



LETTER FROM THE PRESIDENT



Albert Valdman

Chères/chers collègues,

J'écris ces lignes du doux pays de France où je suis plusieurs des affaires de notre Association: les dernières négociations pour le Congrès de 1996 à Lyon et l'élaboration du programme du stage français pour notre Institut de cet été. La sélection des interventions pour le Congrès de 1995 à San Antonio est terminée, et vous recevrez bientôt, avec des précisions concernant l'inscription et l'hébergement, la liste des présentations retenues. Nos diverses commissions scientifiques continuent à œuvrer. Vous avez pu lire dans le dernier numéro du Bulletin la présentation du système d'évaluation des connaissances des cultures francophones élaboré par la Commission sous la direction de Howard Nostrand et Allan Grundstrom. Plus d'une trentaine de nos collègues collaborent à cette initiative hautement innovatrice dont le prochain produit sera un guide pédagogique. L'autre grand projet patronné par l'AATF confronte directement la déperdition des effectifs. Si l'hémorragie n'est pas stoppée, nous encourrons le risque de voir la langue que nous enseignons remplacer le latin comme une matière scolaire difficile à valeur symbolique plutôt que pratique étudiée par une minorité de sujets d'élite. C'est dire combien nous attendons des résultats de la Task Force pour la promotion des études françaises animée par Marie-Christine Koop.

Dans ce message printanier, j'aimerais m'entretenir avec vous de trois sujets: (1)

le renforcement de l'infrastructure administrative de notre Association; (2) le lien entre la langue française et les cultures des pays "francophones" du Sud; (3) le Congrès de 1996 à Lyon.

Le renforcement de l'infrastructure administrative de l'AATF

À Paris, j'ai pu rencontrer M. Roger Pihion, directeur de la Sous-Direction de la Coopération Linguistique et Éducative du Ministère des Affaires Étrangères. L'importance qu'il attache au maintien du français comme langue étrangère privilégiée aux États-Unis m'a conforté. M. Pihion a néanmoins exprimé sa surprise face à la faible influence qu'à notre Association, la plus importante au monde du point de vue du nombre de membres, au sein de la Fédération Internationale des Professeurs de Français. Cela tient principalement aux déficiences de notre infrastructure. Je m'explique. Nos faibles ressources rendent impossible la présence régulière d'un délégué à la réunion annuelle du Conseil d'Administration de la FIPF qui se tient à Paris. Ainsi, les absents ayant toujours torts, nous n'avons aucun moyen de peser directement sur les décisions de cet organisme, par exemple, le site et les dates des Congrès quadriennaux qui sont d'excellentes occasions de rencontrer les enseignants de français venant de toutes les parties du monde. En 1996, le Congrès de la FIPF se tiendra à Tokyo—l'une des villes les plus chères au monde—un mois après notre propre congrès de Lyon. Les fortes sommes que le Ministère des Affaires Étrangères doit investir dans cette manifestation internationale compromettent fortement l'obtention de subventions pour défrayer les lourdes dépenses qu'occasionnera la tenue de notre congrès à Lyon.

Mais la faiblesse de notre infrastructure a des conséquences négatives bien plus sérieuses que notre absence sur la scène internationale. L'AATF sera bientôt la seule association américaine dans le domaine des langues étrangères à fonctionner avec un secrétaire général à temps partiel. L'ACTFL, l'AAATSP et même l'AATG—dont les membres sont bien moins nombreux

que les nôtres—sont déjà, ou seront sous peu, gérées par une personne nommée à temps plein disposant de locaux et de personnels dont l'association assume le financement propre. Par contre, les locaux de notre centre administratif sont offerts par l'Université de l'Illinois à un loyer presque symbolique. Malgré cette faiblesse d'infrastructure la gamme des actions de l'AATF s'est accrue aux cours des années récentes et nos congrès annuels sont devenus de plus en plus complexes. Cela a été rendu possible par la lourde charge supplémentaire qu'accepte Fred Jenkins, bénévolement, puisque l'Association ne prend en charge qu'une partie de son traitement de professeur à l'Université de l'Illinois. Il faut aussi rendre hommage au dévouement du Conseil Exécutif et de nombreux membres, par exemple les présidents des commissions scientifiques et les responsables des divers projets patronnés par notre Association. Certes, une association professionnelle ne peut fonctionner efficacement qu'avec le concours bénévole d'un grand nombre de ses membres, mais si ce concours est essentiel, il n'est guère suffisant. Pour pouvoir réagir face aux problèmes que connaît notre discipline un ren-

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forcement de notre secrétariat et de notre exécutif s'impose. Nous devons absolument nous doter de moyens d'action plus puissants. Quand on est numéro deux, il faut faire mieux! D'autre part, Fred Jenkins a indiqué son désir de se retirer après plus de seize ans de loyaux services dès qu'une solution de rechange sera mise en place. Un comité dirigé par Margot Steinhart et Gladys Lipton étudie la création d'un poste de Secrétaire Général (Executive Director) à temps plein et l'installation d'un centre national indépendant d'une université, comme c'est le cas, par exemple, pour l'AATG et pour l'ACTFL. Ce renforcement se traduira nécessairement par un accroissement des coûts opérationnels. Il est fort probable qu'à sa prochaine réunion, le Conseil Exécutif ait à se prononcer sur une augmentation importante de la cotisation annuelle. Les sommes ainsi dégagées permettront d'engranger des réserves pour financer ce renforcement de notre infrastructure administrative.

### Le lien entre la langue française et les cultures des pays "francophones" du Sud

Plusieurs lecteurs du *Bulletin* m'ont fait part de leur stupéfaction devant le chiffre de 450 millions de locuteurs de français annoncé dans le *Dossier pédagogique: la Francophonie*. En effet, le nombre d'individus dans le monde capables de s'exprimer couramment en français ne s'élève qu'au quart de ce chiffre. Il faut distinguer entre locuteurs "réels" et "potentiels". Pour expliquer pourquoi le français, qui n'occupe que le douzième rang parmi les langues du monde est une langue étrangère privilégiée pour les jeunes Américains, il faut souligner le rôle qu'il partage avec l'anglais comme langue de communication internationale. Dans les pays de la francophonie, sur le pourtour méditerranéen, en Amérique latine, dans les Balkans, etc., beaucoup de personnes d'un certain niveau d'instruction et de culture sont capables de s'exprimer dans la langue de Molière. Mais il ne faut pas faire croire, par exemple, que la plupart des habitants des pays de la francophonie africaine ont cette compétence. Cette partie de l'Afrique est plutôt un réservoir de la francophonie dont le potentiel ne sera réalisé que si des stratégies éducatives innovatrices peu onéreuses prennent le relai de l'école traditionnelle.

Cela nous amène à la problématique des cultures "francophones" du Sud. C'est le mérite du Projet d'Évaluation des Compétences Culturelles que de nous forcer à la confronter. Puisque le français n'est qu'une langue seconde pour la plupart des Maghrébins et des Africains, il ne

peut à la lui seul véhiculer la culture profonde des ces régions. Pour ne prendre le cas d'un pays "francophone" du Sud qui m'est familier, celui qui ne connaît pas le créole ne peut prétendre accéder à la culture des masses haïtiennes. Alors le français ne donnerait pas prise sur la culture des pays francophones du Sud? Si, par le truchement des écrivains de ces pays qui ont choisi cette langue pour exprimer leur particularité culturelle. Mais laissons parler le poète et journaliste mauricien Edouard Maurick:

"Pour avoir forcé le français à dire certaines choses qu'il ne disait pas, ou qu'il avait la potentialité de dire à travers un maniement 'créole' du français, je suis arrivé, je pense, à dire ce que j'avais à dire...le français m'a remené à mon créole."

(*Regarder l'Afrique*, Septembre 1994, p.67)

On note donc avec satisfaction l'intérêt croissant des enseignants-chercheurs des départements de français de notre pays pour les auteurs de la francophonie du Sud.

### Le Congrès de Lyon

J'ai le plaisir d'annoncer que cette manifestation se tiendra dans le site prestigieux du nouveau Palais des Congrès de la Cité Internationale. Nous serons l'un des premiers grands congrès à inaugurer ce site; c'est dire tout l'intérêt qu'évoque notre venue à l'ancienne capitale des Gaules auprès de nos hôtes lyonnais. Des col-

lègues des trois universités de la ville, de l'ESSEC-Lyon et divers autres établissements d'enseignement supérieur sont en train de former un comité de soutien local qui nous aidera à formuler notre programme scientifique et qui nous indiquera des pistes à suivre pour établir une liste d'activités culturelles. "Une journée en Beaujolais", l'équivalent de "La route des vins" du congrès de Strasbourg, de 1992 constituera le point fort de ce programme culturel—et touristique.

Pour Lyon 1996 nous avons le ferme espoir de pouvoir offrir à nos membres un forfait dont la somme ne dépassera pas celle du congrès de Strasbourg ou qui lui sera inférieure, compte tenu de l'inflation. Pour y arriver sans encourir de déficit, il nous faudra obtenir la coquette somme de 400 000FF en subventions. Je m'attache à cette rude tâche, et les entretiens que j'ai eus avec les représentants des diverses collectivités locales (municipalité de Lyon, conseil général du département du Rhône et région Rhône-Alpes) me laissent aborder avec optimisme. Mais j'invite ceux et celles d'entre vous qui auraient des contacts avec des entreprises privées américaines ayant une activité économique dans la région lyonnaise ou, en revanche, des sociétés lyonnaises implantées aux États-Unis, à me le faire savoir. Je signale aux collègues du Missouri le jumelage entre Saint-Louis et Lyon; voilà une piste hautement intéressante à suivre.

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# IMPORTANT MESSAGE FROM THE EXECUTIVE DIRECTOR TO THE MEMBERSHIP: NEW DIRECTIONS FOR NATIONAL HEADQUARTERS AND THE EXECUTIVE DIRECTORSHIP?

During the past sixteen years of "part-time" stewardship of the AATF, it has been my pleasure (and duty) to run the time-consuming day-to-day operations of the Association, as well as to participate in a number of new initiatives directly affecting the teaching of French in the U.S. or involving cross-language cooperation with our sister organizations, AATG, AATSP, and ACTFL. Members who have been able to follow these initiatives, as regularly described in the pages of the *BULLETIN* or in the minutes of the annual meeting of delegates in the May issues of the *REVIEW*, can well imagine that the workload of the Executive Director has continuously increased since I took over from my predecessor, Frank Nachtmann, in 1979. A selection among these activities might include (1) the development of a major Professional Teacher Standards document, (2) an increase in annual Convention activities, including an approximate 65% increase in sessions and workshops, (3) an increase in member services, such as membership cards and mailing lists supplied free to Chapter officers, (4) almost complete computerization of National Headquarters activities, including a complete overhaul of all software programs in 1986... and so forth. Among the more time-consuming responsibilities, I might mention a number of

Conventions held jointly with AATG, AATSP, and ACTFL; six larger-than-usual Conventions held outside the U.S. (Quebec - twice, Montreal, Lille, Paris, Strasbourg), and since 1993, a major project to create generic student and teacher standards, again in cooperation with our sister organizations.

The bottom line is this: I feel very strongly that the AATF can no longer afford just a part-time Director. The time has come to face reality and push on to a higher level, i.e. that of a **full-time Executive Director**, as AATG and ACTFL did many years ago and as AATSP has expressed the intention of doing in the very near future. Although it may cost us a little bit more in dues, we all stand to gain in the long run through more professionally run activities of all sorts and through better representation at joint meetings of foreign language organizations in which the AATF actively participates (JNCL, NFMLTA, Professional Standards, joint Conventions).

The next opportunity for members to vote on such a change will be at the Assembly of Delegates meeting in San Antonio in July of this year. At that time I anticipate that the Executive Council will recommend to the Assembly a dues increase of a *minimum of \$5 per membership category effective with the*

**1997 membership year** when my present term expires. Regular national dues, for example, would then increase from \$35 to at least \$40. If the Council feels that more than \$5 would be required in order to make the change, then a somewhat larger increase may be proposed. Even if approved at a higher level, AATF dues would still be well within the range of those now charged by similar foreign language organizations: ACTFL, \$65; AATG, from \$35 to \$45 depending on salary; AATSP, \$30.

I am therefore urging all Chapters to be sure to send a delegate to the San Antonio meeting in order to vote on this critical issue. Please note that our national By-Laws also permit proxy voting if a Chapter representative, or representatives, cannot attend: Chapter votes—the number is proportional: one vote for every 25 Chapter members—can be delegated ahead of time to myself or to the appropriate Regional Representative.

I am also urging all members to make their opinions known to their Chapter officers since we would expect officers to vote according to the wishes of their constituents.

Let's have the AATF ready for the 21st century!

Fred M. Jenkins  
Executive Director

## LETTER FROM THE PRESIDENT

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En collaboration avec nos collègues lyonnais nous avons retenu comme thème pour le congrès: "*La France dans l'Europe du XXI<sup>e</sup> siècle: aspects plurilingues et interculturels*". Avec ses technologies de pointe la région lyonnaise est bien placée pour nous donner un aperçu de ce que sera l'Europe nouvelle sur les plans économique et industriel. Le Congrès comportera en option des visites à des entreprises à portée européenne et aux institutions intereuropéennes, telles qu'Interpol. L'Europe du XXI<sup>e</sup> siècle sera aussi celle des relations interrégionales. La région Rhône-Alpes fait partie du projet "Quatre Moteurs de l'Europe" avec la Catalogne, la Lombardie-Piémont et le Bade-Würtemberg. Nous étudions la possibilité

d'un colloque post-congrès où des professeurs de français de ces quatre régions européennes se joindraient à nous pour examiner les problèmes communs qui nous confrontent.

Terminons enfin avec la notion de plurilinguisme. Au cours de mes diverses conversations récentes en France j'ai été frappé par la récurrence du terme "pluralisme linguistique et culturel". Dans un discours aux principaux responsables du réseau culturel et scientifique de la France à l'étranger le Ministre des Affaires Étrangères Alain Juppé déclarait: "tout jeune Européen devrait apprendre deux langues étrangères jusqu'à la fin des études secondaires". Voilà un objectif que nous devrions aussi promouvoir pour les États-Unis en collaboration avec nos collègues des autres associations d'enseignants des langues. Dans ce

plurilinguisme américain, où on concéderait à l'espagnol le rôle de langue seconde, tâchons que la première place comme langue étrangère revienne au français!

Enfin, vous aurez compris que "les aspects plurilingues et interculturels", que nous mettons en valeur sur l'échelle américaine à San Antonio, nous permettent de jeter des ponts entre ces deux grandes manifestations qui occupent votre Secrétaire Général, votre Président et leurs collègues du Conseil Exécutif. Ils n'attendent en guise de remerciements que vous soyez nombreux à les y rejoindre!



Albert Valdman  
Président

# JNCL-NCLIS ACTIVITIES SUMMARY

## JUNE 1 - NOVEMBER 30, 1994

• The Executive Director was on limited leave of absence (two-thirds time) as an Andrew W. Mellon Fellow at the National Foreign Language Center, Institute for Advanced Studies, the Johns Hopkins University until August 26, 1994. He researched and wrote about current education reform efforts and the international implications of these efforts, acted as liaison between this Washington "think tank" and the language profession, and participated in the ongoing dialogue about national language policy(ies).

• Staff continued to work with Members of Congress, congressional staff and other associations to promote changes in and the passage of the Improving America's Schools Act reauthorizing elementary and secondary education programs. Restrictions were removed and professional development opportunities added for ESL in Title I, Languages were included in the professional development and technology programs in Titles II and III, the Foreign Language Assistance Act was revised and saved as part of Title VII dealing with Bilingual Education, Language Enhancement and Language Acquisition Programs, and a number of programs were strengthened or added to Title X, Programs of National Significance.

• With the assistance of various congressional allies, appropriations were preserved or even increased for national programs of importance to the JNCL-NCLIS constituencies. ESL funding should increase as a result of added appropriations for compensatory, migrant, bilingual and immigrant education. Over \$800 million in new funds were provided for education reform, new technology, and professional development.

Level funding was preserved for foreign language assistance, the national writing project, Title VI of HEA, and NEH. A new International Education Program was created in Goals 2000 and funding increased for FIPSE, FIE and Star Schools. Of thirteen relevant programs targeted for elimination in the appropriations process, only bilingual vocational education was lost.

• Staff participated in a series of meetings with concerned associations, particularly CAL and TESOL, to draft a statement of principles and respond to a request for comments from the Department of Education concerning reauthorization of the Adult and Vocational Education Acts. JNCL-NCLIS members received two mailings, one informational and one requesting action, on the pending reauthorization of these Acts.

• In cooperation with NCSSEFL, we developed, compiled, analyzed, and released preliminary results of our most comprehensive annual state survey ever which examines education reform efforts in every state. The survey analyzed in some detail general reform efforts as well as the role of second languages in the reforms. The 140 page-plus document considers, among other things, systemic reform, content, performance and opportunity-to-learn standards, assessments, state department reorganization, specialization, enrollments, and future prospects.

• The JNCL-NCLIS Policy Committee met regularly to provide background and guidance for an article by Bobby LaBouve on "New Directions for the Language Profession". This article provided the materials for two policy/vision statements on professional and public policy. With the assistance of Richard Tucker, the Policy

Committee considered a possible grant proposal or series of proposals to be submitted to the Board of Directors for consideration.

• Staff met with officials of the following federal agencies: NEH, OERI, NSEP, CIE, FIE, OBEMLA, USIA, FIPSE, DOD, CALL, and ED. Presentations were given to the National Conference of Social Scientists and the NFLC Policy Forum.

• In addition to assisting with letter writing campaigns and public advocacy workshops for WAFLT, TFLA, and TESOL, staff attended meetings of and made presentations to the members or boards of NEC, CSC, AATSP, ACTFL, AATG, WAFLT, IFLTA, NNELL, and NCSSEFL.

• A detailed media campaign, including media information kits, a detailed contact list, and a proposal for a Capital Hill program for National Foreign Language Week, was developed for presentation to the Board of Directors.

• Three articles were written on Languages and Education Reform for JNCL-NCLIS' members in general, an article on ESL and Education Reform was produced for TESOL, and an overview article on reform was submitted to the popular press for consideration.

• Disseminated information to member organizations through a number of mailings including material on the passage of the Improving America's Schools Act, the reauthorization of Vocational and Adult Education Programs, Fiscal Year 1995 federal appropriations, "New Directions: A Report of the Policy Committee," numerous items from the *Federal Register*, articles of interest from several newspapers, and minutes of the Administrative Steering Committee and Delegate Assembly in April.

## Summer Fellowships for Foreign Language Teachers K-12

Funded by the **National Endowment for the Humanities** with additional support from the **Geraldine R. Dodge Foundation**

Is it time for you to improve your linguistic and cultural proficiency in the language you teach? Would an extended immersion experience enhance your knowledge and confidence in the classroom? Request further information and apply for an NEH Foreign Language Fellowship **for the summer of 1996.**

**Fellowship Stipend:** \$3,750 for SIX weeks study abroad (not for use in U.S.)

### Eligibility Requirements:

- Three years full-time teaching in K-12 prior to the fellowship summer
- At least one-half of the teaching schedule in foreign languages during each of those years

- Employed by a U.S. school or U.S. school abroad
- Intention to teach foreign languages at least five more years
- Former winners of NEH Foreign Language Fellowships and teachers of ESL and bilingual education are not eligible

**Application Deadline for 1996:**  
**October 31, 1995**

**To Apply:** Request a 1996 APPLICATION FORM from:  
**NEH Fellowship Program for FL Teachers K-12**  
Connecticut College  
270 Mohegan Avenue

New London, CT 06320-4196  
**Telephone: (203) 439-2282**  
**Fax: (203) 439-5341**

### Please Note

A directory of past fellowship recipients and a listing of overseas summer programs are available upon request. Please contact the program office at the number listed above.

The staff welcome inquiries from part-time and all other foreign language teachers whose circumstances do not precisely meet the guidelines. They may be eligible but should consult the program office prior to submitting application materials.

# NEW DIRECTIONS FOR THE LANGUAGE PROFESSION

The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) and their member organizations have now achieved many of the recommendations of the 1979 President's Commission on Foreign Languages and International Studies. The state of language study and international education has improved considerably since that time. It is now time for JNCL-NCLIS and their fifty-six member organizations to move from reacting and defending to creating and initiating programs. To this end, the JNCL-NCLIS Policy Committee recommends the following agenda for the remainder of the decade of the Nineties in order to further our nation's international competence for the 21st Century.

- **EDUCATION REFORM.** Current education reform efforts, nationally and in the states, are comprehensive and serious. Anti-reform efforts and attacks upon education abound as well. Language education is included as a core subject area for content and performance standards. English-as-a-second language (ESL), literacy and bilingual education will be integral to opportunity-to-learn standards. Languages and international competence must be involved and integrated into all aspects and at all levels of systemic education reform, including technology and professional development.

- **STATE INVOLVEMENT AND ACTIVITIES.** Forty-nine states are currently developing education reform plans. In addition to content and performance standards,

states must consider the importance of second language acquisition, cultural awareness and the encouragement of limited-English-proficient students in addressing opportunity-to-learn standards, school-to-work opportunities, assessments, professional development and systemic reform. Our mission is to provide information and collaboration for our members to become activists in policy initiatives in their states and communities.

- **GLOBAL COMMUNICATIONS.** Language skills, cultural awareness and international knowledge extend far beyond the education sector. NAFTA, for example, underscores our national need for international skills. In collaboration with the governmental and private sectors, we must develop opportunities and encourage programs that enhance and improve language, communication, and international knowledge for trade, work, diplomacy, national security, public service, and education.

- **LANGUAGE CHOICE AND ACCESS.** Every student and citizen of the United States should be assured that they will have access to meaningful language opportunities from the early grades through adult education. Every individual must have the opportunity to develop the highest possible proficiency in English and to learn a language other than English. In a global society experiencing major demographic shifts, other languages are equally important. For employment, intellectual development, professional growth, personal edification, and individual awareness,

opportunities to study other languages and cultures, while encouraging the knowledge of one's own, must be dramatically increased.

- **PROFESSIONAL UNITY.** The increases and improvements in language study in the United States over the last dozen years can be attributed directly to professional unity, cooperation, collaboration, and involvement. With JNCL-NCLIS, scholarly and professional organizations concerned with all aspects of language and international studies have put aside differences, while retaining diversity, in order to promote increased scholarship, research, technology, professional development, program growth, private involvement and public awareness. The successes must not threaten continued improvement by producing competition and apathy. New challenges require even greater commitment.

- **THE CHALLENGE.** The language and international studies professions are experiencing dramatic changes. Our abilities to address reform, coordinate efforts, marshal limited resources, continue to provide quality services, and address the needs of our students and clients will depend upon how well we address these changes. National, regional, and state associations, acting in collaboration, will be key to success. Professionally, we must address and pursue good communications, active cooperation, serious involvement, and strong leadership as never before.

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## FULBRIGHT SCHOLAR AWARDS FOR U.S. FACULTY AND PROFESSIONALS: 1996-97 COMPETITION

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Since 1946, the Fulbright Program has offered faculty, professionals, teachers, and students the opportunity to conduct research, teach, or study abroad and to make a major contribution to the growth of mutual understanding among countries and individuals. The 1996-97 program year marks the 50th anniversary of the Fulbright Program. Over 31,000 U.S. scholars have travelled the globe as Fulbright lecturers and researchers since the beginning of the program.

The competition for 1996-97 awards includes grants to nearly 140 countries. Awards range from two months to a full academic year, and many assignments are flexible to the needs of the grantee. Virtually all disciplines participate: openings exist in almost every area of the arts and humanities, social sciences, natural and applied sciences, and professional

fields such as business, journalism, and law. Multicountry research is offered in many world areas.

The basic eligibility requirements for a Fulbright Scholar award are U.S. citizenship and the Ph.D. or comparable professional qualifications (for certain fields such as the fine arts or TESOL, the terminal degree in the field may be sufficient). For lecturing awards, university or college teaching experience is expected. Language skills are needed for some countries, but most lecturing assignments are in English.

Applications are encouraged from professionals outside academe, as well as from faculty at all types of institutions. Every academic rank—from instructor to professor emeritus—is represented. Academic administrators regularly receive Fulbrights, as do independent scholars,

artists, and professionals from the private and public sectors.

The deadline for lecturing or research grants for 1996-97 is AUGUST 1, 1995. Other deadlines are in place for special programs: distinguished Fulbright chairs in Western Europe (May 1) and Fulbright seminars and academic administrator awards (November 1).

Funding for the Fulbright Program is provided by the United States Information Agency, on behalf of the U.S. government, and cooperating governments and host institutions abroad.

For further information and application materials, contact the Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box GNEWS, Washington, DC 20008-3009. Telephone: (202) 686-7877. E-Mail (application requests only): CIES1@CIESNET.CIES.ORG

# THE FRENCH EMBASSY IN THE UNITED STATES IS ACCESSIBLE THROUGH INTERNET

## HOW TO SUBSCRIBE

If you subscribe to INTERNET, you may easily consult this free, informational service offered by the French Embassy in the United States.

You will find the gopher entitled "Ambassade de France (Washington, USA)" under the general heading of "French-speaking gophers around the world." You may also access this gopher through the gopher entitled "American Association of Teachers of French (AATF)."

## SYSTEM OFFERINGS

Once you have made your way into the system, a bilingual informational service (French with accents – French without accents – English) is at your fingertips. You will have access to information regarding current events in France in the areas of business, politics, science and culture. Le Bureau de Coopération Linguistique et Éducative also offers the heading "Learning French/Teaching French" with various areas of interest as listed below. In cooperation with the American Association of Teachers of French, the system will offer many new informational resources in the future. We appreciate subscriber suggestions regarding new uses for the system.

Please address them to: INTERNET:  
BCLE@delphi.com

1) **Learning French in France**  
French Classes – French for Specific Purposes: Translation & French for Business – Seminars for Teachers of French – Your search may be carried out by region and city.

2) **Grants and Fellowships for Teachers of French in the United States**  
Pedagogy – Literature – Technology – Women Studies – International Business – Québec – Africa – Teacher Exchange – Sabbatical – Bourses de l'Ambassade de France

3) **Certifications and Diplomas in French**

3.1) Diploma and Advanced Diploma in French (DELTA-DALF)

3.2) Certification from the Chamber of Commerce of Paris (CCIP)

3.3) Diplomas from the Alliance Française

3.4) Placement Tests for Entry into French Universities

3.5) French for Specific Purposes: French for Business, Tourism, Sciences...

3.6) BA, MA, PhD in French as a Foreign Language

For each diploma, you will find a description, a list of important dates/institutions, a bibliography and examples of required exams.

4) **500 books for teaching/learning French as a Foreign Language (FLE)**  
Manuals and methods for teaching – Grammar and written expression – Vocabulary – Oral expression and comprehension – Readings – French Civilization – French as a major area of study – French language diplomas (DELTA-DALF)

5) **Finding a pen-pal in France**

5.1) Filling out your application on INTERNET

5.2) 8,000 French students waiting for your letters

Your search may be carried out according to sex, age, region or city.

6) **Le Français dans le Monde**

6.1) Subscriptions

6.2) Table of Contents for magazines

6.3) Article selections

Cultural magazines – French in the World Today – Academic articles and essays – Reviews and Critiques – Useful academic information files

7) **French University Correspondence Courses**

Your search may be carried out according to subject and institution

8) **Seminars for teachers in the United States**

## "TAKE A CLOSER LOOK" AVAILABLE FROM NATIONAL

This very thorough and detailed series of brochures – produced by the Business France Committee of the French Government Trade Commission and referred to by Christine Mohanty in her November *BULLETIN* article (p. 11) – is now available from National Headquarters for a minimal \$4 fee to cover packing and postage. Since we have only 250 packets

to distribute, they will be sent on a first-come first-served, prepaid basis. Current AATF members will have priority.

Printed on slick paper, generously supplied with color photos, and with text in English, the various folders document the accomplishments of French technology, as well as cooperative efforts of French and American businesses. As Christine

Mohanty emphasized, the packets make an ideal promotional piece. Combined with the AATF/French Cultural Services/Alliance Française flyer, "French is More Than...", still available free from National, you will have a powerful tool for convincing students, parents, and counselors/advisors of the value of studying French today.

Order form, "TAKE A CLOSER LOOK"

Name \_\_\_\_\_

Address \_\_\_\_\_

AATF member? Yes  No  Please enclose \$4 for mailing costs.

Check if you also wish a free sample copy of "French is More Than..."

MAIL THIS FORM TO: AATF, 57 E. Armory Ave., Champaign, IL 61820

# **LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE**

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser au Service Culturel Français de votre circonscription.

<b>ADRESSES</b>	<b>CIRCONSCRIPTIONS</b>	<b>ADRESSES</b>	<b>CIRCONSCRIPTIONS</b>
<p><b>SERVICES CULTURELS DE L'AMBASSADE DE FRANCE/NEW YORK</b>  <b>Mme Claudine HNATKIW – Attaché Culturel, chargé de la Politique Linguistique et Éducative B.C.L.E.</b>            972 Fifth Avenue            New York, NY 10021            Téléphone: (212) 439-1438            Fax: (212) 439-1482</p>		<p><b>CONNECTICUT, New Jersey, New York, Pennsylvania</b></p>	
<p><b>CONSULAT DE FRANCE/ATLANTA</b>  <b>M. Michel PINARD – Consul Général Adjoint, chargé des affaires culturelles</b>            Marquis Two Towers Suite 2800            285 Peachtree Center Avenue            Atlanta, GA 30303            Téléphone: (404) 522-4226            Fax: (404) 880-9408</p>			
<p><b>CONSULAT DE FRANCE/BOSTON</b>  <b>M. Christian DELACAMPAGNE – Attaché Culturel et Scientifique</b>            126 Mount Auburn Street            Cambridge, MA 02138            Téléphone: (617) 354-3464            Fax: (617) 354-0566</p>		<p><b>MAINE, Massachusetts, New Hampshire, Rhode Island, Vermont</b></p>	
<p><b>CONSULAT DE FRANCE/CHICAGO</b>  <b>M. Jean-Paul DANY – Attaché Culturel</b>            Olympia Center, Suite 1170            737 North Michigan Avenue            Chicago, IL 60611            Téléphone: (312) 664-3525            Fax: (312) 664-9528</p>		<p><b>ILLINOIS, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin</b></p>	
<p><b>CONSULAT DE FRANCE/HOUSTON</b>  <b>M. Gérard SAUNIER – Attaché Culturel et Scientifique</b>            2777 Allen Parkway, Suite 685            Houston, TX 77019            Téléphone: (713) 528-2231            Fax: (713) 528-1930</p>		<p><b>OKLAHOMA, Texas</b></p>	
		<p><b>CONSULAT DE FRANCE/LOS ANGELES</b>  <b>Mme Béatrice LE FRAPER DU HELLEN – Attaché Culturel</b>            10990 Wilshire Boulevard            Suite 300            Los Angeles, CA 90024            Téléphone: (310) 312-0694            Fax: (310) 479-2745</p>	
		<p><b>ARIZONA, Colorado, New Mexico, California (counties: Imperial, Inyo, Kern, Kings, Los Angeles, Mono, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Ventura), Nevada (counties: Clark, Esmeralda, Lincoln, Mineral, Nye)</b></p>	
		<p><b>CONSULAT DE FRANCE/MIAMI</b>  <b>M. Jacques FILLON – chargé des affaires culturelles</b>            1 Biscayne Tower, Suite 1710            2 South Biscayne Blvd.            Miami, FL 33131            Téléphone: (305) 372-1376            Fax: (305) 577-1069</p>	
		<p><b>FLORIDA</b></p>	
		<p><b>CONSULAT DE FRANCE/LA NOUVELLE ORLÉANS</b>  <b>M. Michel COUTHURES – Consul Général</b>            Lykes Building, Suite 2105            300 Poydras Street            New Orleans, LA 70130            Téléphone: (504) 523-5394            Fax: (504) 523-5725</p>	
		<p><b>ALABAMA, Arkansas, Georgia, Louisiana, Mississippi, Tennessee</b></p>	
		<p><b>CONSULAT DE FRANCE/SAN FRANCISCO</b>  <b>M. Bernard MOREAU – Attaché Linguistique B.C.L.E.</b>            540 Bush Street            San Francisco, CA 94108            Téléphone: (415) 397-4330            Fax: (415) 397-0239</p>	
		<p><b>ALASKA, California (all counties not listed above), Hawaii, Idaho, Montana, Nevada (all counties not listed above), Oregon, Utah, Washington, Wyoming</b></p>	
		<p><b>AMBASSADE DE FRANCE/WASHINGTON, D.C.</b>  <b>M. Bernard BRAEM – Attaché Culturel</b>            4101 Reservoir Road            Washington, D.C. 20007            Téléphone: (202) 944-6000            Fax: (202) 944-6043</p>	
		<p><b>DELAWARE, Maryland, North Carolina, Ohio, South Carolina, Virginia, Washington, D.C., West Virginia</b></p>	

# LES FRANCO-AMÉRICAINS DE L'AN 2000: LA BASE DE DONNÉES FRANCO-AMÉRICAINNE

Dans *Les Enfants de Jacques Cartier* (Paris: Laffont, 1991), Paul Sérant, conférencier invité à Harvard en 1954, avoue avoir ignoré alors que le Massachusetts comptait plus de Francophones que certains départements français de l'époque. La présence des Franco-Américains dans le nord-est des États-Unis (Nouvelle-Angleterre et New York) est un fait plus que centenaire, mais toujours aussi mal connu de nos jours.

L'Action Pour les Franco-Américains du Nord-Est (l'ActFANE), souhaitant changer cette situation, a mis en place en 1994 des structures qui permettront de diffuser des données sur la population franco-américaine par voie électronique. Ce n'est certes pas la première fois qu'un recensement de la population franco-américaine ait été entrepris. À l'époque où Albert Bélanger publia – entre 1916 et 1940 – ses onze guides, la connaissance du groupe franco-américain présentait un attrait certain au Québec comme dans le Nord-Est des États-Unis. Gros volumes de huit cent pages, ces guides intéressaient surtout l'église catholique, les hommes d'affaires, les petits commerçants, les journalistes, les avocats et les membres des autres professions.

Depuis un certain temps, l'ActFANE ressentait le besoin de se doter d'un moyen rapide et pratique pour rejoindre les Francos, en particulier ceux pratiquant une spécialité donnée (musiciens, artisans, folkloristes, enseignants, historiens, etc.) L'ActFANE cherchait la voie permettant le mieux de répondre aux demandes de différents organismes à la recherche d'experts au courant des spécificités culturelles francos.

Une bonne connaissance du français dans son acception nord-américaine peut avoir des conséquences considérables par exemple, lorsqu'il s'agit d'un procès où les accusés sont Francophones (qu'il s'agisse de Francos ou bien de Québécois). De même dans le monde des affaires et du tourisme; où les services de traduction permettent d'avoir accès au marché québécois.

Non seulement les ressources francos sont-elles importantes dans le domaine légal et commercial, mais le "facteur franco" n'est pas sans avoir des conséquences politiques parfois importantes. À Washington on sait que si Bill Clinton a été élu à la présidence, c'est en partie parce que le New Hampshire a appuyé à fond le candidat démocrate en jouant la "carte franco". Si Franklin Delano Roosevelt s'adressait, lui, en français aux électeurs francos lors de ses tournées en Nouvelle Angleterre, chez Bill Clinton ce

sont les bénévoles francos qui ont fait des milliers d'appels téléphoniques *en français*, à travers le New Hampshire, s'assurant que le "facteur franco" joue en la faveur du candidat démocrate.

Ceci dit, le projet d'ActFANE vise moins le domaine politique que celui de l'éducation, souhaitant que le fait franco soit représenté dans l'enseignement états-unien. La création d'équipes de consultants destinés à conseiller les Départements d'éducation des différents états en ce qui concerne l'inclusion d'éléments francos, est au coeur du projet original. Au moyen de telles équipes l'ActFANE sera en mesure de conseiller les universités et les autres organismes éducatifs qui sont désireux de faire une place à la langue et à la culture francos dans leur enseignement.

L'ActFANE envisage également la création éventuelle d'équipes de consultants pour répondre aux besoins des différents services sociaux qui s'adressent aux Francos, particulièrement aux personnes du troisième âge. Ce genre de groupe d'intervention pourrait également se concevoir dans le domaine des affaires.

La Banque de données Franco-Américaine d'ActFANE, est située au Département d'études françaises à l'Université d'Albany de l'Université de l'état de New York. Elle est subventionnée par les Services culturels français de New York ainsi que par la Délégation du Québec, également à New York. Sous la direction du professeur Eloïse Brière un questionnaire a été développé par Margaret Lanoue, chercheuse du projet. Suite à sa diffusion initiale, l'élaboration de la base de données informatisée ainsi qu'une première cueillette de données a été effectuée par Charles Martel, Assistant de Recherches.

Pour la première fois depuis les guides Bélanger, un répertoire existe permettant de trouver des sociolinguistes, des folkloristes et des sculpteurs, des cinéastes et des photographes, pour ne mentionner que ceux-ci. Si, comme dans les guides imprimés d'autrefois, on trouve des hommes d'affaires, des écrivains et des avocats dans la banque de données informatisée, elle nous permet de mesurer certaines transformations sociales telle la montée des femmes, car on y trouve des avocates, des femmes d'affaires et des écrivaines (dont la lauréate du Prix Pulitzer 1994, E. Annie Proulx).

L'ActFANE, sachant que l'intérêt de cette banque de données informatisées dépasse ses propres besoins, souhaite mettre ces informations à la disposition de

tous. Ainsi, lorsque la phase de collecte d'informations sera terminée à la fin de 1996, ces données seront portées sur une voie électronique comme l'Internet.

Pour de plus amples renseignements veuillez contacter The ActFANE Franco-American Database Project, c/o Eloïse Brière, Department of French Studies, Humanities 237, The University at Albany, Albany, NY 12222. Téléphone (518) 442-4103, Fax (518) 442-4188, Courrier Électronique: EAB13àCNSVAX.ALBANY.EDU

Eloïse A. Brière  
The University at Albany  
Albany, New York

1. Albert Bélanger, dir. *Guide franco-américain des États de la Nouvelle-Angleterre 1916*, Fall River, MA, 1916,

\_\_\_\_\_ *Guide Franco-américain, 1921*, Fall River, MA, 1921

\_\_\_\_\_ *Guide officiel des Franco-Américains, 1922-1940* (a paru 9 fois durant cette période).

2. Le New Hampshire est un état clé dans le processus électoral, car le premier à annoncer ses résultats, il donne le ton pour la suite.

## The Task Force Corner

by Marie-Christine Koop

Once again, I would like to thank all the members who have sent me suggestions for the Task Force for the Promotion of the French Language. The responses to the survey questionnaire are currently being tabulated and will be presented at the AATF convention in San Antonio. The following Task Force committees have been created:

1. Identifying successful French programs and teachers
2. Activities that work
3. Recruiting college students
4. French and business
5. Media and technology in the teaching of French
6. Convincing parents and school administrators
7. Travel guide/information on exchange programs for students
8. Support from various embassies
9. 1996 Olympics in Atlanta (English and French will be the only two official languages)
10. Liaison between local groups promoting the teaching of French
11. Promoting FLES programs

There will be a special session on the Task Force in San Antonio, and I invite you to attend in order to voice your concerns. A preliminary report on the committees' progress will be presented then. If you have taken students abroad and/or organized exchange programs, please respond to Sherry Dean's questionnaire in this issue (see pages 11-12); the results will be used to prepare a Travel Guide for teachers.

Please send your comments and suggestions to Marie-Christine Koop, Department of Foreign Languages, University of North Texas, Denton, TX 76203-6645.

# FLES\* NEWS (INCLUDING SEQUENTIAL FLES, FLEX AND IMMERSION)

The Steering Committee of the AATF National FLES\* Commission (consisting of Lynne Bryan, Astrid DeBuhr, Virginia Gramer, Gladys Lipton, Lena Lucietto, Elizabeth Miller and Harriet Saxon) is pleased to announce the following AATF FLES\* Commission projects:

- A one-half day's workshop on FLES\* at the AATF National Conference...**plan to be in San Antonio in July, 1995!**

- **FLES\*** on line: a sub-topic of the FLTEACH list is now operational; to subscribe: send e-mail to: [LISTSERV@UBVM.CC.BUFFALO.EDU](mailto:LISTSERV@UBVM.CC.BUFFALO.EDU) message: SUB FLTEACH first name last name (then send and follow directions)

- the AATF French FLES\* Poster Contest. For information, contact Harriet Saxon, 21 Carlton Pl, Rutherford, NJ 07070.

- the exchange of skits for classroom use. For information, contact Elizabeth Miller, 74 Tuscalousa, Atherton, CA 94025.

- the *Calendrier for Children*, the successful project developed by Katherine Kurk, is to have a successor! Watch for more details...

- a new FLES\* Commission Report (to follow the 1994 report on *FLES\* Methodology I*, is in progress. The new report, which will be available in July, 1995, deals with the important topic of *Reaching All FLES\* students, K-8*.

- the FLES\* brochure, is available from AATF Headquarters. It is very inexpensive in quantity orders (25c for 200 or more). **Those FLES\* teachers/administrators interested in working on the AATF FLES\* Commission should write to: Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228, FAX: (301) 230-2652.**

## SUMMER INSTITUTES

National FLES\* Institute, University of Maryland, Baltimore County July 25-30, 1995. For applications, information, scholarships, contact: Dr. Gladys Lipton, National FLES\* Institute, Univ. of Maryland, Baltimore County, Baltimore, MD 21228. FAX: (301) 230-2652.

## LE CALENDRIER PERPÉTUEL

Have you seen this attractive AATF calendar/datebook? It has over 550 pieces of cultural information from the Francophone world — and can be used at all learning levels. Compiled by Katherine Kurk, it is useful as a cultural resource at all school and university levels. Great for gifts, too! \$9.95 postage included. Available from AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820.

## AVAILABLE FROM THE NATIONAL FLES\* INSTITUTE

To receive one copy of the following, for each of 3 items, check item(s) desired and clip this list; please enclose a self-addressed, stamped envelope to National FLES\* Institute, UMBC/MLL, Baltimore, MD 21228.

- \_\_\_\_\_ 1. 1994 FLES BASIC BIBLIOGRAPHY
- \_\_\_\_\_ 2. List of Resource materials, AATF
- \_\_\_\_\_ 3. How to order the "Why FLES\*" brochure
- \_\_\_\_\_ 4. How to order the FLES\* video, "FLES\* programs in action"
- \_\_\_\_\_ 5. How to order French FLES\* stickers
- \_\_\_\_\_ 6. The AATF French FLES\* Poster Contest
- \_\_\_\_\_ 7. How to order *Un Calendrier perpétuel*
- \_\_\_\_\_ 8. The AATSP Spanish FLES\* Poster Contest
- \_\_\_\_\_ 9. How to order Spanish FLES\* stickers
- \_\_\_\_\_ 10. Planning FLES\* programs
- \_\_\_\_\_ 11. Cautions in starting FLES\* programs
- \_\_\_\_\_ 12. Super Strategies for FLES\*
- \_\_\_\_\_ 13. Article: "The Language Explosion"
- \_\_\_\_\_ 14. Article: "Kids' Brainpower"
- \_\_\_\_\_ 15. The Research Basis for FLES\*
- \_\_\_\_\_ 16. What is FLES\* methodology?
- \_\_\_\_\_ 17. FLES\* techniques for secondary school and...
- \_\_\_\_\_ 18. Information about the National FLES\* Institute
- \_\_\_\_\_ 19. An Interdisciplinary Planning Web
- \_\_\_\_\_ 20. Different types of evaluation activities
- \_\_\_\_\_ 21. Culture for FLES\*

For the following, please include a self-addressed stamped (DOUBLE POSTAGE):

- \_\_\_\_\_ 22. Article: "FLES\* Programs Today: Options and Opportunities"
- \_\_\_\_\_ 23. Article: "FLES\* Communication and Culture"
- \_\_\_\_\_ FLES\* video and guide — \$26 check, payable to UMBC.

## NATIONAL FLES\* INSTITUTE

THE NATIONAL FLES\* INSTITUTE has two basic components: a) Information and Advocacy for all types of FLES\* programs, including Sequential FLES, FLEX and Immersion and b) the Summer National

FLES\* Institute which is an intensive FLES\* methods Institute for FL teachers **on all school levels**. Dr Gladys Lipton serves as Director of the National FLES\* Institute.

### a) Information and Advocacy for all types of FLES\* programs:

The National FLES\* Institute keeps up-to-date information about FLES\* programs all over the country. It provides answers to all types of questions from teachers and administrators **on all school levels**. The National FLES\* Institute recommends sites for school visits, it provides up-to-date bibliographies on various FLES\* topics, it encourages a variety of articulation procedures, it keeps abreast of current research in the field, and it responds to requests for letters supporting individual programs in the schools. It works closely with members of the National FLES\* Commission of AATF and the National FLES\* Committee Project of AATSP.

**b) The Summer National FLES\* Institute** provides an intense experience for FL teachers of all languages and **on all school levels** to learn methods which are appropriate on the elementary and middle school levels, as well as on secondary and university levels. FL teachers attend from all over the United States (and outside the U.S.), and take advantage of the University's FL Media Center and the extensive **FLES\* Resource Center**.

## NEH GRANT RESULTS IN MULTI-CULTURAL ANTHOLOGY

Peter Thompson, AATF member, has produced, as the result of a year's study in the NEH Teacher-Scholar program, a book entitled *Négritude et nouveaux mondes: anthologie de la poésie noire — africaine, malgache, antillaise*. This is a new anthology of African heritage poetry from many countries. It consists of 110 pages with 41 poems by 13 poets.

The unifying theme of this book is the Négritude movement. The anthology was compiled with students in mind for a strong level 3 and up. It can be used as an add-on in a high school course or as the central text in a college semester course. It is entirely in French with introductions, biographies, study questions and vocabulary help.

The book is available from Wayside Publishing, 129 Commonwealth Avenue, Concord, MA 01742.

# AATF SMALL GRANTS AWARDS: RESULTS OF 1995 COMPETITION

The AATF Small Grants program is pleased to announce the results of its 1995 competition. The ten awards, totaling \$3,960, are briefly described below. Congratulations go to those members who conceived and are directing these imaginative projects and to the Chapters that are providing matching funds in whole or in part. Barring unforeseen circumstances, we expect the small grant program to be renewed this coming Fall. An announcement will appear in either the September or November *NATIONAL BULLETIN*.

1. Rochester NY Chapter, Catherine Jospé, grantee: \$200 contribution towards the promotion of its first "Fête française", an immersion day aimed at promoting the study of French among high school students in the Rochester area.

2. West Virginia Chapter, Denise McNeel, grantee: \$200 towards the purchase of French videos that will be loaned to member-teachers around the state, many of whom are more or less isolated from sources for such opportunities. The lending library also functions as a drawing card to get new members.

3. Maryland Chapter, Carleen Leggett, grantee: \$215 towards the budget of a "Soirée francophone dramatique et dansante" (skits, plays, songs, poems and music) at Morgan State University for university and high school students of French in Baltimore and surrounding areas.

4. Western Massachusetts Chapter, Nancy Gadbois, grantee: \$325 towards the incorporation of Minitel into French classes at Central HS in Springfield. The aim is to see how the use of Minitel will help reach the goals of the new National Student Standards for which Springfield is a pilot site.

5. Idaho Chapter, Rhonda Anderson, grantee: \$500 to help support a three-day French camp in Boise to which students are invited who would not normally be able to attend, due to financial restrictions.

6. Florida Chapter, Eliane Kurbegov, grantee: \$500 contribution towards the 41-year old, very successful annual "Congrès de la culture française" at Orlando that attracts some 1,600 students of French, as well as 200 teachers.

7. Metro NY Chapter, Jacqueline

Friedman, grantee: \$500 grant in support of the annual "Gala française" with a program for members that will include a discussion of portfolios and assessment, as well as many other events of general interest.

8. Oregon Chapter, Patrick Sullivan, grantee: \$500 to help support an Amity Institute intern from France during the upcoming school year at South Eugene HS. The intern will provide small group tutorials, classroom assistance, and liaison with the French Club.

9. Chicago/No. Illinois Chapter, Anne Hebert, grantee: \$500 as a third prize towards a statewide teacher-oriented contest entitled "Aide aux projets pédagogiques pour la classe de français", for which other identical prizes will be funded by the Chapter and by the French Cultural Services in Chicago.

10. New Jersey Chapter, Davida Brautman, grantee: \$500 to support a "Weekend d'immersion" for 60 students from around the state who will spend 27 hours in a totally French environment during two days in May.

## SEMINAR FOR ADVANCED PLACEMENT TEACHERS (FRENCH, GERMAN AND SPANISH)

### Dates and Place:

Sunday, Aug. 13 – Thursday, Aug. 17, 1995 – Stanford Campus

### Cost:

\$350 tuition plus \$75.00 for 2 continuing education units. Those desiring credit should register and pay for units on first day of class. Housing and meals on Stanford Campus – Please request information.

### Instructors to Date:

**Jean-François Bazin**, Président du Conseil Régional de la Bourgogne

**Professor Roland Simon**, Former Chief Reader, French Language and Literature Examinations, Advanced Placement Program; University of Virginia

**Professor Jean-Pierre Cauvin**, Chief Faculty Consultant, French Language and Literature Examinations, Advanced Placement Program; University of Texas, Austin

**Dr. Marie Galanti**, Editor, Journal Français d'Amérique

**Dr. Anne Prah-Perochon**, Editor, Journal Français D'Amérique; Professor-of Art History, University of San Francisco

**Michele Shockey**, Past Reader, AP

French Language and Literature Examinations; Past member of AP Test Development Committee; teacher of French, Gunn High School, Palo Alto, CA

**Dr. Kamakshi Murti**, University of Arizona, Tucson; Member of AP Test Development Committee; Reader, AP German Examination

**Eva Cohn**, Teacher of German, Instructional Supervisor, Gunn High School, Palo Alto, CA; Reader, AP German Examination

**Sister Miriam Daniel**, Reader, AP Spanish Language Examination; Spanish Department, College of Holy Names, Oakland, CA

**Yvonne Greenberg**, AP Consultant Language and Literature; Teacher of Spanish, Poway High School, San Diego, CA; Reader, AP Spanish Language and Literature Examinations

**Marcela Holland**, AP Consultant Language and Literature; Teacher of Spanish, Northgate High School, Walnut Creek, CA; Reader, AP Spanish Language Examination

**Bonnie Leon**, AP Consultant Language and Literature; Teacher of Spanish, Bullard

High School, Fresno, CA; Reader, AP Spanish Language Examination

**Dr. Cecilia R. Pino**, New Mexico State University; Director, Spanish for Spanish Speakers NEH Institute

**Raul Rodriguez**, Past Exam Leader, AP Spanish Language Examination; Xaverian High School, Brooklyn, NY

### Material:

Syllabi and other readings will be provided by the College Board. Films and videotapes will be used. Literature will be selected from the AP Reading List. Teachers are encouraged to bring materials to share and a cassette recorder and blank cassettes. If possible, bring course outlines. Deadline: Tuition payment due by June 1, 1995 to guarantee a place. Refunds until the first day of class. Speakers subject to change.

Mellon Grant stipends for this seminar are again being offered to secondary school teachers planning to teach AP courses in disadvantaged areas. Information can be obtained from The College Board, 45 Columbus Ave., N.Y., N.Y. 10023-6992. Stipend application post-mark deadline, 3/15/95.



# National Standards In Foreign Language Education

A Joint Project of the American Council on the Teaching of Foreign Languages,  
the American Association of Teachers of French,  
the American Association of Teachers of German,  
and the American Association of Teachers of Spanish and Portuguese

Spring 1995

## **Standards for Foreign Language Education: The Educational Context**

*This is the second in a three-part series based on a "white paper" developed by National Standards in Foreign Language Education project personnel to define the context and environment in which foreign language standards are being developed and promulgated. The first installment discussed the national policy context in which the K-12 foreign language standards are being developed. This segment will examine the educational issues which we must confront if the foreign language standards are to become a dynamic force for development and change. The final installment will focus on "The Challenges of Inclusion in the Core Curriculum." The full text of the White Paper is available from the project office.*

An examination of the draft standards completed to date by the K-12 Student Standards Task Force reveals a comprehensive and visionary effort. In the past, foreign language educators have not always presented strong and reasonable arguments as to why all students should develop practical and usable competence in a second language and gain meaningful knowledge of the culture of that language. The draft standards support the substantial and meaningful contributions of second language learning to the emerging imperative for understanding and communication that goes far beyond mere words. The document explores the underlying linkages which bind every segment of our international community to the inexorable requirement that we learn how to deal more effectively with each other—on every level—through greater knowledge and better understanding. The standards promise to provide the underpinning for improved and expanded curriculum, to give direction to professional development at both the preservice and inservice levels, and to address the new role of assessment at the national, state, and local levels.

As discussions of standards arose in the Congress, issues of educational opportunity and resources were hotly debated. Many have argued that national standards make no sense if a large percentage of schools lack the resources to implement

them. It seemed possible in the early stages of the Congressional debate of the Goals 2000 legislation that these "opportunity to learn standards" might derail the initiative. Although this did not happen, the issue of how equal opportunity can be provided must continue. Issues include: the great diversity within the U.S. of resources that support the education of our children, the disparities of the financial base that govern per pupil expenditures, and variations in the value that communities place on education.

Beginning with the 1989 summit in Charlottesville, VA, the efforts to focus national attention on improving education received nearly unanimous support. Stake holders had not yet identified their turf, and the issues were not yet well-defined. More recently, resistance to the setting of national standards has been organized, and the debate has intensified around specific issues. For example, in political debates, the word "voluntary" is removed from references to national standards and the threat of federal takeover of schools suggested. Previous resistance to outcomes-based education and the discussion of personal values within school curricula were inaccurately associated with standards. Clearly, some of the concerns of detractors are important; however, we should assure that concepts and the overall goals of the national standards effort are clarified and do not get lost in a

*Continued on next page*

*National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese. The project is funded by a grant from the U. S. Department of Education and the National Endowment for the*

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Inquires on the National Standards Project should be directed to:  
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**CONTEXT**

*Continued from previous page*

debate over "red flag" words and misunderstood intentions and expectations. It should also be emphasized that the content standards are being designed by academics from a cross-section of educational levels and geographic regions. Although the funding is from federal sources, the content derives from the disciplines.

The current public debate about standards was predated by discussion of related issues, intensifying in the late 1970s and 1980s, about assessment, particularly at the national level. As the dust has settled around the debate of the role of NAEP (National Assessment of Educational Progress), there appears to be a continuing commitment by the National Assessment Governing Board (NAGB) to expand the testing program. Although initially scheduled for test specification development in 1996-97, foreign languages are currently suffering from the reduced budget allocations that characterize many federal programs. The civics specifications study is underway. The arts just completed their specifications study, and although the first national arts assessment is yet to be scheduled, progress continues, and NAGB's commitment to implement each of the approved assessments by the late 1990s appears firm.

As is often the case, many states are quickly outpacing the federal government to take full advantage of the momentum in support of state curriculum standards and subject matter assessments. These initiatives have been funded by numerous new grants through the Fund for the Improvement of Education (U.S. Department of Education) and forthcoming support from the passage of Goals 2000 by the Congress in 1994. As an example, the State of Texas, building on more than a decade of work that has focused on professional development, upgrading teacher licensure requirements, and statewide student assessments, will administer the first round of tests of speaking and listening competence to all third year Spanish students in spring of 1995. This assessment, a collaborative project of National Computer Systems, The Psychological Corporation, and ACTFL working closely with the Texas Education Agency, offers a useful model for study by other states and local districts as they move forward in the implementation of standards and seek viable and reliable assessments of student progress. Discussions among colleagues indicate similar developments in other states which are likely to result in testing programs not unlike that

being implemented in Texas.

As those who control school budgets and access to curriculum accept these realities, doors will be unlocked. The key that will provide open access is the realization that foreign language education must fully be part of the education of **all** children. Successes in recent years have increased enrollments, expanded sequences of study, and broadened our base through the introduction and expansion of the languages taught in our schools. Evidence demonstrates that these objectives are achievable. However, there are a number of immediate challenges to be met if we expect to keep pace with the demands of success:

- teacher education programs must be expanded at all levels, with special emphasis on attracting new and highly qualified candidates to teach in elementary and middle schools;
- teacher development opportunities for current teachers must enable them to build networks with colleagues for support and professional growth; and
- a process for recognizing and rewarding teachers for outstanding work and dedication to teaching must be established.

The collaborating organizations responsible for the National Standards in Foreign Language Education Project (AATF, AATG, AATSP, and ACTFL) felt at the outset that the K-12 standards project would be unlikely to produce significant results unless linked to similar standards-setting efforts for entry level teachers. Therefore, the National Standards Project was envisioned to encompass three parallel efforts: K-12 student standards; entry level teacher standards, with specific focus on undergraduate preparation; and accomplished teacher standards. Efforts to establish standards for new teachers will have significant implications for undergraduate curricula in the colleges and universities which prepare them.

A key agency in accrediting programs is the National Council for the Accreditation of Teacher Education (NCATE). Foreign languages have never been represented within the NCATE structure, and membership in NCATE was closed until recently. Having completed a recent restructuring that reopened the membership application process, NCATE has indicated its interest in receiving an application for membership from ACTFL, which will apply for a collaborative membership with AATF, AATG, and AATSP once the task force on entry level standards

*Continued on next page*

## **TESOL Developing Policy and Standards for K-12 Students in the U.S.**

Alexandria, VA—Teachers of English to Speakers of Other Languages, Inc. is developing standards for the effective instruction of English as a second language (ESL) to K-12 students in the U.S. Long awaited, these standards will address the question of what students should know or be able to do as a result of their ESL instruction.

ESL students enter school with varied backgrounds in ESL and native language proficiency. Thus ESL standards will be established according to second language developmental stages and be placed within the context of academic content areas, rather than be defined by grade-level benchmarks as is being done for standards developed for students in other content areas.

Instructional goals will encompass

- Communicating effectively in English
- Using English to achieve academically
- Participating effectively in various sociocultural environments.

Goal statements will include descriptions of standards as sample performance indicators.

ESL standards are not intended to replace standards being developed in other content areas, but rather they are to supplement standards in English language arts, math, social studies, and any other content areas that are part of the student's curriculum.

**For further information, contact TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, (703) 836-0774.**

## **Satellite Town Meeting on National Standards**

**originally broadcast live from ACTFL '94**

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### **CONTEXT**

*Continued from previous page*

has begun its work. To be represented in NCATE, the profession must have in place a set of entry-level teacher education standards.

AATG undertook the preparation of "Professional Standards for Teachers of German," aimed at developing criteria and procedures for certification of accomplished teachers. This document has been informally endorsed by AATF, AATSP, and ACTFL and serves as a springboard for our future collaboration. In addition, regular contact between foreign language educators and the National Board for Professional Teaching Standards (NBPTS) has occurred, principally through AATG monitoring and attendance at its meetings.

Since launching the student standards effort, the collaborating organizations have begun the search for funding to complete the total project with a task force on entry level teacher standards and a task force on accomplished teacher standards. As was noted in the first segment of this document, foreign language education has made significant progress in gaining status on the national agenda through:

- the National Education Goals;
- the National Standards project;
- legislation, such as Goals 2000 and the reauthorization of the Elementary and Secondary Education Act; and
- the schedule for national assessment.

This article has provided information on some of the benefits of such inclusion, as well as citing challenges that lie ahead. In the final segment, we will examine "The Challenge of Inclusion," dealing with such issues as building an infrastructure that will enable foreign language education to move aggressively forward within the new, expanded arena in which it has been placed, and the exciting possibilities that are being discussed for building larger coalitions within the language education community. These coalitions will connect foreign languages to our colleagues in bilingual education and English as a second language, so that we may begin to unite, rather than fragment, our efforts in discussions of national policy and legislation—and in the implementation of national standards. We can point to the work in progress on student standards K-12; entry level teacher standards; and the recognition of outstanding teaching and reaffirm that we have more in common than separates us.

# NATIONAL FOREIGN LANGUAGE STANDARDS:

## WHAT YOU NEED TO KNOW

As national FL standards near completion, administrators, parents, and policy-makers will turn to *YOU* for information and assistance. The following is a brief synopsis of the essential elements you need to know:

### Standards ARE:

- statements of what students should *know* and *be able to do* to achieve the goals of FL education
- being prepared by FL teachers with your input
- voluntary

### Standards are NOT:

- curriculum
- a method of instruction
- mandatory

### Why have standards?

- They will establish the role of foreign languages in the national educational mainstream
- They will help others understand what is going on in FL classrooms today.
- They will bring meaningful instruction to all of the nation's schools.

There are **Nine Standards** within the following **Five Goal areas**:

1. Communicate in Languages Other Than English
2. Gain Knowledge of Other Cultures
3. Connect with Other Disciplines and Acquire New Information
4. Develop Insight Into Own Language and Culture
5. Participate in Multilingual Communities and Global Society

### Learning Scenarios

illustrate the types of classroom activities teachers may use to help students achieve the standards.

### Benchmark Tasks

have been established for students at grades 4, 8, 12 which describe the types of activities students can do to *demonstrate* that they have met each standard.

### For Additional Information

or assistance, contact the National Standards in Foreign Language Education project office at 6 Executive Plaza, Yonkers NY 10701, (914) 963-8830, fax: (914) 963-1275.

## AATF TRAVEL SURVEY

**A call to members! If you have taken students to French-speaking countries, then we would like to hear from you!** The Task Force for the Promotion of the French Language in the United States is compiling a travel resource/guidebook for teachers. Providing student travel opportunities to French-speaking countries is increasingly essential to a thriving French language program. This guide will thus be designed as an aide to the new teacher who needs to know "where to start", as well as those with years of experience, and who are on the lookout for new tips and information.

Please take a few minutes to share information you feel would be helpful to fellow teachers. Thank you for your willingness to contribute your expertise to this important project. All contributions will be cited. Please return forms to **Sherry Dean, Communications Division, Mountain View College, 4849 W. Illinois Avenue, Dallas, Texas 75211.**

### Travel Survey

Number of years you have taught French \_\_\_\_\_

At what level \_\_\_ elementary \_\_\_ Jr. high \_\_\_ Sr. high \_\_\_ community college \_\_\_ four-year college/university

How many trips have you organized to France/Francophone country?

What was the principle destination of these trips? (city, region, general tour)

What was duration of trip? \_\_\_ Spring break \_\_\_ Christmas break \_\_\_ summer \_\_\_ 1-3 weeks \_\_\_ 4-5 weeks \_\_\_ semester

Did your trip include a homestay?

Was your trip based upon contact with a foreign school, university?

What foreign schools, universities are you aware of that welcome student exchanges?

Do you develop brochures for this trip? (Please include a copy if you have one available)

Do you offer orientation sessions for foreign travel? (Please include any orientation materials you would be willing to share as a model)

What are the most important issues you feel need consideration when planning student excursions to a French-speaking country?

What information could you share concerning issues of personal liability/insurance?

In your experience, what are the advantages/disadvantages of choosing a prepackaged trip through a student travel agency?

Are there particular agencies you recommend? Do not recommend? Why?

If you have not organized a trip from "scratch," what do you feel is your biggest obstacle in doing so?

What types of travel fundraising activities do you promote on your campus?

What tips, helpful information can you share with new teachers?  
(Inexpensive restaurants, hotels, bargains, etc. in French-speaking countries)

Would you be interested in participating in an AATF Internet foreign travel mailbox?

Do you have any humorous travel anecdotes to share?

Name \_\_\_\_\_

Home address and telephone number \_\_\_\_\_

School address and phone number \_\_\_\_\_

# AATF 1995 REGION IV MEETING PROPOSAL

AATF Region IV will sponsor a Regional Meeting at the Holiday Inn, 4th and Arch Streets, Philadelphia, PA, on October 12-14, 1995. All are invited to attend. We will host well-known speakers, such as Yves Rey-Herme, Isabelle Kaplan, Gladys Lipton, Rebecca Valette, Albert Valdman, and others. Members are invited to submit proposals for workshops. This will be an immersion experience in French, as many workshops will be totally in French. Publishers will be present, and French materials will be available. This is the time to make French visible to the educational community! For further information, please contact: Sister Mary Helen Kashuba, AATF Regional Representative, Region IV, Chestnut Hill College, 9601 Germantown Ave., Philadelphia, PA 19118.

Please use this form to submit your proposal for the AATF Region IV Congrès to be held on October 12-14, 1995 at the Holiday Inn, 4th & Arch Sts., Philadelphia, PA. Your completed form should be sent to Sister Mary Helen Kashuba, Chestnut Hill College, Philadelphia, PA 19118-2695. **Deadline for proposals is May 1, 1995.** (You will be notified of the committee's decision by June, 1995.)

YOUR NAME: \_\_\_\_\_

Session Title: \_\_\_\_\_

Brief abstract of topic: \_\_\_\_\_

Brief biographical Sketch: \_\_\_\_\_

(For Names & Bios of Co-Participants use Additional pages)

Institution/position: \_\_\_\_\_

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

Phone: (     ) \_\_\_\_\_

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

Phone: (     ) \_\_\_\_\_

Your Signature: \_\_\_\_\_

**Please supply the following information:**

**Time needed for workshop:  
(no papers please)**

\_\_\_\_\_ 20 min.     \_\_\_\_\_ 1-1/2 hrs.

\_\_\_\_\_ 1 hr.     \_\_\_\_\_ Other

**Appropriate level (Check ALL that apply.)**

\_\_\_\_\_ Elementary

\_\_\_\_\_ Middle Sch./Junior High

\_\_\_\_\_ Senior High

\_\_\_\_\_ Post Secondary

**Intended Audience (Check ALL that apply.)**

\_\_\_\_\_ Classroom

\_\_\_\_\_ Supervisors/Chairs

\_\_\_\_\_ College teacher

\_\_\_\_\_ Other (specify)

**Will the session be given in French?**

\_\_\_\_\_ Yes     \_\_\_\_\_ No

If you will need audio-visual equipment. Specify requirements.

**Thank you for submitting a proposal!**

# JEU DE CARTES OR JEU DESCARTES: BUSINESS CARDS IN A FRENCH COURSE FOR THE PROFESSIONS<sup>1</sup>

It was during a recent sabbatical leave in France, while researching Michel Butor's use of *cartes postales* for special collages and correspondence that I became fascinated with another kind of card, the equivalent of the American business card, the ubiquitous, French *carte de visite*. Though the purpose of this card differs from that of the traditional calling card, the French continue to refer to it as "*carte de visite*." Perhaps, the term and definition that appeared in the 1882 edition of the Littré dictionary would be more precise and less suggestive of social etiquette: "Carte d'adresse—les cartes que fait distribuer un marchand pour faire connaître sa maison" (496).

Terminology notwithstanding, these venerable *cartes de visite* are readily available in almost all Paris shops, and are always offered generously by eager salespeople. Thus, during my leave in Paris, having already been conditioned by my detective-like investigation of Butor's cards, I found myself entering Paris shops, without any serious intention of making serious purchases, but because a Picasso design in a display window or a Cartesian trade name caught my fancy, and visions of miniature masterpieces in the form of *cartes de visite* stirred my curiosity.

As a teacher of French language, literature, and culture, I appreciated the originality of these varied cards; I was also quick to recognize their utility in the classroom. Consequently, I took them more seriously, and my casual interest became more obsessive. The collection expanded, and cards multiplied in number, shape, size, color, superfine print. Imaginative shop names fed my poetic fancy and filled my teacher's handbook: *DÉMONS ET MERVEILLES, Au troubadour, sport et climat, MIMI LA SARDINE...* to mention only a few.

Collecting the cards was, obviously, not a prime-time activity. Collating them in preparation for a newly-created course, FRENCH FOR THE PROFESSIONS, was a trickier exercise. This was especially true since FRENCH FOR THE PROFESSIONS, offered by a department with a literary focus, was intended for students who had completed the intermediate-level grammar course, but who had very little experience with the more specialized vocabulary of business and other professions.

The language background of most students was quite similar, but some differences were apparent in the understand-

ing of business concepts presented by Le Goff in *French for Business*, the required text. Students who had taken courses in the college's Management program were, indeed, better equipped to interpret complex terms. Nevertheless, emphasis in the course was on language and culture, and its purpose was to complement, not to duplicate, the more specialized curriculum of Business and Management.

Thus, with the goals of the course clearly defined up front, and with Le Goff's *French for Business* as the primary text, the *cartes de visite* served to introduce areas of discussion, based not only on specialized information but also on language, esthetic experience, and personal judgement. High on the list of categories suitable for such discussions that ultimately bridged the gap between the Humanities and Business, were originality and impact of design, richness of vocabulary and idiomatic expressions, grammatical complexity, pervasiveness and implications of "franglais".

The *carte de visite* also represented significant areas of study as a historical, literary, or geographic reference, as an efficacious marketing tool, and even more dramatically, to use the term "*dérive*" coined by Situationist artists to describe what they called "purposeless and yet attentive meander through urban landscape especially certain favorite districts of Paris" (*Passage* 3), the *carte de visite* could also serve as a *dérive* guide to Paris businesses, and to the city of Paris, itself. It was soon necessary, however, to establish perimeters of study within the time frame of a specific course and a single semester. The history of business cards, alone, could have easily taken one back not only to the early nineteenth century when it is presumed that the *carte de visite* came into general use, but also to early, hieroglyphic, Egyptian inscriptions, Roman panels in relief, medieval coats-of-arms, eighteenth-century London shop-signs and Traders' cards, all of which, in their own way and time, were intended to draw attention to the location of a trade (Heal 4-26).

After much trepidation about the best approach to this *jeu de cartes*, I distributed a different card to each student, with copies available to all. Outlining the rules of the game that included oral exposés about the cards, I asked each card-holder to research names or references that were highlighted in the imaginative trade names, like "Louvois" (BOUCHERIE DE LOUVOIS), "Descartes" (JEUX

DESCARTES), "Voltaire" and his fictional character (Zadig et Voltaire). Students were also expected to interpret abbreviations like "FRS" in promotional statements, (*fournisseurs des anciens rois de France*) or "S.A.R.L." (*Société à responsabilité limitée*). Tools for such research were, inevitably, literary anthologies, histories of France, dictionaries of business terms or the textbook itself, depending on the reference.

A preliminary quiz, highlighting vocabulary, idiomatic expressions, grammatical constructions, and also business or professional references appearing on the cards, had also been administered before the material was distributed in order to guarantee some concrete measure of progress and success when a similar verification occurred at the end of the semester.

In the initial discussions, students were amused by the originality of trade names and designs, but they became more thoughtful, and were quick to compare the "hands" that they were dealt as they became aware of the tricks of the *jeu*. They especially liked two cards featuring reproductions in color—one in blue and rose pastel of an ancient fabric with a medieval design, *AUX FILS DU TEMPS*, and the other, also in pastel, but in more varied shades, of an oil painting, entitled, "Les Fleurs," by Jacky Bourreau-Xana, from the flower shop, *La grange à buci*.

Likewise, they appreciated the architects slick, glossy card with geometric forms (ESPACE), and the black and white design from *La Maison de Poupée* of an antique doll, appropriately attired in nineteenth-century dress: high-collared white shirt, black vest, pleated skirt, feathered hat. The doll is depicted standing in a flower garden, admiring a bird perched on the tip of her right forefinger, while firmly holding a butterfly net in her left hand.

Of course, finding precise words in French to describe the scenes and figures was not always easy: How does one say "medieval fabrics" in French? "pastel shades?" "oil paintings?" "glossy?" "butterfly net?" The dictionary was in great demand. But in most cases, printed under the trade names, there are explanatory expressions like "*étoffes anciennes*," "*huile sur toile*," "*poupées de collection*," that served as a base from which students could begin their vocabulary quest and on which they could build their descriptions and oral exposés.

In subsequent classes, where the pervasiveness of "franglais" was also a topic

of discussion, emphasis was on grammatical constructions and idiomatic expression. In the simplest analysis, *LA SweaTerie, Le Rideau de Paris, Librairie Bonaparte, DÉMONS ET MERVEILLES* illustrated the possible use and omission of articles where specificity or title-like name prominence is intended. *LA BOUQUETTE À BOUTONS, LA PEAU DE PORC, l'oiseau de paradis*, demonstrated the grammatical use of prepositions with complements to specify purpose, kind, and place of origin; And to illustrate the versatility of the preposition *à* in elliptical expressions indicating the place where specific articles are sold, or where a desired quality is guaranteed, the two trade names, *Aux Laines Écossaises*, and *À LA BONNE RENOMMÉE*, that features (*un sac*) *très bonne renommée* served as meaningful examples.

Enthusiasm generated by these initial exercises was generally sustained throughout the semester as students progressed from simple card games to more complex *jeux de cartes*, on double and triple levels, where facetious puns, in their equivocal meanings, combined references to language, both French and English, literature, history, and social attitudes and activity. Random chuckles always identified students who were quick to recognize wit and humor in the select cards of *JEUX DESCARTES* (Fig. 1), a shop across from the Sorbonne and specializing in high-powered mathematical and electronic games; *Marché noir*, a legitimate millinery shop selling black accessories only; "Golden Dove," a jewelry store located on *la rue du Vieux Colombier*, across from the former site of the venerated theater, *Le Vieux Colombier*, a symbolic dovecote for celebrated actors in its heyday; *LA BOUCHERIE DE LOUVOIS*, a butcher shop bearing the name of Louis XIV's Minister of War; and, of course, *MIKIHOUSE* that resonates the sounds and name of Mickey Mouse, and of all that it symbolizes—specifically, in this case, bright-colored children's apparel.

In describing the guidelines for this *jeu de cartes*, I did acknowledge the need to establish certain perimeters for the course for reasons of organization, and also to achieve some depth in the study of French for the professions. I must admit, however, that such boundaries proved to be only theoretical and difficult to maintain. Just as I had shuffled the cards many times in order to view them from different linguistic, cultural, and even temporal perspectives, as my sabbatical leave had taken place in 1989 and I taught FRENCH FOR THE PROFESSIONS in 1992, spontaneous discussions about the

cards crossed professional, class, cultural, and even ethnic boundaries.

A major question of discussion pertained to the relevance of such a sophisticated marketing device as the *carte de visite*, and more broadly, to the justification of the principle of marketing, itself, during times of economic stress. French economist, Guy Serraf's response to the broader question, in a student text based on this article, "*Société en crise: crise de conscience du marketing*," was conveniently interpreted by students as appropriately Gallic for defending the French *carte de visite: Se priver de la fonction stratégie serait purement et simplement du suicide... C'est justement dans la tempête qu'on a besoin d'une bonne science de pilotage* (54).

Related questions were raised about the ability of the average Frenchman to appreciate the historical references in such trade names as *LA BOUCHERIE DE LOUVOIS*. For whom are such references intended, what do they achieve, and what do they reflect about the French people? How will this trade name now fare in a city that has a large immigrant population less well versed in the history of its adopted country?

Also, will the newly-launched Euro-Disney have a fortuitous impact on marketing for *MIKIHOUSE*? If "yes," how? If "no," why not? There was much speculation about the future of *MIKIHOUSE*, but of greater interest was speculation about the future of Euro-Disney itself—and the wisdom of such an American creation with an imaginary fairyland on French soil where magnificent *châteaux* date back to the reign of *François I<sup>er</sup>*.

The experimental use of the *cartes de visite* as a complementary resource did, indeed, introduce an imaginative dimension to the hard-core reading assignments of the new course that, on occasion, became bogged down with in-depth details of Business French. And as indicated earlier, it allowed for occasional, non-scheduled review of selected points of grammar for which different trade names served as models of application.

The significance of such grammar review, and also of the study of cultural references in modern business strategy, was evident in the "exit" quiz that paralleled the test given at the beginning of the semester. These tests did reveal acquisition of meaningful information. They could not, however, serve as measures of learning of business terms or practices since the *jeux* were only auxiliary exercises to Le Goff's more serious text.

But precise measurement of learning of business terms was hardly the goal of the *jeu des cartes* that had begun as a pro-

fessor's leisure-time obsession. Rather, more significantly, the *cartes de visite* allowed a group of students, interested in sharpening their language skills for use in the modern world, to achieve, multidimensionally, what Claire Kramsch, in her article on the use of authentic media material in the language classroom, called "International Discourse" (341).

There is no doubt that authenticity provided the initial incentive for playing the *jeu des cartes*, and that the multiplicity of thought-provoking references helped to sustain interest and enthusiastic discourse. And *en prime*—that is, as a bona fide business bonus, the *cartes de visite*, in their creative form, provided the extra dimension of wit, humor, and amusement throughout the semester.

Mary Gegerias  
Pine Manor College

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- <sup>1</sup>I spent eight weeks at Dartmouth this summer as a Dartmouth/Dana Fellow. For one of my projects, I wrote *Micrologues* for many of the cards in my collection. (A *Micrologue*, term coined by Professor John Rassias, is generally a one-minute passage, intended to be shorter than the traditional *dictée*, about a cultural or literary topic). I have included a *Micrologue* based on the card, *Jeux Descartes*, to illustrate one of the many possible uses of the cards in a language classroom. See page 16.

## JEUX DESCARTES: A MICROLOGUE

C'est une coïncidence curieuse que le magasin, JEUX DESCARTES, situé à quelques mètres de la Sorbonne, la vénérable Faculté des Lettres de l'Université de Paris, se spécialise en jeux mathématiques, technologiques, scientifiques—des jeux impénétrables sans une connaissance de base de la méthode cartésienne; en même temps, les Sorbonnards, de l'autre côté de la rue, de leur façon, exige une profonde étude de la même méthode pour pénétrer la savante obscurité de la philosophie.

Est-ce possible que la Sorbonne, en plein Quartier Latin, se modernise? qu'elle offre un programme en philosophie appliquée parallèle à ceux des sciences expérimentales et des arts décoratifs? que les étudiants servent de stagiaires aux JEUX DESCARTES? Les réponses à ces questions ne sont pas faciles à trouver. Peut-être, devrions-nous revoir les quatre règles du *Discours de la méthode* de Descartes pour résoudre ce problème.

### NOTES:

René Descartes—philosophe, mathématicien, physicien français (1596-1650) —*Discours de la méthode pour bien conduire sa raison et chercher la vérité dans les sciences* (1637). Dans cette œuvre, Descartes fixe les quatre règles nécessaires pour mener à

bien tout raisonnement fondé sur la déduction et en allant du simple au complexe.

*Méthode* de Descartes—une méthode relative à la doctrine de Descartes (Larousse).

La Sorbonne—Fondée par Robert de Sorbon en 1257 pour faciliter les études théologiques des étudiants pauvres (Larousse).

Sorbonnard—(fam. et péj.) étudiants, professeurs de la Sorbonne

### VOCABULAIRE:

curieux, -se = bizarre, amusant, drôle  
un stage = période de formation, de perfectionnement dans un service d'une entreprise  
un stagiaire = personne qui fait un stage

### QUESTIONS:

1. Quel genre de jeux peut on trouver au magasin parisien, JEUX DESCARTES? Pouvez-vous en préciser le genre de quelques-uns?
2. Comment la Sorbonne se distingue-t-elle de l'Université de Paris?
3. Dans quel quartier se trouve la Sorbonne?
4. Avez-vous jamais étudié les quatre règles de *La Méthode* de Descartes?
5. Vous intéressez-vous à faire un stage dans une entreprise française? Laquelle?



**JEUX  
DESCARTES**

52 RUE DES ECOLES  
75005 PARIS  
TEL.:43.26.79.83

## MEMBERS' NOTES

The Nassau and Suffolk Chapters of the American Association of Teachers of French honored **Fernande Wagman**, Regional Representative, at their Joint Dinner on December 13. Mrs. Wagman was recognized for her service to this area for the past six years as well as for her twenty years of service to the AATF. She has served on the Metropolitan Chapter Board of Directors and as National French Contest Administrator.

Mrs. Wagman was acknowledged by Nassau Chapter President Rosemary Haigh and by Suffolk Chapter President Louise Terry for her many efforts on behalf of French studies and students. She was recognized for her many initiatives, including the establishment of a regional bulletin *Autour de la Grosse Pomme* which has served to unify the region. She has also established a Regional Comedy Contest and has promoted the study of French at the elementary school level (FLES). She is particularly interested in the articulation of programs between the different levels of education from elementary to secondary to college.

Mrs. Wagman has introduced a new avenue of study for French students, that of business affairs. The recipient of a "French for Business" scholarship from the *Chambre de Commerce et d'Industrie de Paris*, she has recently published a textbook on this subject, *Faisons des Affaires*. Through many professional committees, she continues to promote her message that French is a very practical subject that warrants study for many different reasons. Mrs. Wagman is currently the Foreign Language Department Chairperson at the Academy of the Holy Angels in Demarest, New Jersey.

**Katherine I. White**, a language teacher in the Guilford County Public Schools received "Honorary Life Membership" in the Foreign Language Association of North Carolina (FLANC) at the association's annual meeting held October 13-15, 1994. The award is given in recognition of excellence in foreign language teaching, leadership in the profession, and involvement in and dedication to FLANC. She currently teaches French and serves as chairperson of the Foreign Language Department at Grimsley High School in Greensboro, North Carolina.

The following AATF members were selected as 1994-95 Fulbright Teacher Exchange participants for an exchange with Morocco. **Doris Brody** of Philadelphia, Pennsylvania, **Michele Edelsberg** of Holden, Massachusetts, and **Maija Racevskis** of Dayton, Ohio spent six weeks in October-November 1994 in schools in Morocco.

# RENDEZ-VOUS À SAN ANTONIO

## du 13 au 16 juillet.

# EDUCATIONAL KIT ON SWITZERLAND AVAILABLE FROM NATIONAL HEADQUARTERS

In its ongoing efforts to familiarize members with the various Francophone areas of the world, the AATF will continue to distribute at cost (\$4 for a single copy; \$1 per additional copy) the previously advertised educational kit on Switzerland, a generous supply of which we have received recently from the Cultural Section of the Swiss Embassy in Washington, DC. The material is presented in French and printed mostly on heavy, durable paper. For the moment, however, there are no accompanying videos.

Following is a brief description of the kit's contents: general information on Switzerland, including geography, maps, history, economy, political and social systems (with emphasis on plurilingualism), and short stories. A large photo poster is also included, as well as a list of useful addresses.

This is the same kit that was first announced in the September 1993 *BULLETIN*. A number of copies has already been distributed and our supply is limited to some 200 in all, so if you are interested, don't delay too long in getting your order in!

## Order form, SWITZERLAND KIT

Name \_\_\_\_\_

Address \_\_\_\_\_

AATF member? Yes \_\_\_ No \_\_\_ Please enclose \$4 for mailing costs.

\_\_\_ Check if you also wish a free sample copy of our standard recruiting flyer, "French is More Than..."

\_\_\_ Check if you also wish a free sample copy of our "minority" recruiting flyer, "Mais oui, allez-y!"

**MAIL THIS FORM WITH YOUR CHECK TO: AATF, 57 E. Armory Ave., Champaign, IL 61820**

## CHAPTER NEWS

To celebrate the February opening of the exhibit *Gustave Caillebotte: Urban Impressionist* at The Art Institute of Chicago (18 February-28 May), the Chicago/Northern Illinois Chapter focused its attention on art in Chicago at its February 4 meeting. Co-sponsors with the chapter were the Consulat de France and the Alliance Française de Chicago where the meeting was held.

The first of three presentations, *Gustave Caillebotte: Impressionniste méconnu*, was a slide-lecture by Betty Winer, formerly of Evanston High School. Ms. Winer has researched the art of Caillebotte both in Chicago and in Paris. The Art Institute owns one of the best-known Caillebotte paintings "Paris Street, Rainy Day." Ms. Winer's slides introduced us to the world of Caillebotte before the opening of the exhibit in Chicago which traveled to Chicago from the Musée d'Orsay. The Art Institute offered to those attending the meeting a "Kit Caillebotte" as a preview of the exhibit.

*What are the Impressionists' Women Looking For?* was the subject of Stephen Kern's presentation. Mr. Kern interpreted the ages and facial expressions of women posed

with men in the art of Renoir, Degas, Manet and Caillebotte. He showed that the women express a stronger commitment to the morality of love, a theory supported by the novels of Hugo, Flaubert, and Zola. Mr. Kern is currently Distinguished Professor of History at Northern Illinois University and the author of *The Culture of Time and Space: 1888-1914* and *The Culture of Love: Victorians to Moderns*.

Gwen Gérard Noll, a Parisian avant-garde artist who now resides in Chicago, discussed how Chicago transformed her universe and her artistic conceptions, and how her new environment and life have influenced her work. Ms. Noll is a graduate of the *École des Beaux-Arts, Paris I*.

The chapter's May meeting will present ideas about teaching French and the theater. The chapter will also co-sponsor a *Concours pédagogique* for K-12 teachers in Illinois who wish to carry out special projects but who have no special budget to do so. Two or three awards of \$500 each will be granted to the winning projects.

Anne Hebert, President  
Chicago/Northern Illinois Chapter

## AATF MEMBERSHIP CARD

### Available from National Headquarters

An official AATF membership card (reproduced below) is available to current members. As the cost of sending the card to every member is prohibitive, persons who wish to obtain one can send a postcard to: AATF National Headquarters, 57 E. Armory Avenue, Champaign IL 61820. The membership card may help travelers to France obtain reduced entrance fees to national monuments and museums.

Chapter treasurers can order the cards in bulk for distribution to their local members. National headquarters will send the signed cards to the Chapter and the Chapter Secretary/Treasurer would have to complete the rest of the information.



### American Association of Teachers of French Année \_\_\_\_\_

M., Mme/Mlle \_\_\_\_\_  
est membre de l'Association Américaine des Professeurs de Français  
avec tous les privilèges et tous les droits qui s'y attachent.  
Fait à Champaign, Illinois, États-Unis d'Amérique,

le \_\_\_\_\_ pour servir et valoir  
ce que de droit.

## **TEACHER PARTNERSHIP INSTITUTE JULY 17-27, 1995**

### **Purpose:**

To provide professional development in effective teaching strategies for K-6 classroom teachers and for foreign language teacher educators who serve as methods professors at institutions of higher education. The Foreign Language Resource Center, Iowa State University, Ames, Iowa will provide for long-term support and communication among participants.

### **Institute participants:**

- College and university teacher educators who teach foreign language methods courses
- Experienced and practicing K-6 foreign language teachers

*Priority will be given to teachers of less commonly taught foreign languages and to teacher educators who have not had direct experience at the K-6 level of instruction.*

### **Institute content:**

- Building and articulating curriculum for K-6 foreign language programs
- Survey of appropriate strategies, materials, and activities for K-6 foreign language programs
- Effective use of technology in K-6 foreign language classrooms
- Alternative assessment in K-6 foreign language programs
- Establishment of working partnerships between university teacher educators and K-6 foreign language teachers who will:
  - participate together in institute activities
  - address content and format for K-6 methods courses based on existing guidelines
  - collaborate on an institute project to be completed using e-mail at their home sites
  - continue dialogue with institute personnel and participants during the following year via e-mail

### **Institute personnel:**

Carol Ann Bjornstad Pesola, Associate Professor of Education, Concordia College, Moorhead, Minnesota

Helena Curtain, Foreign Language Curriculum Specialist, Milwaukee Public Schools, Wisconsin

Nancy Rhodes, Associate Director for English Language and Multicultural Education, Center for Applied Linguistics, Washington, DC

Karen Willetts, French Teacher and Technology Consultant, Montgomery County Public Schools, Rockville, Maryland

*This institute will be held pending renewal of funding by the U.S.*

*Department of Education. Participants will receive round-trip airfare to Iowa and room and board while at the institute. Graduate credit is available upon request at no extra cost (2 semester hours).*

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## **NEW TECHNOLOGIES IN THE FOREIGN LANGUAGE CLASSROOM AUGUST 11-18, 1995**

### **Purpose:**

To prepare teachers in the effective use of technological approaches and technology-based resources. Teachers will gain a working knowledge of telecommunications, learn about hardware and software that have enormous potential to enhance foreign language learning, author a multimedia foreign language lesson on the Macintosh, and discuss effective strategies for integrating these lessons into their curriculum.

### **Institute participants:**

Applicants must be experienced and practicing K-12 teachers and be very familiar with at least one word processing program using a Macintosh or IBM-compatible computer. Priority will be given to teachers of less commonly taught languages.

### **Institute content:**

- Examine recent developments that apply new technologies to the learning of foreign languages
- Preview exemplary foreign language courseware, including multimedia programs, and discuss their implementation into foreign language instruction
- Implement use of telecommunications networks to enhance students' reading, writing, and cross-cultural communication skills
- Gain expertise in the use of electronic mail and explore the Internet
- Develop tele-networking lessons for use with existing curricula
- Author a HyperStudio stack and produce sample lessons that effectively meet objectives of the foreign language curriculum
- Collaborate with institute personnel and participants during the following year via telecommunications while working on a collaborative project

### **Institute personnel:**

Karen Willetts, French Teacher and Chair, Global Access Technology Committee, Springbrook High School, Silver Spring, Maryland

Janine Onffroy Shelley, Technology Consultant, National K-12 Foreign

Language Resource Center, Iowa State University, Ames, Iowa

*This institute will be held pending renewal of funding by the U.S. Department of Education. Participants will receive round-trip airfare to Iowa and room and board while at the institute. Graduate credit is available upon request at no extra cost (1 semester hour).*

For more information and application forms for either of these institutes, write to National K-12 Foreign Language Resource Center, Iowa State University, Ames, IA 50011. Telephone: (515) 294-6699; fax: (515) 294-2776 or 294-9914. E-mail: [nfirc@iastate.edu](mailto:nfirc@iastate.edu)

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## **A VIDEO-PAL SYSTEM TO PICK UP THE INTEREST OF CONVERSATION CLASSES**

Having taught intermediate conversational French for the last six years, Servanne Woodward of Wichita State University, noticed that by mid-semester the students would lose a lot of their motivation. Her feeling was that the students were then overfamiliar with one another and with the teacher, and somewhat resigned to whatever level they had achieved. She teamed up with her colleague Valérie Lastinger, of West Virginia University, whose students showed similar symptoms of mid-semester disinterest. With the help of her colleague Rob Phillips, the language lab director of MCLL who lent her his personal equipment, Dr. Woodward's students corresponded via video with their West Virginia "team."

Dr. Woodward noted that good students mostly maintained their levels. The shy students, and even "slackers" achieved the most marked improvements. Dr. Lastinger's students gave a long friendly presentation of themselves, their union, their city, their dorms, their class. This was a most intriguing experience for the classes, who became part of the other campus' life, and felt part of a community learning how to converse in French. The interest was very high, and the students were proud to see themselves on video.

Professors Woodward, fax: (519) 661-3640, and Lastinger, fax: (304) 293-7655, are now being joined by the students of Dominique Van Hooff, San José State University, fax: (415) 964-4620, and Marie Wellington, from the Mary Washington College, Fredericksburg campus, telephone: (703) 899-4830. You are invited to join us.

# CALENDAR OF EVENTS

**CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION:** April 28-30, 1995, Los Angeles, CA. Information: Hal Wingard, 6450 Lance Way, San Diego, CA 92120.

**PREMIER COLLOQUE INTERNATIONAL ALBERT CAMUS:** May 4-6, 1995, Poitiers, France. Information: Lionel DuBois, 17, Allée de Marigny, 86000 Poitiers, France. Telephone and FAX: 011-33-49-45-80-59.

**15th ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES:** May 11-13, 1995, Cincinnati, OH. Information: Keiselim Alfredo Montás or Maria Consuelo Ortiz, Department of Romance Languages and Literatures, University of Cincinnati, ML 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or 556-1950; FAX: (513) 556-2577.

**THE WORK OF VERCORS:** May 20, 1995, Angers, France. Information: Georges Cesbron, Centre de Recherche en Littérature et Linguistique de l'Anjou et des Bocages de l'Ouest, UFR Lettres, Langues et Sciences humaines, 11, Boulevard Lavoisier, 49045 Angers cedex. Telephone: 011-33-41-35-21-22. FAX: 011-33-41-35-21-91.

**INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES:** May 23-28, 1995, South Bend, IN. Information: IALL, University of Pittsburgh, LAI G-47C.L., Pittsburgh, PA 15260.

**TEACHING OF TRANSLATION AND INTERPRETING:** June 9-11, 1995, Elsinore. Information: Cay Dollerup, Centre for Translation and Lexicography, University of Copenhagen, 96 Njalsgade, 2300 Copenhagen, Denmark.

**COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM:** June 20-24, 1995, Middlebury. Information: CALICIO, Duke University, 014 Language Center, Box 90267, Durham, NC 27708-0267. Telephone: (919) 660-3180. FAX: (919) 660-3183. e-mail: CALICO@acpub.duke.edu

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH:** July 13-16, 1995, San Antonio, TX. Information: Fred M. Jenkins, AATF, 57 East Armory Avenue, Champaign, IL 61820. Telephone: (217) 333-2842.

**SYMPOSIUM: HARMONIE ET EXCÈS: MICHEL RIO ET JMG. LE CLÉZIO:** September 11-19, 1995, Centre Culturel de Cerisy-la-Salle, France. Information: M.E. Kronegger, Romance and Classical Languages, 313 Old Horticulture Building, Michigan State University, East Lansing, MI 48824.

**SOCIÉTÉ D'ANALYSE DE LA TOPIQUE DANS LES ŒUVRES ROMANESQUES (SATOR), NINTH INTERNATIONAL CON-**

**ERENCE: "Scénarios de la Violence dans le Roman français avant 1800":** September 21-23, 1995, University of Wisconsin - Milwaukee and University of Wisconsin-Madison. Information: Gabrielle Verdier, Department of French and Italian, Curtin Hall 672, University of Wisconsin-Milwaukee, Milwaukee, WI 53211. Telephone: (414) 229-4382. FAX: (414) 229-6258. e-mail: verdier@cstd4.csd.uwm.edu

**AIZEN (ZOLA) FOURTH INTERNATIONAL CONFERENCE:** September 22-24, 1995, Las Vegas, NV. Information: M.E. Fol, 4012 S. Rainbow, Las Vegas, NV 89103. Telephone: (619) 691-0940.

**COLLOQUIM: "Le Français aujourd'hui et demain", ASSOCIATION FOR FRENCH LANGUAGE STUDIES:** September 22-24, 1995, Paris, France. Information: Hilary Wise, Department of French, Queen Mary & Westfield College, University of London, Mile End Road, London E1 4NS G.B.

**PURDUE UNIVERSITY CONFERENCE ON ROMANCE LANGUAGES, LITERATURES AND FILM:** October 5-7, 1995, Purdue University, West Lafayette, IN. Information: Jeanette Beer, Department of Foreign Languages and Literatures, 1359 Stanley Coulter Hall, Purdue University, West Lafayette, IN 47907-1359. Telephone: (317) 494-7691; FAX: (317) 496-1700; e-mail:rla@vm.cc.purdue.edu.

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA:** October 12-14, 1995, Greensboro, N.C. Information: Wayne Figart, 204 North 16th Street, Wilmington, NC 28401. Telephone: (919) 763-4009.

**WAFLT-COFLT JOINT FALL CONFERENCE 1995:** October 13-14, 1995, Portland Lloyd Center Red Lion Hotel, Portland, OR. Information: Rosemary Leiva, 1412 S. 33rd Avenue, Yakima, WA 98902. Telephone: (509) 457-0966 (home); (509) 965-2040 (school).

**FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA:** October 18-20, 1995, Fargo, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

**NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS:** October 20-22, 1995, Kiamesha Lake, NY. Information: Michelle Bloom, 239 Lenox Avenue, Albany, NY 12208-1407.

**NINETEENTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES:** October 27-28, 1995, Youngstown State University, Youngstown, OH. Information: Conference Committee, Department of Foreign Languages and Literatures, Youngstown State University,

Youngstown, OH 44555-3461. Telephone: (216) 742-3461. FAX: (216) 742-1419. e-mail: ctf@cc.yzu.edu

**NEW HAMPSHIRE ASSOCIATION FOR THE TEACHING OF FOREIGN LANGUAGES:** October 27-28, 1995, North Hampton, NH. Information: Christine Hoppe, Department of French and Italian, University of New Hampshire, Durham, NH 03824. e-mail: CTH@christa.unh.edu (internet).

**TEXAS FOREIGN LANGUAGE ASSOCIATION.** November 3-5, 1995, Austin, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

**JOINT CONFERENCE ADVOCATES FOR LANGUAGE LEARNING and SECOND LANGUAGE ACQUISITION BY CHILDREN:** November 15-17, 1995, Fullerton/Anaheim, CA. Information: Paul Garcia, ALL/SLAC, School District of Kansas City, MO, 301 East Armour Boulevard, #620, Kansas City, MO 64111. Telephone: (816) 871-6317. FAX: (816) 871-6313.

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES:** November 18-20, 1995, Anaheim, CA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

**MODERN LANGUAGE ASSOCIATION OF AMERICA:** December 27-30, 1995, Chicago, IL. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX (212) 477-9863.

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING with ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS:** February 29-March 2, 1996, Mobile, AL. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

**TEXAS FOREIGN LANGUAGE ASSOCIATION:** March 1-3, 1996, Midland, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** March 28-31, 1996, Louisville. Information: CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573. FAX: (608) 246-6880.

**GEORGETOWN UNIVERSITY ROUND TABLE:** March 31-April 3, 1996, Washington, D.C. Information: School of Languages and Linguistics, 303 Intercultural Center, Georgetown University, Washington, D.C. 20057-1067.

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make all checks payable to AATF. Payment should accompany order except for orders issued by school purchasing departments. Prices listed apply only to stocks on hand.

## REPORTS OF THE AATF FLES\* COMMISSION

1. *The Many Faces of Foreign Language in the Elementary School: FLES, FLEX and Immersion.* Gladys Lipton, Nancy C. Rhodes, Helena Anderson Curtain, Editors. Nov. 1985. \$5.00.
2. *A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.* Gladys Lipton, Editor. July 1987. \$5.00.
3. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
4. *The People Factor in FLES\* Programs.* Gladys Lipton, Editor. July 1980. \$8.00.
5. *Innovations in FLES\* Programs.* Gladys Lipton, Editor. July 1990. \$8.00.
6. *Implementing FLES\* Programs.* Gladys Lipton, Editor. July 1991. \$8.00.
7. *Evaluating FLES\* Programs.* Gladys Lipton, Editor. July 1992. \$9.00.
8. *Expanding FLES\* Horizons.* Gladys Lipton, Editor. July 1993. \$9.00.
9. *FLES\* Methodology I.* Gladys Lipton, Editor. July 1994. \$9.00.

## REPORT OF THE AATF TELEMATICS COMMISSION

*Databases, Our Third Technical Revolution,* by Howard L. Nostrand and

Gerald Upp, 1991, 63 pp. Describes 99 databases of value for research and teaching in the area of socio-culture. The sequel to the two previous revisions in our field: audio recordings and audiovisual materials. \$10, postpaid.

## AATF COMMISSION ON PEDAGOGY

*À Poitiers entre mai et octobre,* a video tape of the AATF Commission on Pedagogy. 45 minutes, VHS, divided into 12 segments of varying length. Accompanied by a lengthy pedagogical guide, with exercises for levels 1, 2, 3, and higher; pilot tested by secondary teachers. Many helpful suggestions. Filmed in France.

\$25, members; \$30 schools and non-members.

## MEDALS and PIN'S

*La Minerve,* 41 mm bronze (from government mint in Paris) \$22.00.

*Les Armes de Paris,* 32 mm bronze (from government mint in Paris) \$18.00.

*AATF medallions,* 1 1/2 inches; blue, gold and white cloisonné enamel; reverse side plain; two designs; please specify. each \$5.25:

1. Busts of Washington and Lafayette, with letters AATF;
2. French hexagon, with "American Association of Teachers of French" around perimeter.

*AATF Pin's* (1 1/16" x 1 1/16"; gold, red & blue), created 1992. each \$4.50.

## MISCELLANY

AATF Certificate of Merit. each .15

*Get in the Swim!* Filmstrip and cassette produced by the NY Metro Chapter. Encouragement for prospective French beginners. \$10.50.

*Paris Monumental,* folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of métro. \$6.00.

*Paris Île-de-France.* Full color illustrated guide to Paris, 95 pp. \$10.00.

Color postcards, set of 20 (Provence, Châteaux, Cathédrales, Bretagne, Paris) \$6.00.

*AATF Coloring Book,* 16 pp., 8" x 11", for FLES\* students, new 1992. each \$2.00 (for quantities, inquire).

French FLES\* Stickers: "AATF, FRENCH FOR KIDS, FLES\* in Grades K-8", new 1993. 4/\$1.

*L'Année en français: Un Calendrier perpétuel.* A project of the AATF FLES\* Commission. Spiral bound, 38 pp., 7" x 8.5", new 1994. Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

*Meilleurs Vœux* cards (10+ envelopes), sponsored by the Louis Pasteur Foundation, \$15.00.

To obtain any of these materials send your check or money order to: AATF Materials Center, 57 E. Armory Avenue, Champaign, IL 61820.



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