



LETTER FROM THE PRESIDENT



Albert Valdman

Chères/chers collègues,

Les délais rapprochés pour les textes des numéros de septembre et novembre du *National Bulletin* me permettent de livrer le plus bref de mes messages présidentiels.

J'avais l'intention dans ce message de commenter le congrès de la F.I.P.F à Tokyo fin août. Hélas, le décès de ma mère m'a obligé à annuler cette participation. Je laisserai donc à notre vice-présidente, Gladys Lipton, le soin d'en faire le bilan dans ce numéro, voir p. 3. Et je me rattraperai en vous livrant une partie du texte que j'avais préparé pour la table ronde d'ouverture du congrès qui traitait de politique linguistique. Les fidèles lecteurs de cette rubrique et ceux qui m'ont entendu lors de nos derniers congrès y retrouveront certaines problématiques familières. (voir p. 5)

LE CONGRÈS DE 1997

Après un congrès très réussi—je remercie les participants qui ont eu la gentillesse de me faire part de leurs appréciations—il est temps de commencer à organiser le prochain congrès. Nous nous réunirons au sein du congrès annuel de l'ACTFL à la capitale de la "country music", Nashville, TN, du 21 au 23 novembre, 1997 avec nos collègues des autres associations de professeurs de langues étrangères, AATG, AATI, AATSP, et autres. Avant de fixer notre propre thème, nous attendons l'annonce de celui qu'aura retenu l'association hôte. Le titre de mon article, "Une

politique linguistique pour l'enseignement du français aux États-Unis" me paraît très tentant, et certains des thèmes évoqués, par exemple, celui de modifications méthodologiques, pourraient fort bien être repris. Il n'est pas trop tard pour nos membres de commencer à réfléchir aux sessions ou aux ateliers (pre-conference workshops) qu'ils voudraient organiser ou aux communications qu'ils souhaiteraient présenter. Au prochain congrès d'ACTFL à Philadelphie et dans le numéro de janvier du *National Bulletin*, nous distribuerons l'appel aux communications (Call for Papers). Comme le nombre de sections est limité à 50 et le nombre d'ateliers pré-congrès à 6, la sélection sera nécessairement rigoureuse. Nous avons fixé la date du **1er mars 1997** pour la réception des projets. Les membres qui le désirent peuvent prendre contact avec moi à ce sujet.

LES SECTIONS SPÉCIALISÉES DE L'AATF

Il y a trois ans nous avons réétabli les sections spécialisées. Celles-ci regroupent les membres, généralement des enseignants du niveau universitaire, qui désirent tisser des liens avec des collègues en vue d'actions collaboratives. Ce type de structuration complète les commissions scientifiques et l'organisation de l'AATF en régions et chapitres. Jusqu'à présent il a assez bien fonctionné dans la préparation des congrès: un certain nombre de sessions correspondant directement aux sections spécialisées. Cependant, il y a encore quelques ajustements à faire dans le renouvellement des membres de ces sections. Aussi, il faudrait peut-être ajouter des sections dans les domaines de la culture et de la pédagogie qui reflètent mieux les intérêts et les soucis des collègues qui professent aux niveaux scolaires: FLES*, middle et high school. Ci-dessous, vous trouverez la liste des sections. Je vous invite à communiquer avec moi si: (1) vous désirez participer activement à l'une des ces sections; (2) vous souhaitez proposer de nouvelles sections plus conformes à vos intérêts et à vos activités professionnelles.

Culture

- France since 1958
History of French Culture
Francophone Cultures
Pedagogy
Haitian Studies

Langue et Linguistique

- Applied Linguistics
Theoretical and Descriptive Linguistics
Sociolinguistics
Second Language Acquisition
Historical Linguistics
North American French Language
Creole Studies

Littérature

- Medieval Renaissance Literature
17th-18th Century Literature
19th Century Literature
20th Century Literature
Maghreb Francophone Literature
Literature and the Arts
Women's Studies
North American Francophone Literature
Black African Francophone Literature
Cinema
Teaching Literature

Pédagogie

- Teacher Training
Technology
Business French
Classroom Techniques and Methodology
Testing and Evaluation

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Bon courage pour le reste de ce semestre, et en attendant de vous revoir nombreux aux sections que nous organisons au sein d'ACTFL 1997 (voir p. 8 du numéro de septembre).

Bien cordialement,



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CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

The third *stage d'été* co-sponsored by the Chicago/Northern Illinois Chapter of AATF, the French Cultural Services, and The Chicago Group on Modern France, The University of Chicago, was again very successful. The theme this year was *le cinéma français*. Jacques Pécheur, editor of *Le Français dans le Monde*, worked with participants on the themes of the remake (*Three Men and a Baby*) and script to dialogue (novel, script, dialogue, subtitles) to investigate these differences. Francis Vanoye, professor at Paris X, Nanterre, focused on various directors such as André Téchiné (*Les Roseaux Sauvages*), and Eric Rohmer (*Les Quatre Saisons*).

Marie-Claire Caravati, Attaché Culturel Adjoint at the French Cultural Services in Chicago, was instrumental in arranging these *stages* with The Group on Modern France. Madame Caravati has just completed her three-year term of service in Chicago. The Chicago/Northern Illinois Chapter is very appreciative of her continued support of the work of AATF. The Chapter looks forward to working with the new Attaché Linguistique for Chicago, Monsieur Didier Rousselière. Monsieur Rousselière took part in the opening meeting at the AATF Convention in Lyon this summer.

The chapter is holding its fall meeting at The Art Institute of Chicago with a lecture and visit to the Degas Exhibit which opens in late September. More on this meeting and the exhibit in the next news note.

Anne Hebert, President
Chicago/Northern Illinois Chapter

FOREIGN LANGUAGE TEST DATABASE NOW ON THE WORLD WIDE WEB

The National Capital Language Resource Center at Georgetown University/Center for Applied Linguistics/George Washington University has constructed a database of foreign language tests on the Web. The database was developed with funding from the U.S. Department of Education and includes information on tests for adults, secondary school and university age students in languages other than English. The database currently contains over 250 tests in 69 languages. Information available on each test includes test level, skills tested, test materials and format, scoring method, technical information and contact addresses.

The database location is: <http://www.cal.org/cal/db/flt/flt-dir.htm>. The database can also be accessed from the home page of the Center for Applied Linguistics at www.cal.org. Choose "services," "databases," and then the foreign language test database.

We are particularly interested in adding to the database tests that might be of interest to and usable for a North American audience. To add information on language tests appropriate for this database, please contact: Dorry M. Kenyon, Associate Director, National Capital Language Resource Center, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037. Telephone: (202) 429-9292; Fax: (202) 659-5641; internet: dorry@cal.org.

"ÎLES ET VOYAGES IMMOBILES"

Conference reading in French by the French-Swiss writer Corinne Desarzens at the ACTFL meeting in the Philadelphia Convention Center, Room 108A, on Friday, November 22 at 7:30 p.m. organized by the Embassy of Switzerland, Washington D.C., and ACTFL.

Travelling through places and how to meet yourself. Corinne Desarzens will read from her books telling about stories that take place in Ireland, Madagascar, Aubeterre and Tessin (Switzerland). As a special treat, Corinne Desarzens will give an insight into her work in progress titled "A Rumanian Lady in Geneva. A Swiss in Europe."

FORTHCOMING QUÉBÉCOIS ANTHOLOGY

The Dowling College Press at Dowling College in Oakdale, New York, invites submissions for its forthcoming anthology of essays in English on *québécois* prose. The purpose of the anthology is to introduce English-speaking readers to recurring themes and concerns in prose literature by authors from Quebec.

Essays may treat groups of authors or literary movements from any period in Quebec's Francophone history. Especially welcome are contributions that address the subject matter from the point of view of contemporary literary theories.

Prospective authors should prepare submissions in accordance with MLA style. The deadline for submissions is February 1 1996. Address inquiries and submissions to Susan L. Rosenstreich, Dowling College Press, Dowling College, Oakdale, New York 11769 (E-mail: rosensts@dowling.edu).

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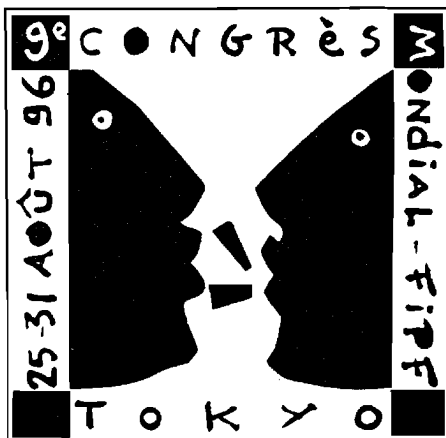
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PERSPECTIVES ON THE F.I.P.F. CONGRÈS IN TOKYO



It was an honor and a privilege to represent the AATF at the ninth meeting of the F.I.P.F. (*Fédération Internationale des Professeurs de Français*). This world-wide meeting was held in Tokyo, August 25-31, 1996, and it offered more than 800 attendees the opportunity to savor the camaraderie of French teachers around the world. The theme of the *Congrès* was: "Le Français au XXI^e siècle...Tracer l'avenir...Cultiver la différence." With all the networking and exchanging of ideas about French enrollments, ways to increase student motivation, technology and the teaching of French, contemporary French literature and culture, etc., I came away with a greater sense of the importance of the study of French throughout the world, and a strong sense of solidarity with French teachers, world-wide.

The program for the F.I.P.F. *Congrès* was impressive and enormous! There were exciting opening and closing sessions, round table discussions, keynote presentations, and sessions by individuals and groups of French teachers from around the world.

There were sessions on linguistics, literature, culture, — almost any topic which would be of interest to teachers of French. There was an extensive display of French instructional materials by exhibitors from around the world.

The most memorable sessions I attended were as follows:

1) "Les politiques du français" — *table ronde plénière*

Modérateur: Roger Pilhion (France)

Participants: Nobutaka Miura (Japan), Albert Valdman (United States), who unfortunately could not attend and was replaced by André Obadia (Canada), Ekaterina Dragonova (Bulgaria), Samir Marzouki

(Tunisia), Raquel Pirca (Venezuela), and Jean-Marc Defays (Belgium). This session outlined the various dominant characteristics of languages in the various parts of the world. Each tried to offer ideas about the future of French in the world.

2) "Littératures francophones" - *table ronde plénière*

Modérateur: Catherine Pont-Humbert (France)

Participants: Andrei Makine (France), Raphael Confiat (France), Antonine Maillet (Canada), Tahar Ben Jelloun (Morocco), Ismail Kadaré (Albania), Henri Lopes (Congo), and Yves Simon (France). It was exciting to see and hear some of the major contemporary writers discuss literature of the Francophone world.

3) "Le XXI^e siècle sera..." Bernard Besret, *administrateur de la Cité des sciences et de l'industrie de la Villette*. This was an incredible presentation about how the past and the present influence the future...he did not give too many predictions, but it was an outstanding presentation.

4) "Séance de synthèse: "Pour une philosophie de la francophonie," presented by Michel Serres (France), *de l'Académie Française*. His presentation creatively tied all the strands of the *Congrès* together, and concluded by telling us not to identify ourselves by nationality or religion, but rather, by who we are as people...it was a plea to end racism. He is an excellent speaker!

5) I'm embarrassed to put this one on the list, amid the high-level presentations, but for me, it was extremely memorable. With all due modesty, I must say that I enjoyed giving my presentation on "L'Enseignement précoce aux États-Unis." It was exciting to discuss this topic with people from different

countries, with different types of programs. FLES* (or whatever it is called around the world) seems to be alive and well!

Following the close of the formal program, the *Assemblée Générale* met and voted for the officers, and the *Conseil d'Administration*, conducted by the newly elected officers, met to discuss the new directions of the F.I.P.F.

We also experienced simultaneous translation (wearing headsets) when some of the speakers spoke in Japanese, and we heard the greetings and presentations in French. The *Congrès*, for the most part, however, was conducted in French... French was the official language both in the sessions and at the other various scheduled functions. There were opening and closing receptions (with fantastic Japanese food); there were receptions by the Embassies of France and Canada in Japan; there were all kinds of cultural events and performances (music, art, floral arrangements, etc.); there even was provision for "accompagnants" to take a tour of Tokyo! There were films, a "soirée asiatique" (concert), presentations by FranceTV5, a "soirée japonaise, and a "soirée chanson," and much more!

The University of Keio proved to be an excellent site for the *Congrès*, as it was very conducive for groups of participants to gather to discuss some of the universal issues, such as French enrollments, the communicative approach vs. the grammar approach, the role and status of women in various parts of the world, the family, etc. We were told that the beautiful large assembly room had been rebuilt, following its destruction during World War II. Some of the other buildings appeared older, and apparently had not been severely damaged.

Since Albert Valdman was not able to attend, he gave me his proxy to vote for the AATF. AATF, by the way, had the greatest number of votes, by virtue of our 10,000 membership. That entitled us to "huit voix", which I proudly voted on behalf of the AATF for the offices of President and Vice President of the F.I.P.F. The votes were counted on site, and the names of the new officers follow: Alain Braun, of Belgium is the new president, (see photograph) and Joop van Shaik of the Netherlands, and Monique LeBrun of Canada, are the new vice presidents. The *Secrétaire Générale* of the F.I.P.F. is Annie Mon-



Alain Braun, new President at F.I.P.F., with Gladys Lipton.



Annie Monnerie Goarin, *Secrétaire Générale* de F.I.P.F., with Gladys Lipton.

nerie Goarin (See photograph), who was responsible, among many other duties, for organizing the program for the *Congrès*.

In mid-week of the *Congrès*, we were all scheduled for one-day excursions outside of Tokyo. My group went to Kamakura, a city which did not have the industrialization of Tokyo and Yokohama. We visited several temples, took many photographs, had lunch in a restaurant and were served various kinds of Chinese food (because, we were told, they had heard that people did not like the Japanese food), and then experienced the pleasure and serenity of a Japanese tea ceremony in a Japanese teahouse, surrounded by beautiful gardens.

AATF readers will be interested in the excellent packet of materials which were distributed to each registered participant. There was a plastic briefcase, with the logo (see insert at head of article) of the *Congrès* prominently displayed. Inside the briefcase (or "le sac du congressiste") were a number of very contemporary books, a copy of *Le Français dans le Monde*, a tee-shirt with the logo, and a variety of pens, large fans with the logo, sunglasses, and other assorted commercial items, as well as the program. They really know how to pack a "goodie-bag!"

This was my first *Congrès* of the F.I.P.F. It would be important for AATF to have a stronger presence at this international meeting, because many people approached me and asked why there were so few participants from the U.S. (there were two of us). They seemed to be genuinely interested in what was happening in the United States. Hopefully, we will have good participation at the next *Congrès* of the F.I.P.F., which will be held in the year 2000, in Paris. See you there!

Gladys C. Lipton
AATF Vice President
University of Maryland-B.C.



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UNE POLITIQUE LINGUISTIQUE POUR L'ENSEIGNEMENT DU FRANÇAIS AUX ÉTATS-UNIS

1. Introduction

Au cours des dix dernières années, les études françaises connaissent une certaine crise qui se manifeste par la déperdition des effectifs à tous les niveaux, de l'école primaire aux troisièmes cycles spécialisés universitaires. Par un effet de dominos, cette déperdition entraîne des effets en cascade qui réduisent la place du français dans les domaines scolaire et universitaire et limitent l'influence des cultures francophones dans la société américaine. Les facteurs démographiques, notamment le rapide accroissement de la population hispanique, constituent une cause indéniable de la déperdition des effectifs dans les classes de français. Mais il serait réducteur et, partant, inefficace d'axer une politique pour la réhabilitation des études françaises et un renversement de cette déperdition sur une lutte fratricide contre les collègues hispanisants dont l'objet serait de décourager le choix de l'espagnol comme langue étrangère apprise en salle de classe. L'accroissement des apprenants de français aux États-Unis demande plutôt la mise en œuvre d'une politique linguistique plus large comprenant :

- une analyse des motivations qui orientent le choix de langue étrangère de la part des apprenants;
- une typologie plus affinée des fonctions langagières dans le contexte scolaire et une analyse des fonctions qui pourrait assumer le français aux États-Unis;
- des modifications méthodologiques dans l'enseignement du français.

Ce sont ces trois problématiques que je traiterai ci-dessous.

2. Pourquoi apprendre une langue étrangère aux États-Unis?

Depuis plus de quatre décennies l'enseignement des langues étrangères dans les cursus scolaires des États-Unis s'appuie sur des justifications utilitaristes. Lors de l'entrée du pays dans la Deuxième Guerre Mondiale, il se trouvait confronté au besoin de faire acquérir à des militaires une pratique courante d'un grand nombre de langues dont la plupart n'avaient jamais fait l'objet d'un enseignement formel. Cette finalité utilitariste, renforcée durant la période de la Guerre froide par la nécessité d'une présence américaine partout dans le

monde face aux incursions — réelles ou potentielles — de l'URSS, s'est vue adoptée dans les salles de classes des écoles secondaires et des universités. Elle conduisit les enseignants à adopter des approches méthodologiques donnant la priorité à la communication orale, d'abord les divers avatars de l'approche structurale, puis les approches fonctionnelles et communicatives.

Mais comme la langue nationale des États-Unis est devenue le moyen de communication linguistique à portée mondiale incontestée, elle peut à elle seule assurer les besoins communicatifs sur le plan international. Il s'ensuit que les langues étrangères ne figurent pas comme matière obligatoire au niveau secondaire; seulement environ 30% des collégiens et lycéens américains s'inscrivent dans les cours de langues étrangères. Cependant une augmentation encourageante des effectifs se manifeste. Par exemple, dans l'Indiana le pourcentage de lycéens suivant un enseignement de langue étrangère, qui était de 22% en 1979, s'élève aujourd'hui à 43%. Souvent, ce n'est qu'à l'université que les jeunes Américains font la connaissance des langues étrangères bien qu'elles ne constituent pas un passage obligé dans de nombreuses universités et dans la plupart des spécialités, par exemple, le droit, les sciences économiques et, cela peut laisser pantois, les sciences de l'éducation.

Pour qu'une langue étrangère puisse constituer un outil pratique, encore faut-il s'en approprier une maîtrise de haut niveau. Cela représente un investissement coûteux qui ne devient rentable que si la langue est véritablement mise en pratique à des fins utilitaires essentielles. Aux États-Unis, à part leur utilisation comme langue de spécialité dans des situations limitées, les langues étrangères ne trouvent que peu d'utilisations fonctionnelles. Il semblerait toutefois que l'espagnol constituerait une exception. Les flux migratoires récents en provenance du Mexique, de la Caraïbe et de l'Amérique centrale font que plus de 10% de la population américaine est d'origine hispanique (le chiffre de 30% qui est souvent avancé est inexact et conduit à exagérer l'importance de l'espagnol). Comme cette population est regroupée géographiquement dans trois aires compactes (le sud de la Californie, les états du

sud-ouest et la région de Miami) ainsi que, dans les principaux centres urbains, elle reçoit un grand nombre de services dans sa langue: assistance sociale, soins médicaux, enseignement bilingue transitoire, etc. En plus, elle forme une cible commercialement intéressante pour les médias, en particulier la radio et la télévision. Dans les régions où se regroupent les hispanophones, l'apprenant d'espagnol a effectivement des occasions d'utiliser la langue dans des situations communicatives. En fait, dans ces situations, l'espagnol n'est plus une langue étrangère *stricto sensu* mais une langue seconde pour les autres Américains. Cependant cette exception ne confirme pas la règle, et pour la plupart des étudiants qui optent pour l'étude de l'espagnol, cette langue n'est pas rentabilisable comme véritable moyen de communication. En particulier, si environ 60% des collégiens et lycéens s'inscrivent dans les cours d'espagnol, ils sont peu nombreux à le faire avec assiduité et tendent à les abandonner après une période d'instruction trop brève pour qu'elle puisse conduire à une pratique courante.

Un autre trait marquant de l'étude des langues étrangères aux États-Unis est leur relative brièveté. Au niveau secondaire, elles s'étendent sur une période de deux à quatre ans en moyenne; au niveau universitaire, les séquences obligatoires que suivent la majorité des apprenants comprennent deux années, soit environ 200-250 heures d'instruction. Ces conditions rendent illusoire toute tentative de mettre en place une véritable compétence de communication à finalité utilitaire. Pour les enseignants de français langue étrangère (FLE) américains, tenter de concurrencer l'espagnol sur ce plan, c'est partir perdant. L'enseignement du français langue étrangère devrait viser des objectifs globaux plus conformes avec la mission de formation générale de l'école et du premier cycle universitaire. Un des créneaux traditionnels du français aux États-Unis est celui de son identification à la culture et à la civilisation. Comme le déclarait Gustave Lanson en 1911 à l'époque où il était professeur invité à Columbia University (New York): "[le français est] la langue par excellence de la culture, celle dont on peut employer l'étude pour achever et dégager l'homme civilisé d'aujourd'hui". Dans le numéro spécial de *Le Monde de l'Éduca-*

tion (No. 239, juillet-août 1996), consacré à l'enseignement du français dans le monde, Theodore Zeldin, spécialiste britannique de civilisation française, reprend le même argument: "... de même que dans le passé il fallait étudier les Grecs et les Romains pour être une personne cultivée, de nos jours, il est nécessaire d'étudier la civilisation française".

Mais, en orientant les études françaises dans cette voie, ne risque-t-on pas de lui faire prendre la relève des études classiques dont on sait qu'elles sont aujourd'hui marginalisées? En plus, associer intimement le français à la civilisation, n'est-ce pas renforcer l'image négative d'élitisme et d'universalisme jacobin qui détonnent dans une Amérique qui se veut multiculturelle et particulariste? Au contraire de ce que préconise Antoine Compagnon dans son article "L'état des études françaises aux États-Unis: À la recherche d'un nouveau statut" (*France-Amérique*, 24 février-1er mars 1996), il faut continuer à moderniser les études françaises en les orientant dans deux directions. D'une part, gommer les stéréotypes de la France: mode et style de vie aristocratique, bons vins et trois cents variétés de fromages, sans toutefois se départir totalement de ce qui est une valeur sûre. D'autre part, faire une place au français langue de spécialité (français des affaires, français juridique, etc.) de manière à créer des liens entre les études françaises et les domaines générateurs d'emploi où la connaissance du français, la langue de la quatrième puissance économique au monde, n'est sans doute pas une qualification fondamentale mais n'en constitue pas moins un atout valable. D'autre part, adapter le français à la demande sociale américaine, c'est-à-dire, lancer des ponts vers le multiculturalisme, non pas son interprétation interne étroite mais celle plus riche tournée vers l'extérieur, c'est-à-dire, le multiculturalisme associé à la francophonie. Ce n'est pas le moindre des mérites de la langue française d'être le véhicule de cultures fort distinctes. Son étude contribue à l'une des missions de l'école d'aujourd'hui: apprendre à connaître l'Autre, d'abord son voisin, puis par une progression concentrique de plus en plus large, l'étranger. Elle permet de contrecarrer la tentation de déshumaniser l'Autre avec tous les périls que cela présente: "Qu'on veuille exclure, persécuter ou exécuter, il peut toujours être utile d'insinuer que l'autre n'est pas un homme... Air connu, repérable dans toutes les formes de racisme" (Roger-Pol Droit, *Le Monde*, 26 juillet 1996).

En fin de compte, il faut convaincre les décideurs et le public américains que la connaissance des langues étrangères fait

partie de la formation fondamentale des jeunes au même titre que les maths et les sciences. Cela se traduirait par un accroissement notable des inscriptions pour toutes les langues étrangères. Le gâteau étant ainsi agrandi, le français en aurait nécessairement sa part.

3. Les fonctions du français aux États-Unis

Je reprends ici les pensées, inspirées de notre 69e congrès à Lyon, émises dans mon message présidentiel de septembre 1996. Le grand défi du siècle prochain est certainement le maintien des identités culturelles et des particularismes linguistiques dans un monde que les autoroutes de l'information et la globalisation des activités économiques ont transformé en village planétaire. Les responsables de l'éducation de la nouvelle Europe en voie de formation ont tous misé sur le plurilinguisme pour relever ce défi. Mais c'est un plurilinguisme basé sur une différenciation fonctionnelle des langues où l'on distingue entre les langues nationales, les langues véhiculaires qui assurent la communication sur les plans régional et international, les langues de proximité qui sont parlées par des communautés voisines, soit au delà des frontières, soit à l'intérieur d'un même pays (cas des langues régionales ou des langues des groupes immigrés en France), et les langues porteuses d'autres cultures. Au XXIe siècle, tout Européen scolarisé maniera avec compétence sa langue nationale. Il connaîtra en outre une langue de communication internationale ou de proximité et aura étudié une deuxième langue étrangère pour parfaire sa formation intellectuelle. Comme la mission des enseignants américains est de préparer les jeunes Américains à vivre dans le village planétaire du XXIe siècle, ils doivent œuvrer pour que leurs élèves et étudiants deviennent tout comme leurs homologues au moins trilingues. Cela représente un défi que nous ne pouvons pas ne pas accepter.

Dans le marché des langues américain, le français est bien placé puisque, tout comme l'espagnol, il occupe plusieurs créneaux. Sans prétendre rivaliser avec l'anglais comme langue de communication internationale, le français occupe tout de même une seconde place fort honorable. Son statut comme *lingua franca* s'est vu réaffirmé lors des derniers jeux olympiques à Atlanta. Autant que l'anglais et plus que l'espagnol, il est le moyen d'expression d'une grande variété de communautés se distinguant par leur culture. Comme l'espagnol, le français est une langue de proximité dans les régions où se retrouvent des populations de souche francophone: la

Louisiane et la Nouvelle Angleterre et les centres urbains où se sont établies des communautés haïtiennes.

4. Modifications méthodologiques dans l'enseignement du FLÉ aux États-Unis

Outre sa plus grande utilité dans le contexte nord-américain, l'espagnol est perçu par les apprenants comme une langue plus facile à s'approprier que le français. Objectivement, il est assez malaisé de dresser une typologie des langues selon le critère de facilité acquisitionnelle relative. Même les langues créoles qui, au départ, se caractérisaient par une relation univoque entre les unités porteuses de sens et leur expression phonique, c'est-à-dire, par une invariance dans la réalisation phonologique des mots, ont subi un processus de complexification qui a détruit la régularité initiale. Par exemple, au départ, les créoles du Nouveau Monde exprimaient la notion de défini dans le système nominal par la post-position du fonctif *-la* (en créole haïtien: *chat la* 'le chat'). Aujourd'hui, dans la plupart d'entre eux, ce *-la* invariable a cédé la place à des variantes déterminées par la forme phonologique du mot qui le précède, par exemple, *chat-la* 'le chat', *chen-an* 'le chien', *dlo a* 'l'eau', *gonm nan* 'la gomme'. La pratique courante de ces idiomes n'est donc pas plus rapide ou facile à acquérir que pour celle des autres langues naturelles.

Au contraire de l'espagnol, le français, tout comme le créole haïtien et l'anglais, bien qu'à un moindre degré qu'eux, est une langue analytique. Les systèmes de désinence y sont plus simples et de nombreuses marques grammaticales s'expriment par des combinaisons de mots, comparons: *hablo* à *je parle*, *hablaremos* à *nous allons parler*. Deux facteurs rendent le système verbal de l'espagnol plus complexe que celui du français: d'une part, le subjonctif y est plus vivace et ses formes plus différenciées morphologiquement par rapport à celles du français; d'autre part, les temps du passé y sont plus nombreux. Enfin, comme le vocabulaire de l'anglais, en particulier sa forme écrite, est en grande partie d'origine latine ou franco-normande, le lexique du français est plus transparent et accessible aux anglophones que celui de l'espagnol.

Ne peut être invoqué comme facteur rendant l'apprentissage de l'espagnol plus facile aux apprenants que la relation plus régulière entre sons et lettres, comme l'on dit, c'est une langue plus "phonétique". Aussi, du point de vue phonologique, le français contient des traits marqués absents de la plupart des langues du monde ou, du moins, de ses congénères romans, par exemple, les voyelles

antérieures arrondies de *du, deux* et *œuf* et les voyelles nasales. Il est fort probable qu'au départ l'acquisition de l'espagnol comme langue parlée est plus aisée que celle du français, mais les importantes différences sur les plans de la grammaire et du lexique font que la compréhension des textes écrits est plus ardue et l'expression orale et écrite aussi, sinon, plus malaisée.

L'attitude puriste et un jacobinisme linguistique de la part des enseignants de FLÉ contribuent aussi à faire du français une langue difficile. Nous sommes prompts à corriger toute erreur linguistique même là où elle n'interfererait pas avec la communication. Dans l'enseignement plus général du FLÉ aux États-Unis, laissons sommeiller le grammairien et l'orthoépiste que la tradition puriste a implanté dans nos cœurs de manière à rendre moins rébarbative l'acquisition du français. Il ne faut pas décourager les apprenants néophytes par des corrections inappropriées lors d'activités communicatives. Il ne faut pas non plus reprendre les étudiants avancés pour des "fautes" qui ne sont que des variantes reflétant les tournures d'un français courant que l'on retrouve dans le langage non châtié des locuteurs hexagonaux les plus cultivés.

Au contraire de ce qui se passe dans le monde anglophone, la diversité des usages est peu tolérée en francophonie. Les variétés locales—français québécois, français camerounais—sont entâchées d'incorrection, ce qui induit à la culpabilisation des locuteurs extra-hexagonaux envers leur propre parler. Il est vrai qu'il se manifeste de plus en plus une reconnaissance et une valorisation des normes endogènes, en particulier parmi les Québécois, qui s'inclinent de moins en moins devant la norme du soi-disant français central basée sur les parlers de Paris. Il est important pour les institutions chargées de politique linguistique — l'Académie française, les divers organismes de l'État français, les éditeurs, etc.— de tolérer l'expression des spécificités culturelles des pays francophones par des variétés marquées géographiquement.

Ce changement d'attitude est essentiel si l'on souhaite que le français soit perçu aux États-Unis comme une langue de proximité. S. Compagnon estime que le français, à la différence de l'espagnol ou de l'italien, n'est guère revendiqué comme leur langue par des communautés de l'intérieur des États-Unis. Il se trompe car, en Louisiane, la variété locale, le cajun, est revendiqué comme symbole identitaire par certains des Louisianais qui se reconnaissent sous l'appellation de Cadiens. L'enseignement du FLÉ dans les communautés hors de France où le français est

une langue vernaculaire minorisée—cas des groupes francophones du Canada hors du Québec, de la Louisiane et de la Nouvelle Angleterre et du Val d'Aoste, ne pourrait qu'être rendu plus efficace et attrayant s'il tenait compte de ce facteur sociolinguistique. L'ébauche d'une politique pour l'enseignement du FLÉ que je présente ci-dessous se rapporte à la situation sociolinguistique de la Louisiane franco- et créolophone, mais elle vaut, *mutatis mutandis* pour toutes les régions où subsistent des communautés francophones minoritaires.

Pour James Domengeaux, initiateur du CODOFIL, l'école, qui en Louisiane avait détruit le français, devait le reconstruire comme élément central d'un projet aboutissant à "créer une culture franco-américaine, lettrée et bilingue pour tous les Louisianais". Mais le programme du CODOFIL ne s'était pas proposé de faire revivre les variétés vernaculaires dévalorisées et menacées de disparition de la Louisiane francophone, le français cajun (cadien) et le créole louisianais, que l'école anglophone avait contribué à faire disparaître. Afin d'offrir à la Louisiane une fenêtre sur le monde francophone en vue de promouvoir les intérêts économiques de l'Acadiana ("Parler français, c'est de l'argent en poche"), l'école devait faire acquérir la variété normée du français, le français standard (FS). Le rôle légitime de l'école est effectivement de faire connaître la variété normée d'une langue mais ne peut-elle pas aussi jouer un rôle important dans le maintien des variétés vernaculaires menacées? Par un effet pervers, le CODOFIL a provoqué la formation d'une contre-norme axée sur le français cadien qu'a décidé d'illustrer un groupe d'écrivains et d'enseignants de français. L'affirmation par ces intellectuels autochtones de la dignité des parlers vernaculaires, suivie d'une certaine instrumentalisation, est la clef de voûte de la participation de l'école au maintien de ces parlers. Le modèle didactique qu'ils préconisent ressemble beaucoup à celui appliqué dans les écoles primaires de la Suisse alémanique qui, tenant compte de la relation diglotte entre l'allemand standard et les dialectes locaux, donne à ces derniers entrée officielle dans la salle de classe. Dans les régions francophones des États-Unis où les variétés locales de français sont minorisées, il est important de les revaloriser en les montrant aux apprenants de FS sous leurs formes naturelles, donc variables, par le biais de documents authentiques, y compris les nouveaux textes littéraires et le témoignage des locuteurs des générations chez qui ces variétés sont encore vivaces.

5. Conclusion

Il ne faut surtout pas trop dramatiser la "crise" de l'enseignement du français aux États-Unis. Par exemple, les statistiques pour les inscriptions en langue étrangère dans les écoles publiques (grades 9-12) de l'Indiana pour la période 1978-1993 montrent une augmentation notable de 36% (29 310 contre 21 585). Il est vrai que, pour la même période, les effectifs en espagnol ont augmenté de 50% (80 294 contre 120 451) et qu'ils sont quatre fois plus importants que ceux du français. La raison de cette disproportion tient moins, me semble-t-il, à la plus grande fonctionnalité de la langue de Cervantès qu'à la perception sans doute illusoire de sa simplicité. L'espagnol serait donc la langue étrangère "par défaut" pour des apprenants peu motivés pour l'apprentissage d'une langue étrangère, la manière la moins douloureuse de se débarrasser d'une obligation vue comme contraignante et, en fin de compte, inutile.

À la promotion des études françaises lancée par notre Association devrait s'adjoindre une campagne pour valoriser l'inclusion des langues étrangères comme matière fondamentale des études scolaires et universitaires. Il faudrait aussi faire valoir qu'une langue étrangère ne devient utile que si elle est bien maîtrisée, ce qui demande une longue période d'apprentissage et d'étude complétée par un contact immersif avec des communautés de locuteurs natifs. Il s'ensuit de la multi-fonctionnalité des langues que: (1) tout Américain cultivé devrait en connaître plusieurs; (2) aux diverses fonctions que doit assumer une langue particulière correspondent certains types de compétence et habilités. D'autre part, divers individus apprendront la même langue à des fins diverses, qui comme langue de communication internationale, qui comme langue de proximité, qui comme langue de culture donnant accès à un corps de textes littéraires. Il ne peut donc y avoir de méthode d'enseignement unique. Il faut donc diversifier les approches pédagogiques: abandonner le tout communicatif des années récentes et revaloriser les approches qui, en vue d'objectifs limités à la capacité de lire des textes—parfaitement appropriés pour des cycles d'apprentissage courts—privéligient la compréhension des textes écrits. Bien sûr, ne jetons pas le bébé avec l'eau du bain. Retenons les acquis des approches structurales, fonctionnelles et cognitives qui ont fait leur preuve dans l'acquisition d'une véritable compétence de communication et une compréhension plus profonde de textes—oraux et écrits—authentiques.

Albert Valdman
Indiana University

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NATIONAL FLES* COMMISSION OF AATF ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST

The national FLES* Commission of the AATF is delighted to announce the 1996-1997 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private school are eligible and we do hope that you will encourage your students to participate in the National Contest.

The AATF Chapters will organize and publicize the Contest and submit the best poster for each category to the National FLES* Commission Poster Contest which is chaired by Harriet Saxon.

The theme for this year's contest is: Amusez-vous en Français! (Have Fun With

French). This may be represented in a variety of techniques and artistic interpretation.

REQUIREMENTS

1. Entries must be completed on 12x18 inch paper and may be completed in crayon, pen and ink, water colors, pastels or magic markers. The captions may be in French or English.

2. The grade categories are: K-3, 4-6, 7-8.

3. The sponsoring teachers must be members of AATF.

4. Each poster must be accompanied by the AATF students information form to be found in the *National Bulletin* of the AATF or which may be obtained from Harriet Saxon, Pierrepont School, 70 E. Pierrepont Ave., Rutherford, N.J. 07070. All information must be completed for the poster to be submitted.

5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The

local chapters are asked to select the best poster which will be judged on the applicability to the theme, creativity, and effort.

6. Chapter Presidents are asked to send the Posters which must be post-marked by May 15, 1997 to Harriet Saxon, Pierrepont School, 70 E. Pierrepont Ave., Rutherford, N.J. 07070.

7. The winners will be notified about June 10th.

8. Please mail the Poster first class, flat and protected with cardboard.

9. The first place winners in each category will receive a \$50.00 Bond and winners in second and third place will receive gifts and certificates. Letters and certificates of recognition will be sent to all students who participate in the Contest. We again look forward to receiving delightful and creative posters from students throughout the United States for the 1996-1997 National FLES* Poster Contest.

NATIONAL FLES* COMMISSION OF AATF ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Please type or print all requested information:

Name of Student: _____
Address: _____
Phone: (____) _____
Grade: _____
School: _____
Address: _____
Phone: (____) _____
Name of Principal: _____
Name of Sponsoring Teacher: _____
Address: _____
Phone: (____) _____

SIGNATURES

We understand that this poster becomes the sole property of the National Commission of FLES* of the AATF and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____
Sponsoring Teacher _____ Date _____
Parent/Guardian _____ Date _____
AATF Chapter President _____ Date _____

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Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, NJ 07070

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French has been an official language of the Olympic Games since 1896. With French you can enjoy automobile races (Le Mans and Monte Carlo), tennis (Paris Open), and bicycling (the Tour de France), as well as fencing, skiing, and Canadian hockey.

8 MAKE TRAVEL ABROAD MORE EXCITING.

France is a fantastic tourist destination. You may also want to explore places like Brussels and Geneva (in Europe), Casablanca and Dakar (in Africa), or the islands of Martinique and Tahiti. Knowing French will help you get around and meet new friends.

9 OPEN YOUR DOOR TO THE ARTS.

French is the language of culture, opening your door to art, music, dance, fashion, cuisine, and cinema. Right here in America you can discover French restaurants, French museum shows, French-language movies, and French folk music from around the world.

10 LET YOU DISCOVER A WORLD OF LITERARY TREASURES.

Did you know that France has won more Nobel Prizes for Literature than any other country? French is the language of *Les Misérables*, *The Three Musketeers*, *Madame Bovary*, *The Stranger*, *The Little Prince*, and Senghor's praise of *négritude*.

MONTRÉAL: FROM THE VIEWPOINT OF A STAGIAIRE



PATRICIA COOPER

Thanks to AATF and the University of Montréal, I spent three weeks this summer absorbing the culture and language of Québec's largest city. I did this with the goal always in mind that I wanted to return as much as I learned to my students, specifically my 13 to 15 year olds who are just starting their language study. I wanted to excite them about the French language but also about the culture of our neighbor to the north. Before I was finished with my visit I had some ideas which might be useful to all of you as well.

But first, a bit about the program I attended. The *Université de Montréal* is the major Francophone university in Montréal (there are several others, including the Anglophone McGill). Its *École de français* has 2 summer sessions, three weeks each, offering similar, but not always identical programs.

I attended the second session and took *Communication Orale* because I wanted to brush up my own skills as well as to get ideas for promoting oral proficiency in my students. After written and oral placement tests, I joined a class with many other teachers and professionals from around the world who had similar goals. We had 60 hours of classwork in 3 weeks with 2 excellent teachers. But, the University also offered us many other activities to fill our "free" time. Those included guided tours of various important sites in Montréal (such as the Biodome, the Botanical Gardens, and the "Latin quarter" of the city), a Mozart concert in the magnificent Notre Dame Basilica, a baseball game in the Olympic stadium, several viewings of French films, and even a weekend trip to

Québec City and Ottawa. We also were offered optional classes in *Québécois* song, dance, and legend. The camaraderie among my classmates was warm and we often continued to explore the city together during afternoons and evenings, continuing to speak in French as we did so. Because summer in Montréal is a procession of festivals, we were able to enjoy several of them, the *Festival Juste Pour Rire* and the *Francofolies* (French music festival).

My Montréal experience benefited me as a teacher in several ways. First of all, the classwork gave me the opportunity to step out of my teacher role and become a student again. I was able to participate in some of the same activities I often have my students do — role playing, oral presentations such as a mock TV news show, charades of various vocabulary and idiomatic expressions, pair work, group work, debates. As a result, I gained a great deal of empathy for my students and a better understanding of the problems they sometimes have. I was reminded that it is a good thing, now and then, to walk in our students' shoes.

During my 3 weeks in the city, I was always on the alert for unique expressions of the *Québécois* French that might be interesting to my students. Here are some of the more prevalent.

breakfast - le déjeuner
lunch - le dîner
dinner: le souper
drink: le breuvage
you're welcome: bienvenue
goodbye: bonjour
weekend: la fin de semaine
potato: la patate
stop: l'arrêt
hot dog: le chien chaud
small grocery or "quick trip": le dépanneur

Monetary transactions provided some more unique vocabulary. I learned that in Montréal ten dollars might be said 3 ways: "dix dollars", "dix piastres", or "dix piasses"; twenty-five cents might be "vingt-cinq cents", "vingt-cinq sous", "vingt-cinq cennes" or even "trente sous".

My trip to an Expo's baseball game at the Olympic Stadium was interesting from a linguistic standpoint as well. In Québec the pitcher becomes the "lanceur," the catcher the "receveur", a home run is a

"coup de circuit" and a run scored is a "point marqué". Between eating my "maïs soufflé" and cheering the Expos, I made plans to teach some of the baseball vocabulary to my students as a variation on the traditional sports terms. Scoring such a game might even be a good listening exercise to practice numbers. (I have attached a sheet of baseball vocabulary which you might find useful in creating your own activities, see p. 13).

I attended a workshop on *Québécois* singers which emphasized the modern styles that most of our students enjoy. Included were the following singers: Sylvain Lelièvre, Luc de la Rochelière, Jim Corcoran, Les Frères à Cheval, Louise Forestier, Daniel Lavoie, Les Colocs, Céline Dion and Richard Desjardins. To find their CD's or cassettes you might try writing VERSION FRANÇAISE, Order Dept., 4822 St. Elmo Ave., Bethesda, MD 20814 (internet address: <http://www.francevision.com>)

One optional class offered at the university on *Québécois* legend and dance pointed out that since winters are so cold in Québec, in the days before television and radio, people often got together for an evening of eating, drinking, dancing and storytelling. We spent a lively two hours learning several of the traditional folk dances common at winter parties and then settled down by the fire (a candle) for our "caribou" (lemonade) and a legend. We heard one of the most popular, the story of *La Chasse-Galerie*. It goes like this:

It was New Year's Eve in one of the camps deep in the woods. Some of the lumberjacks were homesick and wished they could be with their families and girlfriends for the celebration, but how could they get there in time? Suddenly, the Devil appeared and made them an offer. He hated to hear people swear (since most was done with religious words), so he told them he would supply a magic canoe that would fly them home if they promised not to swear for 24 hours. The lumberjacks thought that would be easy. So, they all climbed into the canoe and soon were on their way to their home. After all the dancing, singing, eating, and drinking that they could have hoped for, it was time to

(continued on page 12)

(continued from page 11)

return to their camp. They climbed into the canoe, but began to argue about which one was sober enough to take the controls for the flight home. The argument got stronger and stronger until one of them forgot their promise and started to swear. The Devil heard them and decided to teach them a lesson. He picked up the boat, lumberjacks and all, and threw it into the woods. They fell out, tumbling toward the ground. But luckily the trees were thick and they landed in the branches. After they untangled themselves safely, they promised that they would never drink or swear again as long as they lived!

For more *Québécois* legends to share with your students, write MUSÉE DE L'AMÉRIQUE FRANÇAISE 9, rue de l'Université, Québec, Qc., G1R 4R7.

Throughout my stay in Montréal, I took every opportunity to sample *Québécois* cuisine and even purchased several cookbooks. My students love to eat and I thought sharing the typical dishes such as "tortière" (meat pie) or "tarte au sirop d'érable" (maple pie) with them would be fun. For a cookbook in French or English write for FORGOTTEN RECIPES OF TRADITIONAL QUÉBEC, (Diffusion Suzette Couillard Inc., 70, St Jean Baptiste Est, Montmagny, Québec, Canada G5V 1J8) or call (418) 248-964.

After spending three weeks in Montréal during the tourist season, I decided to plan a trip there next summer for my students. I have traveled with student groups to Québec before, but have always centered on Québec City, primarily because I thought it was the most "European" and the most "historical" area of Québec. For my junior high students, I thought it was a "safer" trip than the huge metropolis of Montréal. After getting to know the city better, however, I realize that it has a lot to offer my students.

Montréal is a good first foreign travel experience for American students, especially young ones. It is easy to sell parents on the relatively cheap airfare. The culture is a non-threatening combination of French and American. In Montréal students may shop at the same stores they do in the US, go to baseball games, eat at McDonald's, and even see American movies. But — all is done in French. Of course, since Montréal is really very bilingual, English is common too. Students merely need to say that they want to practice French and the *Mon-*

tréalais will accommodate them.

It is easy to get around in Montréal. Paris has long been praised for its convenient metro system. Well, Montréal has one too, newer and not as big, but just as efficient.

Montréal is full of history and interesting ways to learn it. Students can visit the Museum of Archeology to see the literal foundations of the city. They will particularly like the holograms which tell what it was like to be an early inhabitant of the city. Or, at the Center of History of Montréal, is an old firehouse where, on a brief, interesting tour of typical aspects of the city's past and present, they can see how the city changed (a trolley car, the metro plans, the iron stairs and balconies so typical of some parts of the city). In the summer there are usually open air presentations in the courtyard of the museum in both French and English.

Montréal has cultural possibilities to interest many tastes. There are classical concerts such as the one I saw in Notre Dame Basilica by the Symphony of Montréal. "The International Festival of Jazz," the *Francofolies* (all types of Francophone music), and the *Festival Juste Pour Rire* all offer free, open air entertainment that students will enjoy, as well as the paid performances and concerts given by big names in entertainment. (I saw Yves Duteil and the play *Leçons de Maria Callas*) Students will particularly enjoy the street performers and musicians who are everywhere in the summer, but particularly in the *Vieux Port* area. Guitar, violin, saxophone, individual singers, groups, acrobats, mimes, artists, caricaturists are to be found in every public place. The *Québécois* can be seen sitting in cafes, rollerblading, bicycling, strolling, drinking in the festival ambiance that seems to extend throughout the summer.

Montréal has a lot of youth-oriented tourist sites and activities. Students can visit the Biodome to see animals in their natural habitats, the Insectarium to see every insect imaginable, the Olympic stadium to watch a baseball game or ride the elevator to the top of the tower for a panoramic view of the city, watch an Imax movie or rent bikes or roller skates in the old port, try the rides at the amusement park *La Ronde*, or even see the *Cirque du Soleil*, when it is in town.

For more information on touring Montréal with your students call *Centre Informativiste*, (514)873-2015.

Patricia Cooper
Oregon Trail Junior High
Olath, KS

BUSINESS FRENCH SEMINARS IN FRANCE FOR U.S. TEACHERS

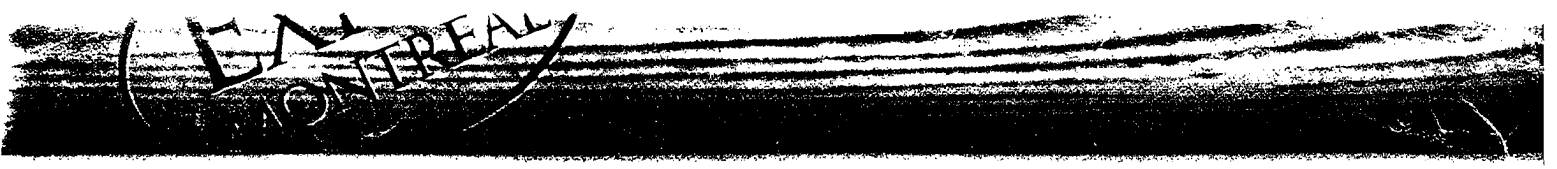
The San Diego State University Center for International Business Education and Research (CIBER) and the *Services Culturels Français de l'Ambassade de France* are pleased to announce the following faculty development programs.

The sixth annual *Séminaire pour Professeurs Américains de Français des Affaires* will be held in Montpellier, France in July 1997 at the *Institut d'Administration des Entreprises*. It is estimated that fifteen (15) study/travel awards will be available. Applicants must hold **tenured or tenure-track positions in four-year or graduate institutions.**

The second annual Business French Seminar for High School and Community College Teachers will be held in Strasbourg, France from mid-July to early August. It is estimated that ten (10) study/travel awards will be available. The seminar will be held in downtown Strasbourg at the renowned *Centre International d'Études de Langues* (CIEL) of the *Chambre de Commerce et d'Industrie de Strasbourg et du Bas Rhin*. Applicants **must be full-time instructors of French in U.S. high schools or community colleges.** Priority among high school applicants will be given to faculty teaching advanced placement courses or in international baccalaureate programs.

For both of these three-week seminars, instruction and activities are designed to prepare faculty to create and teach courses in business French. Participants will become acquainted with the latest advances in the teaching of business French and will have access to the most recent pedagogical support materials. Study/travel awards cover round-trip transportation from the U.S. to Paris, ground transportation between Paris and the program site, instructional fees, food and lodging. Persons who have received any scholarship from the *Services Culturels de France* since July 1994 are not eligible to apply. Awardees will be selected by a joint CIBER/Services Culturels committee.

Program dates and deadlines have not yet been finalized, but the application deadline is anticipated to be in February 1997. For more information and application instructions, please contact the Center for International Business Education and Research (CIBER) at San Diego State University at ciber@mail.sdsu.edu. You may also phone (619) 594-6023, fax (619) 594-7738, or send mail to CIBER, SDSU, San Diego, CA 92182-7732.

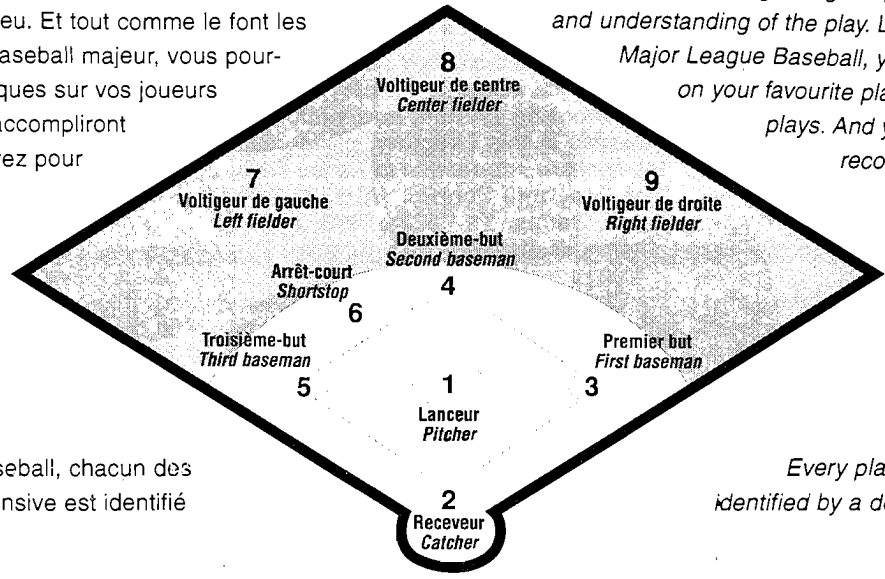


Marquer la partie

Marquer la partie ajoute énormément à l'intérêt et à la compréhension du jeu. Et tout comme le font les marqueurs officiels du baseball majeur, vous pourrez compiler des statistiques sur vos joueurs favoris à mesure qu'ils accompliront leurs exploits et conservez pour toujours le portrait d'un match enlevant!

La position des joueurs sur le terrain

Lors d'une partie de baseball, chacun des joueurs en position défensive est identifié par un numéro.



Players' positions on the field

Every player in a baseball game is identified by a defensive position number.

Scoring a Game

Scoring a baseball game greatly enhances your interest and understanding of the play. Like the official scorers in Major League Baseball, you can compile statistics on your favourite players as they make great plays. And you'll have a play-by-play record of an exciting game to keep!

Quoi faire Directions

- Inscrivez sur votre carte de pointage le nom, le numéro et la position de chaque joueur des deux équipes en présence. Chaque joueur devra être inscrit dans l'ordre qui correspond à sa place dans l'alignement.
Write the name, number and position of the players on both teams on your scorecard. List the names according to the batting order.
- Utilisez les symboles pour inscrire chaque jeu sur votre carte de pointage, dans les cases correspondant aux apparitions au bâton.
Use the symbols and abbreviations to record each play by entering them in the boxes representing times at bat on your scorecard.
- Utilisez les quatre cases correspondant à un cycle complet d'un joueur sur le terrain, à partir de son apparition au bâton jusqu'à l'instant où il croise le marbre.
Use the four lines representing the diamond to record the player's move from base to base.

Symboles utilisés dans le baseball majeur Symbols used in Major League Baseball

Significations/Terms	Symboles/Play Codes
Simple/Single	1B
Double	2B
Triple	3B
Retrait sur un ballon/Putout on fly ball	B-Pos/F-Pos
But sur balles/Base on balls	BB
But sur balles intentionnel/Intentional base on balls	BBI/IBB
Balle passée/Passed ball	BP/PB
But volé/Stolen base	BV/SB
Coup de circuit/Home run	CC/HR
Chandelle intérieure/Infield fly	CI-POS/IFPOS
Coup sûr/Hit	CS/H
Double-jeu/Double play	DJ/DP
Erreur/Error	E-POS
Retrait sur balle frappée en flèche/Lineout	F-POS/L-POS
Ballon sacrificiel/Sacrifice fly	SACB-POS/SACF-POS
Frappeur atteint/Hit batsman	FA-HBP
Feinte irrégulière/Balk	FI/BK
Mauvais lancer/Wild pitch	MVL/WP
Optionnel/Fielder's choice	OPT/FC
Point marqué/Run scored	P/R
Pris à contre-pied/Picked off	PCP-POS-POS/PO-POS-POS
Retrait avec balle au sol/Putout on a grounder	POS-POS
Retrait sur 3 prises décision de l'arbitre/Strikeout called by umpire	RD/KC
Retrait sur 3 prises sur élan du frappeur/Strikeout swinging	RE/KS
Retrait en tentant de voler un but /Caught stealing	RV-POS-POS/CS-POS-POS
Coup retenu sacrifice/Sacrifice bunt	SAC-POS-POS/SAC-POS-POS

Voici un exemple An example

1. Un joueur des Expos réussit un simple.
An Expos player hits a single.

2. Il vole le deuxième but.
He steals second.

3. Il avance au troisième but sur un mauvais lancer.
He advances to third on a wild pitch.

4. Il croise le marbre et marque un point sur un simple d'un autre joueur des Expos.
He crosses home plate and scores a run when another Expos player hits a single.



THE TASKFORCE CORNER

In this issue, you will find a new flyer titled "Why Learn French?." This is a one-page abridged version of the flyer "Top Ten Reasons to Study French" prepared by Margot Steinhart through a grant from the French Cultural Services. We wish to express our deep gratitude to Elaine Uzan Leary of Houghton Mifflin Company for the design of this flyer.

All the Task Force subcommittees are making progress:

- The *Travel Guide*, prepared by Sherry Dean's team, is being edited with the cooperation of Jayne Abrate and should be available by the end of the year.

- The subcommittee on media and technology, chaired by Claud DuVerlie, has completed its survey and is currently preparing a guide on resources for teachers.

- Don Houghton keeps filing "Activities That Work" for his regular column in the *Bulletin*.

- Judith Johannessen and Eileen Leland are collecting information on successful programs and teachers to be introduced in an upcoming issue.

- Fernande Wagman and Jacqueline Donnelly are preparing a flyer stressing the importance of French for business.

- The subcommittee on liaison between local groups, chaired by Renée White, is putting together a directory of local groups engaged in the promotion of French.

If you are active in a local group that is promoting French, and wish to be included in this directory, please send the relevant information to Renée White, The Greenhill School, 14255 Midway Road, Dallas, TX 75244-3698; e-mail: renewwhite@acd.org.

Many other projects are underway:

- Claud DuVerlie and Bernard Petit have offered to edit a shortened version of the videotape prepared by the AATF Western New York Chapter and titled "Take French and Double Your World;" the original video is still available for \$10.00. Write Brenda Benzin, 824 Delaware Road, Buffalo, NY 14223.

- Sarina Sabto Busutil is now exploring strategies to establish scholarships for high school students who wish to study in France.

- Jeanne Classé and Geraldine O'Neill are planning to study the French Contest and other such contests, in order to find ways to reward a greater number of students.

- Finally, I am preparing schedules, which can be spread over the school year, of activities designed for recruiting students.

There will be four different schedules to address the specific needs of FLES*, middle school, high school, and college French programs. Please send me your suggestions.

As usual, do not hesitate to share with me your ideas on how better to promote the study of French, and I will forward them to the appropriate committee. If you are going to the ACTFL convention, make sure you attend the special Task Force session scheduled on Saturday.

Marie-Christine Weidmann Koop
Foreign Languages and Literatures
University of North Texas
Denton, TX 76203-6645
Fax: (817) 565-2581
e-mail: mckoop@jove.acs.unt.edu

AATF SUMMER SCHOLARSHIP PROGRAM

AATF is pleased to announce the 1997 summer scholarship program in France. Twenty-four AATF members will be chosen from a national competition to participate in the four week program. The French Cultural Services will provide funds for a three week immersion program in Lyon, France, including room and board, instructional courses and most travel within France. In addition, plans are being made for a one week experience in another region of France.

The participants will be assisted and accompanied by Michèle Shockey, AATF Vice-President in charge of scholarships, and former AATF scholarship recipient. The program in Lyon is organized by the Centre International d'Études Françaises, Université Lumière – Lyon 2. Scholarship recipients should be prepared to pay for partial travel expenses not covered by AATF.

Applicants must be:

- teachers of French currently employed in elementary or secondary schools or colleges and universities, up to and including the rank of assistant professor.

- teachers who plan to continue teaching French during 1997-8 and for at least five more years.

- US citizens

- members of AATF in good standing

Preference will be given to those who have **not recently been awarded grants** and who **need** an immersion experience in France.

The selection will be made by a national committee chaired by Michèle Shockey, Gunn High School, AATF Vice-President. Awards will be granted in accordance with the guidelines of the French Cultural Services and AATF. **Deadline for application is February 1, 1997.** Scholarship recipients and alternates will be announced by April 1, 1997.

Plans are being made to repeat the three-week program held in 1996 at the Centre International d'Études Françaises of the Université Lumière (Lyon 2) and to continue with a week's travel in another part of France, possibly Burgundy or the town of Avignon. Classes conducted by native French lecturers will be held daily

at the CIEF, Université Lumière. Teaching methods, cultural components, linguistic improvement, literature-in-language classes, and writing workshops are some of the topics to be treated. Excursions in Lyon and surrounding areas will be built into the program, so as to take advantage of the rich historical, cultural and gastronomic aspects of the Rhone-Alpes region. Participants will be encouraged to develop their own projects in conjunction with their classes.

Interested individuals may contact Michèle Shockey by e-mail at mshockey@gunn.palo-alto.ca.us or FAX to (415) 802-2227. (For application see pp. 15-16.)

TRICKS OF THE TRADE

After thirty years of teaching secondary school French, I have developed some tricks to help students grasp certain problems of spelling, grammar, and pronunciation in a way not found in textbooks. It is my hope that some of these will be useful to you and that you might share tricks of your own.

Students have trouble learning when certain words require a grave accent or a double consonant. They need to understand that French does not allow a silent "e" + a single consonant + a silent "e". An example of a silent "e" at the end of a word

is the "e", "es", and "ent" verb endings. When students study the future/conditional tenses, they discover that the "e" in the "er" syllable in first conjugation verbs is also regarded as silent when in the stem for those tenses. This principle covers many situations: e.g. "père", "italienne", "quelle", "prennent", "achète", "appelles", "lèvent". This rule also dictates when the "y" in "yer" verbs changes to "i": e.g. "emploierai".

Other tricks that involve verbs, the bane of students' existence: the singular of the

(continued on page 17)

APPLICATION FORM

1997 AATF SUMMER INSTITUTE IN LYON, FRANCE

with major funding provided by
The French Cultural Services and the AATF

Deadline for Receipt: February 1, 1997

AATF Chapter Name/Location _____ Region #(1...9) _____

AATF Chapter President _____

Applicant's Name _____
last first middle maiden

Home Address _____
Number and Street City State Zip

Telephone (Home) _____ Best time(s) to call _____

Telephone (Office) _____ Best time(s) to call _____

Fax (Home or Office) _____ Best time(s) to call _____

Social Security Number _____ Email Address _____

Institution of employment _____

Institutional Address _____

Levels of French taught: K-6 _____ 6/7-9 _____ 9-12 _____ Jr. College _____ College/University _____

In 1996-97: Number of French classes _____ Number of French students _____

Levels of French classes taught _____ Other subjects taught _____

Continuous member of AATF for _____ years, including 1997 (Preference is given to qualified applicants with two or more years of consecutive membership.)

U.S. Citizen _____ Yes _____ No _____ Place of birth _____
City State Country

Date of birth _____ Age as of 1 July 1996 _____
Day MONTH Year

Have you ever applied for an AATF scholarship? _____ Yes _____ No _____ If yes, year _____

Have you ever received a scholarship/fellowship for study in a Francophone country? _____ Yes _____ No _____

If yes, year _____ Location _____ From what organization _____

Do you have a U.S. passport valid through July 31, 1997? _____ Yes _____ No _____

Should you be selected for this program, the following personal information will help us to make housing and travel arrangements

What major airport is nearest your home? _____

If it is possible, would you be interested in extending your stay in France? _____ Yes _____ No _____

Through what date? _____

Do you prefer smoking accommodations? _____ Smoking _____ Nonsmoking _____

Do you have any health conditions or disabilities that would require special arrangements for your participation in this program?

_____ Yes _____ No _____

If Yes, please explain _____

In case of Accident or Emergency while attending the institute, give name, address and telephone of a contact person _____

Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.

I **ACADEMIC PREPARATION**

A. Institution (List all colleges/universities attended.)

Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates

B. Travel, study and residence in Francophone countries (List all experiences.)

II **TEACHING EXPERIENCE**

Years (inclusive dates) Institution Location (City, State, Country)

III **CURRICULUM VITAE SUPPLEMENT (OPTIONAL)**

List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

IV **RECOMMENDATIONS**

List name, address, telephone and FAX numbers of the two individuals who will be writing a recommendation in support of your application.

V **ESSAYS**

A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English. (2 pages maximum)

B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français. (2 pages maximum)

VI **RECOMMENDATIONS**

A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:

1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable

B. Have your recommender send the original letter PLUS FOUR COPIES **directly** to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **February 1, 1997**.

VII **AUDIO CASSETTE RECORDING**

On an audio cassette tape (standard size, good quality, in a plastic case) include the following information at the beginning: your name, address, AATF region number and AATF chapter name. Also write this same information on the cassette label. Record a statement in FRENCH on why you are applying for this institute and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. Organize your thoughts before recording, **but do not read from a prepared text**. (5 minutes maximum)

VIII **POST CARDS**

Include with your application TWO SELF-ADDRESSED POSTCARDS with appropriate postage. Your chapter president and regional representative will each return a card to you as verification that your application has been received at the first two levels of the selection process.

Send ONE POSTCARD to the AATF National Vice-President, who is chairing the AATF Summer Scholarship Programs, by **February 1, 1997**, to indicate that you have submitted your application for the Institute. (Michèle Shockey, Gunn High School, 780 Arastradero, Palo Alto, CA 94306)

IX **DISTRIBUTION**

Separate the original set and the four copies into 5 sets and staple each set.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE. I ALSO AFFIRM THAT I WILL ABIDE BY THE REQUIREMENTS OF THIS PROGRAM. I ALSO CERTIFY THAT I AM A CITIZEN OF THE UNITED STATES.

Signature of applicant _____ Date _____

1997 NEH SUMMER SEMINARS AND SUMMER INSTITUTES FOR SCHOOL TEACHERS

The Division of Research and Education Programs of the National Endowment for the Humanities each year offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Summer Institutes. Teachers interested in participating in either a seminar or an institute should write to the project director listed to request information and application materials. The dates and duration of each project are listed under each title. **The application deadline for Summer Seminars and Summer Institutes is March 1, 1997, except where noted.**

Amount of Award

Participants in Summer Institutes generally have their room, board, and supplies paid for by the project and receive an additional stipend. All teachers selected to participate in a Summer Seminar will be awarded a stipend of \$2,450, \$2,825, or \$3,200 (depending on the length of the seminar) to cover travel costs to and from the seminar location, books and other research expenses, and living expenses. Additionally all Summer Seminar participants who teach in New Jersey will be awarded an additional travel stipend (from \$250 to \$1,000, depending on the location of the seminar) by the Geraldine R. Dodge Foundation of Morristown, New Jersey.

Eligibility

Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply to appropriate seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning eligibility requirements. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-sponsored seminar or institute in the last three years.

How to Apply

Please send or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed here. Information on any or all appropriate projects may be requested, but application may be made to **only one** seminar or institute.

Information

In addition to an annual slate of summer institutes and seminars, the National Endowment for the Humanities supports small group study projects, projects designed to develop educational materials, and curriculum development and demonstration projects.

For more information, call the Education Development and Demonstration group at 202/606-8380; e-mail <education@neh.fed.us>.

Equal Opportunity

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Edward J. Ahearn
Department of Comparative Literature
Box E
Brown University
Providence, Rhode Island 02912
(Seminar Location: Paris, France)

The Gothic Cathedral as a Mirror of Medieval Culture

June 30-August 8, 1997 (6 weeks)
Robert G. Calkins
Department of Art History
35 Goldwin Smith
Cornell University
Ithaca, New York 14853
(Seminar Location: Paris, France)
e-mail: rgcl@cornell.edu

Luther, Erasmus, and More: Visions of the Civil Society in the Sixteenth Century

July 14-August 15, 1997 (5 weeks)
Hans J. Hillerbrand
Department of Religion
Box 90964
Duke University
Durham, North Carolina 27708-0964
e-mail: hjh@acpub.duke.edu

Summer Institutes for School Teachers

La Francophonie: A Study of the Literature and Cultural Geography of French-Speaking West Africa with a Focus on Senegal

(In French)
June 28-August 2, 1997 (5 weeks)
Christine Drake
Department of Political Science and Geography
and Marie Wegimont
Department of Foreign Languages and Literatures
Old Dominion University
Norfolk, Virginia 23529-0088
804/683-3849
(Institute Location: Norfolk, Virginia and Dakar, Senegal)
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TRICKS OF THE TRADE

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present tense of "aller": each form gets shorter ("vais" - 4 letters, "vas" - 3, "va" - 2).

Many verbs, regular and irregular, have singular present forms with this pattern: *je* and *tu* end in "s" and *il/elle/on* ends in "t". A memory device for this is **super..sonic transport**.

The future/conditional stem always ends in "r". Verbs which end in "oir" (not "oire") always have irregular future/conditional stems.

Verbs which end in "oir" and "oire" have past participles ending in "u".

In forming the imperfect, for verbs which end in "oir" (not "oire"), if you can't remember the *nous* form to get the stem (or if there isn't a *nous* form - e.g. *falloir*), simply remove the "oir" from the infinitive to get the stem (exception is *voir*).

The stem for the imperfect and the present participle of all verbs is the same except for *avoir* and *savoir* which have different forms: *j'avais*, *ayant*, *je savais*, *sachant*.

Students have trouble remembering when to use the cedilla and when to put the extra "e" after the "g". The five vowels need to be placed in two groups: the "soft" group ("e" and "i") and the "hard" group (the other three). Words that can help are *commencer*, *comme ci comme ça*, *garçon*, and *gigot*.

French pronunciation is logical most of the time. Unfortunately it is not so in the word *monsieur* - they need to think of it as "me-sieur" with identical vowel sounds in both syllables. That sound, so common in words like "je", is the vowel sound in the English word "dirt". The soft "g" sound is the sound in the English word "azure". "qu" is always pronounced "k". The ending "tion" is feminine and is pronounced "si-on".

The vowels in the French word for August are in alphabetical order and the accent has to go on the "u" because a vowel with a circumflex is always followed by a consonant not another vowel.

To avoid confusion between *midi* and

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NEH SUMMER SEMINARS FOR COLLEGE TEACHERS AND SUMMER INSTITUTES FOR COLLEGE AND UNIVERSITY FACULTY, 1997

The Division of Research and Education Programs of the National Endowment for the Humanities each year offers college and university teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. Seminars are open to independent scholars and to faculty in departments that do not offer the Ph.D. Institutes are open to all who teach in higher education. The dates and duration of each project are listed under each title. **The application deadline is March 1, 1997**; applicants will be notified of the results on March 28.

Amount of Award

Participants in Summer Institutes generally have their room, board, and supplies paid for by the project and receive an additional stipend. Participants in Summer Seminars receive between \$2,450 and \$4,000, depending on the length of the seminar, to cover the costs of travel between the seminar and home, books and other research expenses, and living expenses.

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Summer seminars are intended primarily for those who teach undergraduates only, summer institutes for faculty in higher education primarily. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years. Preference will also be given to those with heavy undergraduate teaching loads. For detailed eligibility requirements, applicants should consult the written guidelines and application materials.

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Modernist Paris

Paris, France

Directors: Maria DiBattista and Suzanne Nash, Princeton University
June 30-August 1, 1997 (five weeks)
Information:

Professor Nash
Department of English
Princeton University
Princeton, NJ 08544
Phone: (609) 258-4081
E-mail: mariadib@princeton.edu

Summer Institutes

Institutes for College and University Faculty provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields of scholarship. Lasting between four and six weeks, institutes aim to prepare participants to return to their classrooms with a deeper knowledge of key scholarship in key fields of the humanities.

The Literary Traditions of Medieval Women

Rice University
June 9-July 18, 1997 (six weeks)
Director: Jane Chance
Faculty: Judith Butler, Professor of Rhetoric and Comparative Literature, University of California, Berkeley; Professor Chance; Roberta Krueger Professor of Romance Languages and Literature, Hamilton College; Honey Meconey, Associate Professor of Music and Director; Schola Pastoris, Shepherd School of Music, Rice University; Barbara Newman, Professor and Chair, Department of English and Religion, Northwestern University; David Nirenberg, Associate Professor of History, Rice University; Earl Jeffrey Richards, Professor of Romance Lan-

guages, Sprachund Literatur-Wissenschaften, Bergische Universitaet, Gesamthochschule-Wuppertal, Wuppertal, Germany; Lynn Staley, Professor of English, Colgate University; Katharina Wilson, Professor of Comparative Literature, University of Georgia

Information: Jane Chance
Department of English-MS 30
Rice University
6100 Main Street
Houston, TX 77005-1892
Phone: (713) 527-8101 (ext. 2625)
E-mail: jchance@rice.edu
Web page: <http://www.ruf.rice.edu/~jchance/neh.html>

TRICKS OF THE TRADE

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minuit, remember that "midi" has 4 letters and so does "noon".

To offset confusion between food stores and the people who run them: the stores end in "erie" (a feminine ending), the male owner ends in "er" and the female owner ends in "ere" (e.g. *boucherie*, *boucher*, *bouchère*).

A way to reduce confusion between *meilleur* and *mieux*: "meilleur" has more letters than "mieux" and "adjective" has more letters than "adverb".

One way to distinguish between relative pronouns *qui* and *que*: if the following verb has no subject use "qui"; if it already has a subject, use "que".

One can point out the following errors as the "No such word department": "notres", "votres", "vitement", "touts".

Another problem area for students are the words *famille* and *tout le monde*: although they include a lot of people, they are singular words and take singular verbs (there is only one family, one world).

The four adjectives that have special forms before masculine singular nouns beginning with a vowel or "h" derive those special forms by chopping off the last two letters of the feminine singular forms (*bel-le*, *cet-te*, *vieil-le*, *nouvel-le*).

If there are two vowels separated by a single consonant, and one vowel has an acute accent and the other a grave accent, the acute will always come first (*déjà*, *élève*, *répète*, etc.) Also, a word never ends with a grave accent but can end with an acute accent (*mangé*, *allé*, etc.).

I have found that every little trick helps – I hope you agree. *Bonne chance!*

Roger Wasby
Fullerton, CA

CALENDAR OF EVENTS

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGE (NADSFL) ANNUAL MEETING: November 20-21, 1996, Philadelphia Marriott. Information: Jean Teel, 7235 Antioch, Shawnee Mission, KS 66204, Telephone: (913) 677-6415, Fax: (913) 789-3441, E-mail: [adteel@smsd.k12.ks.us].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 22-24, 1996, Philadelphia, PA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

EGO SCRIPTOR : MAURICE BARRÈS ET L'ÉCRITURE DE SOI: December 6-7, 1996, Faculté des Lettres et Sciences humaines de l'Université catholique de Lille (60 bd Vauban, BP109, 59016 Lille Cedex - tél: 20134050) Information: Emmanuel Godo, 2 avenue de Soubise 59130 Lambersart, France.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1996. Washington, D.C. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHEASTERN COUNCIL ON LATIN AMERICAN STUDIES (SECOLAS): February 27-March 1, 1997, San José, Costa Rica. Contact: John Britton, History Department, Francis Marion University, Florence, SC 29501. (W) (803) 661-1552. Fax (803) 661-1432.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING: March 6-8, 1997, Myrtle Beach, SC. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

AAAL 1997 CONFERENCE: March 8-11, 1997, Holiday Inn International Drive Resort, 6515 International Drive, Orlando, Florida. Information: AAAL 1997 Program Committee, 7630 West 145th St., Suite 202, Apple Valley, MN 55124-7553. Telephone: (612) 953-0805; Fax: (612) 891-1800.

THIRD ANNUAL CAROLINA CONFERENCE ON ROMANCE LITERATURES: March 20-22, 1997, University of North Carolina, Chapel Hill, NC. Information: Alain-Philippe Durand, Dept. of Romance Languages, CB#3170 238 Dey Hall, University of North Carolina, Chapel Hill, NC 27599-3170. Fax: 919-962-5457. E-mail: [adurand@unc.edu].

NORTH AMERICAN SOCIETY FOR SEVENTEENTH-CENTURY FRENCH LITERATURE: FRÈRES ET SŒURS, LA ROCHEFOUCAULD, *MITHRIDATE*: April 3-5, 1997, University of Victoria, Victoria, British Columbia, Canada. Information: Claire Carlin, Department of French, University of Victoria, Victoria, BC, V8W

3P4, CANADA. Telephone: (604) 721-7368. FAX (604) 721-8724. E-mail: [ccarlin@call.uvic.ca].

7TH ANNUAL CONFERENCE OF THE NORTH AMERICAN ASSOCIATION OF CHRISTIAN FOREIGN LANGUAGE AND LITERATURE FACULTY: April 3-5, 1997, Calvin College, Grand Rapids, MI. Information: Barbara Carvill, Calvin College, Grand Rapids, MI 49546; Telephone: (616) 957-6365. E-mail: [carv@calvin.edu].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGE: April 3-6, 1997, New York City, NY. Information: Northeast Conference Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977. FAX: (717) 245-1976.

PACIFIC NORTHWEST COUNCIL FOR LANGUAGES: April 10-12, Eugene, OR. Information: PNCFL, Foreign Languages and Literatures, Oregon State University, 210 Kidder Hall, Corvallis, OR 97331-4603. FAX: (541) 737-3563. E-mail: [verzascr@cla.orst.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with OHIO FOREIGN LANGUAGE ASSOCIATION: April 10-13, 1997. Columbus, OH. Information: CSCTFL, Rosalie Cheatham, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, AR 72204. Telephone: (501) 569-8159. FAX: (501) 569-3220. E-mail: [rmcheatham@ualr.edu].

SWCOLT/TFLA (SOUTHWEST CONFERENCE ON LANGUAGE TEACHING/ TEXAS FOREIGN LANGUAGE ASSOCIATION, April 17-19, 1997, Dallas, TX at the Fairmont Hotel. Information: Joann Pompa, Mountain Pointe HS, 4201 E. Knox Rd., Phoenix, AZ 85044. Telephone: (602) 759-8449, X3036. FAX: (602) 759-8458.

FIFTH INTERNATIONAL CONFERENCE sponsored by the SIMONE DE BEAUVOIR SOCIETY: "SIMONE DE BEAUVOIR, WITNESS TO A CENTURY: April 18-20, 1997, Northern Kentucky University, Highland Heights, KY. Information: Barbara Klaw, Department of Foreign Languages and Literatures, Northern Kentucky University, Highland Heights, KY 41076-1448.

SEVENTEENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 8-10, 1997, University of Cincinnati, Cincinnati, Ohio. Information: Sandrine Collomb (French/Italian)/Kerry Kautzman (Spanish/Portuguese), Conference Chairs, Department of Romance Languages and Literatures, University of Cincinnati, Mail Location 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or 566-1950. Fax: (513) 556-2577.

5TH "MAN AND THE MEDIA" SYMPOSIUM: June 5-7, 1997, Nancy, France. Information: Dr. Udo O.H. Jung, Universität Bayreuth, Sprachenzentrum, D-95440 Bayreuth, Federal Republic of Germany. Telephone: (0921) 553595. FAX: (0921) 553694. E-mail: [udo.jung@uni-bayreuth].

FOREIGN LANGUAGE ASSOCIATIONS OF NORTH CAROLINA: October 7-11, 1997, TBA. Information: Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC 27410. FAX (910) 759-4591. E-mail: [redmond@wfu.edu].

THE 23RD ANNUAL NINETEENTH-CENTURY FRENCH STUDIES COLLOQUIUM: October 16-19, 1997, Athens, Georgia. Information: Timothy Raser, Chair NCFSS Local Committee, Department of Romance Languages, University of Georgia, Athens, GA 30602-1815. Telephone: (706) 542-3163. Fax: (706) 542-3287. E-mail: traser@uga.cc.uga.edu.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH in conjunction with ACTFL: November 21-23, 1997, Nashville, TN. Information: AATF, 57 E. Army Avenue, Champaign, IL 61820. Telephone: (217) 333-2842. FAX: (217) 333-5850.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with AATF, AATG, AATSP: November 21-23, 1997, Nashville, TN. 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, 1997, Toronto, Canada. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 26-28, 1998, Savannah, GA. Information: Lee Bradley, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358. FAX: (912) 333-7389. E-mail: [lbradley@grits.valdosta.peachnet.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: March 26-29, 1998, Milwaukee, WI. Information: CSCTFL, Rosalie Cheatham, University of Arkansas at Little Rock, AR 72204. Telephone: (501) 569-8159. FAX: (501) 569-3220. E-mail: [rmcheatham@ualr.edu].

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