French, focusing on linguistic comparisons between the two languages. As a basis for these comparisons we exploit a unique database developed at UIUC (21 professional translations of *Alice in Wonderland*) and supplemented by studies in comparative syntax, such as Ballard 1987, Chuquet & Paillard 1987, Chuquet 1990, Guillemin-Flescher 1981. In addition to these general activities, students will be introduced to specific types of translation tasks (e.g., translating advertisements, professional correspondence) that link the more general approach to translation to the more specific courses we will offer in commercial and scientific/technical translation.

On-line activities will include
- an electronic forum for peer-review exercises, which are an essential part of the training process. Homework exercises will be discussed, submitted and corrected on-line;
- exercises based on the databases;
- quizzes (not self-correcting in this course, because there is no "single right answer");
- linking to web sites of interest: on-line machine translation programs, American Translators' Association and other professional links, Institut national de la langue française, etc.;
- a web site detailing career opportunities and other pertinent links; on-line office hours and discussion time (full-class).

Commercial French

The two Business French courses offered sequentially at the University of Illinois at Urbana-Champaign that are scheduled for on-line delivery in Fall 1999 cover a wide range of topics, including: banking, company structure, accounting, transportation, telecommunications, insurance, import-export, customs, advertising, the stock market, income tax, workers' unions, and the economy. The courses present much commercial vocabulary and both English-to-French and French-to-English translations of discourse that one is likely to encounter in a French-speaking commercial context.

Standard components include:
- writing business correspondence;
- using the phone in a variety of situations;
- leading negotiations of various sorts;
- dealing with a variety of business forms and other formalities;
- preparing the documents and interviews involved in job searches;
- commenting on texts dealing with economic issues.

The website that we are designing for this course will feature an electronic bulletin board for posting messages and other asynchronous communication systems such as e-mail. A chat feature will also be included so that students can converse with others in "real time" (in other words, synchronously) as well as in an asynchronous manner. There will be weekly audio mini-lectures by the instructor and invited guest speakers on specific themes that will be delivered on-line using video.[2] Between lectures, students will be asked to find relevant information in websites linked directly to the site, to complete meaningful, theme-based interactive activities on-line, and to post responses to assigned questions to the electronic bulletin board for the course. As group projects and peer review will be an integral part of the course, students will be required to interact frequently with one another and the instructor, reacting to each other's bulletin-board contributions on-line, and voicing their opinions on

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[2] Ideally, we will slowly build a *vidéothèque* of mini-presentations (8-10 minutes) delivered by professionals working in different fields, some of which will be recorded abroad. Excerpts from French radio and television programs, if copyright law permits their use in an on-line university-level course, will also be included.

other relevant issues, using website features such as the e-mail listserve list.

As one of the objectives of the two-course sequence is to prepare students for the *Certificat pratique de français commercial*, offered through the *Chambre de Commerce et d'Industrie de Paris* (CCIP), any review materials for the exam provided on-line by the CCIP will be fully exploited. At its *français des affaires* link (<http://www.fda.ccip.fr>), for instance, the CCIP posts quizzes on different topics (e.g., *le secrétariat, les entreprises, l'économie*) that can be submitted for immediate electronic grading. Each time a new quiz is posted, the answers for the previous quiz are provided. The CCIP site also includes some texts on various economic issues that are very useful and could easily be used in our on-line Commercial French courses. Additional uses of this site include students planning business trips to France to sell an American product to one or more of the companies listed at the site during which they interview people actually working for these companies, and attend relevant trade shows (also listed). Using other sites for support (e.g., *Les Pages de Paris*, <http://www.paris.org/parisF.html>, the *Universal Currency Converter*, <http://www.xe.net/currency>, *La RATP*, <http://www.ratp.fr>), students can schedule interviews (taking into account location), make travel arrangements, hotel and restaurant reservations, or book sightseeing tours, working within a particular time frame and budget.

Another of the many websites that will be used during the course is entitled *Le français en affaires au Québec et en Amérique du Nord* (<http://francais-affaires.com>) and was put together by professors at McGill University in Montreal and l'Université du Québec in Chicoutimi. This website offers visitors carefully-packaged reading material on various topics relevant to Business French, combined with multiple choice on-line activities to check comprehension of the reading material, grammar exercises, and activities centered around vocabulary. Also included are suggestions for oral activities for follow-up. Eventually, two-way video will be used for this type of activity, or simply the telephone.

As for the course website itself, the *page d'accueil* will feature the course title; a brief description of the course with an accompanying photo or graphic; the instructor's photo with a hyperlinked caption that, if clicked on, provides a 10-20 second moving video clip of the instructor introducing herself, greeting the students, and introducing the course. In addition, there will be links, with descriptive icons, that will enable stu-

dents to easily access the syllabus, readings, video and audio presentations, on-line homework assignments, quizzes, announcements, the electronic bulletin board, e-mail, technical assistance, and so forth.[3] All of the on-line course materials contained within the site will be password protected. Sample activities on-line are provided in Appendix I.[4]

Scientific and Technical French

Students will be introduced to a wide variety of scientific disciplines, and to the institutions and organization of French scientific research. The content focus of this course will vary from semester to semester. The initial course will focus on Biology and Medical Research. A second course will focus on enginneering and technical areas. On-line collaborative activities will develop both vocabulary and a sensitivity to cultural differences that must be taken into account in scientific translating. Vocabulary will be tested using the self-grading quiz functions offered by standard course programs. Group activities will use the discussion forum options these packages provide. All activities will be supplemented by a web site that provides lecture notes and links to other sites with interesting and pertinent information, as well as the standard course information (syllabus, instructor information).

Lexicology and Terminology

In the first part of the course we will study how productive prefixes and suffixes create new words from old, and compare the productive processes in both English and French. Students will consult on-line dictionaries to study the range and the limits to the range of use of various productive processes. In the second part of the course we will study how word relationships are fixed in specific scientific and technical domains, and introduce students to on-line resources relating to technical vocabulary (e.g., TERMIUM). Students will work with on-line resources to create word-lists from specific technical domains.

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[3] For each course, students will be asked to purchase a textbook providing additional readings and translations.

[4] For a list of websites of interest to Business French instructors, contact the *Bureau de la Coopération Linguistique et Educative (BCLE) de San Francisco* for their publication entitled *Français des affaires sur Internet* (e-mail: bcle@best.com).

PARTICULARITIES OF OFFERING COURSES ON-LINE
TO NATIONAL/INTERNATIONAL AUDIENCES

Web-based courses essentially involve communication between students and instructors that is conducted through one or more media and allow for the possibility of both parties being at different places at different times. A college that offers courses on-line is sometimes referred to as a "virtual college," a term that Dixon (1996:5) defines as:

> "Any educational institution using technology to enable you to break out of the time and space barriers traditionally associated with learning and studying…"

Dixon (1996:5) succinctly summarizes the reasons for enrolling in such a course for students who:

- want to pursue further education
- want a high school diploma, certificate, associate degree, bachelor's degree, master's degree, or PhD
- work full- or part-time
- live in a remote or a winter-bound area
- have a family at home to care for during the day
- want to upgrade/update their job skills to advance their career
- want to learn a new career skill while they're still employed in another profession
- need continuing education credits for certificate upkeep and renewal
- want to finish a degree they'd previously abandoned due to external circumstances
- are in high school and want to "work ahead" to earn college credit
- are in the military
- travel frequently
- are physically challenged

Indeed, as Dixon notes, there are numerous universities around the country offering single full-credit courses on-line, several courses as part of a degree program, and/or undergraduate and graduate degrees earned completely on-line, ranging from Associate Degrees all the way to the

PhD in disciplines as diverse as business and management, engineering, nursing and computer science.[5]

In regard to French, whether or not an entire degree in a foreign language can be effectively delivered on-line is dubious, as the "negotiation of meaning" that occurs in face-to-face personal communication with fluent speakers of the target language—and actual physical exposure to cultures other than one's own—are essential components of any foreign language degree program.[6] However, offering a sampling of courses on-line is one way of reaching students who otherwise would not have access to such courses, and may indeed provide additional benefits including (1) automatic grading of some homework material and immediate feedback; (2) more frequent and uninhibited communication among course participants (and immediate feedback) thanks to e-mail and on-line conferencing; (3) immediate student access (electronically) to countries on any continent as well as experts in any field; and (4) the benefits associated with mixing the so-called average college students with on-line "virtual" classmates who—research has shown—typically have more job experience, are more motivated, and can thus offer a perspective not yet within the reach of younger students.[7]

A course delivered on-line also offers the advantage of singling out the more valuable material available on the Web and "packaging" this material in a logical and user-friendly manner. Not only do students enrolled in a course of this type avoid endless hours of surfing for websites that suit their needs, but they also "navigate" these sites within the context of other on-line activities specifically designed with the course's goals in mind.

Another advantage is that students familiarize themselves with informational technology that is used in the workplace. An on-line course is,

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[5]For lists of on-line college courses and descriptions of accredited on-line course providers see CASO: The Internet University <http://www.caso.com>. *Peterson's 1999 Guide to Distance Learning Programs* is also a handy reference.

[6]Course designers who realize the importance of the actual physical presence of fluent speakers sometimes opt for partial on-line delivery combined with classes in a traditional setting and/or require intensive language training workshops on campus in conjunction with the on-line course. Combining study abroad with courses delivered on-line is, of course, another option.

[7]The World Wide Web Virtual Library <http://www.cisnet.com/~cattales/Deducation.html> offers a good collection of distance education offerings and research in this area. Additional information can be obtained from the Distance Education and Training Council <http://www.detc.org> and The Teaching, Learning and Technology (TLT) Affiliate of the American Association of Higher Education <http//www.tltgroup.org>. See also Dixon 1996: 35-44.

therefore, a valuable addition to their CV. *Peterson's 1999 Guide to Distance Learning Programs*, which provides a comprehensive listing of electronically-delivered courses offered by accredited colleges and universities across the U.S., is one of many publications addressing this issue (p. 5):

> The spread of computer systems and the rise of global markets is making traditional workpace bureaucracies increasingly unwieldy. Rigid organizational hierarchies are being replaced by project-oriented, problem-solving workgroups. Often, employees are geographically dispersed and most collaborate in virtual workplaces created by networked computers. Many adults need highly focused, "just-in-time" knowledge about a new theory or technique to use at work. Even nontechnical workers are faced with the need to conform to decentralized and networked offices. Distance learning is helping individuals gain the collaborative and technical skills needed to work in such environments.

Will on-line instruction be a panacea? Certainly not. But many students are enthusiastically embracing technology-enhanced learning. The available technology offers tremendous possibilities for improving, at the very least, the content of our courses, and this may very well be an effective way of promoting the study of French for Specific Purposes beyond our campuses, providing a golden opportunity to connect our students with the click of a mouse to Francophone contexts that otherwise might be distant or inaccessible.

FUTURE DIRECTIONS

As we enter the new millennium, it seems fitting that we explore additional resources that have become available to us as language teachers. In this regard, the Internet, with its capability of putting students in immediate touch with people and information anywhere in the world, certainly holds promise as a learning tool.

In the realm of language for specific purposes, the delivery of courses on-line offers unique opportunities for collaboration among countries and in ever more specific domains. On-line courses could be designed that promote group projects on the Web, constructing, for instance, a site with contributions from students that would include creative writing, grammar and vocabulary review exercises, videotaped interviews with Fran-

cophones on pertinent topics, advertising campaigns designed by students—complete with storyboards, print, radio and TV advertisements, with the option of viewing television commercials on-line, and so on.[8] Future on-line language-for-specific-purposes courses (architecture, engineering, agriculture, or advertising, for example) could share enrollment from two or more countries, involving non-Francophone students at the University of Illinois from the department concerned and Francophones studying at French-speaking universities abroad (e.g, in Quebec, Europe, West Africa, the Caribbean). We have established contacts with several Francophone universities and hope to offer interactions between students across campuses.

The delivery of language courses on-line has risks, and undoubtedly we are not yet fully aware of all those risks. Nonetheless we feel that these text-based courses are ideally suited for this instructional medium and for the type of students who are most likely to be interested.

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[8]Readers interested in viewing French commercials on-line can consult the website maintained in Paris by the ad agency Publicis <http://www.publicis.fr>.

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APPENDIX I

SAMPLE EXERCISES IN COMMERCIAL FRENCH

(Taken from course web site; underlining represents links to other web pages)

Lecture materials
(see Le Goff, Chapters 2 and 3)

Various <u>diplomas</u> offered in France (multiple choice activity)
<u>Construct your own CV</u>
On-line <u>job ads</u> (with accompanying glossary)
Sample <u>application letters</u>
<u>Formules</u> de début de lettre et formules finales de politesse
Identifying office supplies (<u>fournitures de bureau</u>) in French (matching activity)
<u>Types of French companies</u>

Homework assignments

For Tuesday, Sept. 8 by 5 pm:

Imagine that upon completing this course you would like to find a job or internship using your French in a Francophone business environment either in the United States or abroad. This homework assignment offers you an opportunity to (i) explore the international job market using the Internet, (ii) familiarize yourself with the credentials of others working and/or seeking work in disciplines of interest to you, and (iii) create and polish your own job application materials in French that will help you "launch a career" in the profession—and country—that appeal to you most.

   Activity 1:   Explore the <u>French diploma</u> link and complete the multiple choice activity to acquaint yourself with abbreviations commonly seen on French CVs.

Activity 2:   Find two or three <u>curriculum vitae</u> (written in French) on the internet.

USEFUL URLs FOR CVs:

http://www.geocities.com/WallStreet/3269/
http://www.avantage.com/cp/index.htm
http://www.abg.asso.fr
http://www.insead.fr/
http://www.acorus.fr/club-emplois/ce001/index.htm
http://www.cie.fr/

URLs FOR BUSINESS SCHOOLS:

Ecole des Hautes Etudes Commerciales
  http://www.hec.fr
Ecole Supérieure des Sciences Economiques et Commerciales
  http://www.essec.fr
Ecole Supérieure de Commerce de Paris
  http://www.escp.ccip.fr
Institut Européen d'Administration des affaires
  http://www.insead.fr

Using the "<u>Chat</u>" link, discuss the differences between these French CVs and the ones commonly used by Anglophones in the US with your class-mates. Then, using the French samples as inspiration, draft your own CV in French based on your own personal, educational and professional background and experiences. For extra help, you can explore the "<u>Con-struct your own CV</u>" link which offers a fill-in-the blank exercise.

Once your CV is complete, post it on the class electronic bulletin board for peer review and post a editorial response of 8-10 sentences to one other CV that you see posted there. Each student must post at least one comment (avoid postings that have already received a comment from another student). You will have until Thursday, Sept 10 (5pm) to perfect the CV you have posted, at which time you will receive feedback from your instructor.

__Mail to Instructor__

For Thursday, Sept. 10 by 5 pm:

   Activity 1:   Find three job ads on the Internet that interest you that specifically request fluency in both French and English. (The glossary under the "Job ads" link will help you decipher abbreviations.).

USEFUL URLs FOR *JOB ADS* AND *INTERNSHIPS*:

http://www.liberation.fr/
http://www.init-emploi.tm.fr
http://www.ocasou.com
http://www.acorus.fr/club-emplois/ce001/index.htm
http://www.agf.fr/
http://www.SNCF.fr/jeunes_dip/approf/stages/index.htm
http://www.abg.asso.fr
http://www.avantage.com/cp/index.htm

Choose one of the ads and write a "lettre de candidature," using the "sample application letters" link for inspiration. Then, submit your letter to your instructor by clicking on *__Mail to Instructor__* below.

   Activity 2:   One of the immediate challenges that a non-Francophone recruit faces in a new office job where only French is spoken is office-related vocabulary. At the "fournitures de bureau" link you will find a matching activity that will test your knowledge of French vocabulary for office supplies and prepare you for your first day on the job. Complete the activity and submit your results electronically. You may redo the exercise as many times as you wish.

   Activity 3:   Entreprise individuelle, S.A.R.L., S.A., S.N.C.? What do these terms mean? Using the "lecture materials" link and textbook for inspiration, complete the multiple choice activity at the "Types of French companies" link and submit your results electronically.
__Mail to Instructor__

For Tuesday, Sept. 15 by 5 pm:

Complete the English-to-French and French-to-English translations in Chapter 2, Le Goff (p. 24) and post them on the class electronic bulletin board. Then, view the translations posted by one other classmate and offer suggestions as to how to improve his or her translations via a response to that person's posting (choose a student whose translations have not yet received any comments).