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## 04. Foreign and Modern Languages

University of Central Oklahoma

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## **Abstracts from the 2013 Oklahoma Research Day**

**Held at the University of Central Oklahoma**

### **04. Liberal Arts**

#### **04. Foreign and Modern Languages**

##### **04.04.01 Changing lives through short-term study abroad. A transformative experience?**

**Maria Teresa Moinette,**

*University of Central Oklahoma*

Study abroad continues to occupy a position in the educational field as a positive venue to traverse borders and learn to live with individuals in a society that is not one's own (Michelson, 1999). The desire to create more opportunities for students to study abroad has led to a shift in higher education for programs that can accommodate the needs of students of the 21st century. One option is to offer shorter stays abroad in order to allow for the international experience in an academic setting, while enabling students to graduate in four or five years. The growing number of short-term participants in study abroad suggests that the trend will continue. Yet, the research into this arena remains scanty. Whereas research demonstrates that long and mid-term study abroad have educational, personal, and academic value, the impact of short-term study abroad and the educational value of such a sojourn remains, largely, a mystery.

##### **04.04.02 La Salle de Classe sur scène: Evolving cinematic depictions of French schools.**

**Catherine Webster,**

*University of Central Oklahoma*

The objective of this research is to determine how the cinematic depiction of French schools and instructors has changed over the course of the past century. As French society has become more open to class mobility and diversity, these changes are similarly reflected through depictions in French film. A longitudinal study of French cinema, from the early sound period (Jean Vigo's *Zéro de conduite*) through 2008's *Entre les murs* and touching on several versions of *Topaze*, Louie Malle's *Au revoir les enfants*, as well as *Les Choristes* and a number of films set in contemporary school settings: *Être et avoir*, *L'esquive* and *L'École pour tous*. The sheer number of these recent films suggests a great interest in the topic and the vivid transformation of the French classroom. Detailed analysis of these films yields historically relevant commentary on social class and pedagogical attitudes.