



LETTER FROM THE PRESIDENT

VOLUME 23 NO. 3 JANUARY 1998



Gladys C. Lipton

Dear Colleagues,

In this, my first message to the AATF membership, I would like to express my wishes to you all for the New Year, 1998: *Bonne et Heureuse Nouvelle Année!*

I am greatly honored to be an active participant, together with the AATF Executive Council and the membership, in the leadership of AATF. I am energized by our creative, dynamic, and enthusiastic members at all school and university levels. We represent a strong, united professional organization ... one in which each member has unique contributions to make as an individual and extraordinary contributions to make collectively toward the solidarity of our organization. Although periodically, there may be some difficult times, cyclically, **we endure!** We wish that we could change the fact that the study of French does not now enjoy the highest number of potential enrollments. The AATF, as you have seen during the past three years, has begun serious initiatives, such as the Task Force on the Promotion of French, in order to support teachers of French on all levels throughout the country.

"We're all in the same boat, and we all have to row together or we just won't go any place" is not only a popular saying, but one which applies to all of us, whether we teach French on the FLES*, middle school, high school, or college/university levels. One of the ways in which I plan to help build AATF unity and collegiality is to appoint two co-chairs to a number of leadership

1998 ELECTION RESULTS

Vice-President: Jacqueline Donnelly

Region 1 (Greater New York): Geraldine O'Neill

Region 3: (New York State) Robert Ludwig

Since no candidate in Region 5 (South Atlantic) received a majority of the votes cast, a run-off election is being conducted between the top two candidates, **Lee Bradley** (GA) and **Eliane Kurbegov** (FL). Results are not yet known as this goes to press.

We would like to take this opportunity to congratulate the new Executive Council member Jacqueline Donnelly and to compliment Geraldine O'Neill and Robert Ludwig on the confidence that their regional members have shown in re-electing them to another three-year term.

We also wish to thank Judy Johannessen, Joan C. Chardkoff, and Frédéric H. Fladenmuller for demonstrating their support for the association in this important way and for their extensive involvement in AATF activities in recent years.

Jayne Abrate
Executive Director

posts: one from either the FLES* or secondary levels and one from the ranks of the college/university levels, wherever appropriate. **We are all partners in making progress!** I hope that AATF unity and solidarity will be reflected and highlighted in all of our undertakings, in all of our publications, in all of our Commissions, etc. In future presidential messages to the membership, I plan to cite specific examples of how teachers of French on all levels, working together, have been successful in helping the cause of French. Please send me your success stories, so that they can be shared with all of our colleagues.

One of our major endeavors this year is planning for a national *Semaine de la Francophonie* on the promotion of French, to be held sometime in 1999. This highly visible effort is co-chaired by **Margot Steinhart** (IL) and **Jacqueline Thomas** (TX). Together with a committee of outstanding teachers of French, they will be planning all kinds of public activities, events, performances, and many other public displays about the teaching and learning of French, which, we hope, will reach our various "publics:" administrators, principals, curriculum directors, parents, guidance counselors, and others. Needless to say, this is a grass roots effort

... we need support from teachers of French on all school and university levels if we are to make the *Semaine de la Francophonie* a rewarding effort. We will encourage support from each of our 75 chapters to demonstrate to our students and their parents, to the decision makers, and to the public that the study of French provides many significant contributions to students' educational, cultural, vocational, and social lives. This is a natural next step following the vigorous work of the

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(From left to right) President Gladys Lipton, Executive Director Emeritus Fred Jenkins, and Executive Director Jayne Abrate confer at the Delegates' Assembly in Nashville.

members of the three-year Task Force on the Promotion of French, chaired by **Marie-Christine Koop** (TX). On this theme of the promotion of French, I am pleased to inform the membership that the Executive Council of AATF voted to have a standing **Commission on the Promotion of French** so that we may continue to have ideas, flyers, and promotional materials to assist teachers in the promotion of French on an on-going basis. The co-chairs of this new commission are **Jacqueline Donnelly** (MI) and **Raymond Comeau** (MA). *Cultivons bien notre jardin du français!*

This year our annual AATF *Congrès* will be held in Montreal, July 23-26, 1998, at the Queen Elizabeth Hotel. Planning has been under way for some time by our Executive Director, **Jayne Abrate**, and me, and details about the convention will be appearing in the next issue of the *National Bulletin*. Our Program Committee is working hard on the selection of the many proposals for sessions which we have received. It promises to be a very exciting *Congrès* ... start making plans now to attend! Our previous AATF *Congrès*, held in November 1997 in Nashville, was highly motivational and memorable! It included the presence of the French Ambassador to the United States, **Monsieur François Bujon de l'Estang**, the Cultural Counselor, and all of the *attachés linguistiques* currently serving in the United States; the presence of many authors from *La Francophonie*; the outstanding presentations by our talented members; and the participation of more than 1100 friends and colleagues of French. We were all pleased to see our AATF Executive Director Emeritus, **Fred Jenkins**, honored by the Ambassador for his outstanding 18 years of service to the AATF with promotion from *Chevalier* to

Officier in the order of the *Palmes Académiques*. This *Congrès* was an enormous success due mainly to the creative and persuasive efforts of our now Past President, **Albert Valdman** (IN), and to the excellent arrangements and leadership provided by our Executive Director, **Jayne Abrate** (IL).

We have many reasons to take pride in the accomplishments of our American Association of Teachers of French. In addition to those mentioned above and others to which I will refer in future presidential messages, I am pleased to report that the AATF web site and its creator-manager **Townsend Bowling** (TX) have been cited nationally for excellence by Edsitement. This is a tremendous honor for Townsend Bowling as well

as for the AATF. *Chapeau!* If you have not visited the AATF web page, please try to do so [<http://aatf.utsa.edu/>]. This web site helps each and every teacher of French to obtain current information about AATF news, to get valuable links to resources and information about the work of the AATF Commissions, to understand the many ways in which the French Cultural Services work with us in a strong partnership, as well as the other rubrics found on the web page. Townsend Bowling has indicated to me that there will be additional features added to the web site, including the possibility of making it interactive. There will more news about the web site in future issues of the *National Bulletin*.

At the national level, Past President **Albert Valdman** (IN) stressed the importance of having an AATF presence at a number of national organizations and agencies. For example, **Judy Johannessen** (MN), Chair of the Commission on Articulation, attended a meeting, sponsored by the Modern Language Association, on their special project devoted to Articulation. **Fred Jenkins** (IL) and **Jayne Abrate** (IL) attended a meeting of the Joint National Committee on Languages (JNCL). **Gladys Lipton** (MD) attended a meeting of the National Board on Professional Teacher Standards. At the joint AATF/ACTFL Conference, we were represented at the National Association of School District Supervisors of Foreign Languages which had several joint sessions with the National State Supervisors of Foreign Languages. I plan to continue this outreach program to include

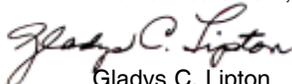
<p>Volume 23 Number 3 AATF NATIONAL BULLETIN January 1998</p> <p><i>Editor:</i> Jane Black Goepper, University of Cincinnati, Ohio</p> <p><i>Editorial Assistant:</i> Josiane Leclerc Riboni, University of Cincinnati, Ohio</p> <p><i>Reading Committee:</i> Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, UT; Therese C. Clarke, Williamsville Central School District, NY; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Phillips Brooks School, Menlo Park, CA; Pierre Sotteau, Emeritus, Miami University, Oxford, OH.</p> <p>The AATF <i>National Bulletin</i> (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF <i>National Bulletin</i> four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the <i>French Review</i>. Subscription to the AATF <i>National Bulletin</i> requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.</p> <p>All items published in the <i>National Bulletin</i> are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.</p> <p>Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.</p>

additional national organizations of administrators, supervisors, guidance counselors, and others. We all need to ensure a French presence at the local, state, regional, and national levels.

Before concluding, I would like to take just a few moments of this message to discuss one word with you. I like to call it my "M" word ... **metamorphosis**. In my own thinking, this word is related to the teaching of French. It is a word which could describe what we wish could change, and it is a word which also describes, in a figurative sense, some of the ways in which we can influence some of these changes. The popular computer expression "to morph" applies to us, as well. The month of January (if we look at Latin roots) offers us the opportunity to look back and look ahead. **Albert Valdman** has already started this process in the creation of a committee to look at our various AATF modes of communication (see "Survey," pp. 19-20), chaired by **Mary de López** (NM). Several AATF members have suggested that this is also the propitious moment to extend this self-examination process by looking at all the various components of AATF in order to determine if we are meeting the needs and interests of all our members as part of setting new directions for the future. Therefore, I am considering a Task Force on Planning for the Future, which might have the following four goals in mind: (1) to examine what AATF does well (and there are many things in this category); (2) to take a comprehensive look at all aspects of the AATF and to determine and recommend changes which could benefit our members, their students, and the organization; and (3) to brainstorm additional ways in which we can assist teachers of French and the mission of AATF, now and in the future; and (4) to identify new and creative sources of revenue to implement some of these changes. If you have any specific recommendations, suggestions, or contacts about any of these four categories, please write to me: Dr. Gladys Lipton, UMBC-MLL, 10 Hilltop Circle, Baltimore, MD 21250.

The year 1998 brings us many new opportunities for making French the vibrant language it can and should be! Let us pledge to work together, literally, through all the modes of communication and all the grass roots efforts at the class, school, chapter, regional, and national levels, to make this a reality!

Bien amicalement,


Gladys C. Lipton
Présidente

DRAFT OF STANDARDS FOR THE LEARNING OF FRENCH AVAILABLE FOR CRITIQUE

The draft of *Standards for the Learning of French*, prepared by the AATF Standards Task Force, is scheduled for dissemination after January 31, 1998, from AATF National Headquarters. The document addresses the goals and standards for students of French for Grades K-16 and includes a number of learning scenarios which target these objectives.

The AATF Standards Commission is soliciting a critical reading of the draft by interested AATF members before **March 15**. Members who wish to participate in this important phase are asked to request a draft copy and to complete an evaluation form. A new draft will then be submitted to the editor of the language-specific documents in April. Send requests to Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733; E-mail: [abrate@siu.edu].

This document is part of a larger project being undertaken simultaneously by national associations for teachers of French, German, Spanish, Russian, Chinese, Japanese, Italian, and the Classics. Each association selected a task force to address language-specific issues. These individual segments supplement the document, *Standards for Foreign Language Teaching: Preparing for the 21st Century*, which is available from ACTFL.

Because of space limitations in this initial document, the French publication can present only a few of the scenarios submitted by AATF members in the past year and a half. The Task Force has edited and reworked the descriptions to fit the style and format of the handbook and to reflect the experience levels of students across four aggregated grade levels: K-4, 5-8, 9-12, and 13-16. In some instances, similar scenarios received from two or more teachers have been merged into a single text. The learning scenarios are to be considered as samples and the sample progress indicators, as examples, of what a teacher of French might design for his or her students to meet goals and standards.

It is the intention of the AATF National Commission on Student Standards to make additional learning scenarios available to teachers of French via the Internet and in future publications of the AATF Materials Center. Teachers of French are encouraged to continue to submit learning scenarios to the Commission through AATF National Headquarters. See the November issue of the AATF *National Bulletin* or the AATF Web site [<http://aاتف.utsa.edu/>] for

information on submitting learning scenarios.

The co-chairs of the AATF Task Force, **Rebecca M. Valette** (MA) and **Margot M. Steinhart** (IL), express their appreciation to members who have already submitted learning scenarios for this project. The following AATF members have contributed to this endeavor:

Jayne Abrate (IL)
Constance F. Alexandre (TX)
Barbara C. Anderson (MN)
Pat Barr-Harrison (MD)
Assia Bérubé (IL)
Leah Bolek (IL)
Mary Brackman (IL)
Liette Brisebois (IL)
Jane Castle (IL)
Judy Dharini Charudattan (FL)
Michel Couet (SC)
Brenda Crosby (IL)
Patricia R. Duggar (LA)
Tricia Engelhardt-Nagel (IL)
Lou Ann Erikson (IL)
Nancy J. Gadbois (MA)
David Graham (NY)
Virginia Gramer (IL)
Ann Hajicek (IL)
Annahi Hart (IL)
A. Anne Hébert (IL)
Elise Helland (IL)
Mary Ann Hockman (IL)
Elaine Jastrem (MA)
Cathy Kendrigan (IL)
Carol A. Kidd (MD)
Linda King (IL)
Ann Koller (IL)
Janet Kosonen-Biscan (IL)
Eveline Leisner (CA)
Joyce P. Lentz (NM)
Lena L. Lucietto (LA)
Joan McCloskey (LA)
Mary Ellen McGoeys (IL)
Susan Woodsum Norwich (IL)
Janel Lafond-Paquin (RI)
Jayne Prater (IL)
Karen Kus Provan (IL)
Alain Ranwez (CO)
Jo Ellen Sandburg (IL)
Kay Saxvik (IL)
Michèle Shockey (CA)
Jane W. Shuffelton (NY)
Margot M. Steinhart (IL)
Judy Sugarman (IL)
Rebecca M. Valette (MA)
Fernande Wagman (NJ)
Alan Wax (IL)
Robin Wolf (IL)
Florence Zéphir (MO)

CHAPTER NEWS

HOUSTON CHAPTER

We, in Houston, are still proud of our program entitled "Destination France." Due to constant fund-raising with French businesses in our community plus with our own funds, we were able to send an outstanding student from our area for a home stay in France last summer. A second student was able to go to France as well, with partial funding from the ORCA exchange program which is Houston-based. The process of the selection for the recipients of these awards begins with the national winners of the *Grand Concours* from the Houston area.

The *Services Culturels et Scientifiques* have arranged for an exhibit of a collection of *bandes dessinées* from France and Germany, with a cartoon contest for local students.

Following the lead of our friends in Dallas, the Houston area AATF is trying to organize a French Business Symposium so that high school and college students can see the practical application of the knowledge of French in the business and scientific communities. This symposium will require the assistance of the *Services Culturels et Scientifiques*, and of course that of local businesses as well.

For our spring meeting, we are looking forward to a workshop on the Internet, given by *Attaché Audiovisuel* Adam Steg from New Orleans.

Diana Nizza
President

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

An official AATF membership card (reproduced below) is available to members. Persons who wish to obtain one can send a postcard to: AATF National Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. 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 complete the rest of the information.



American Association
of Teachers of French
Année _____

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

le _____ pour servir et valoir ce
que de droit.

Jayne Abrate

La Secrétaire Générale

1998 CONCOURS WINNERS TO PARIS

Allons en France '98

In a dramatic and generous hold stroke, Monsieur François BUJON DE L'ESTANG, *Ambassadeur de France*, has awarded an unprecedented gift to *Le Grand Concours*.

The Ambassador has announced that nine National Winners of *Le Grand Concours* 1998 will be the guests of the French government in Paris in July 1998. Their stay has been planned to coincide with *le quatorze juillet* and *la Coupe du Monde*. Additional exciting events will be included in this never-to-be-forgotten experience.

Le Grand Concours has been cited as a major force in encouraging and promoting the study of French in the United States.

Eighteen students will be selected. To qualify students must be 17 years of age by July 1998 and a FIRST or SECOND Place winner in Levels 5 or 4. In addition, since students will need to communicate actively in Paris, their oral competency needs to be credible and will enter strongly into the final selection.

Basically, this is how the selections will be made:

All students placing first and second nationally in Levels 4 and 5 will be interviewed in French. If more than 18 students emerge successfully, preference will be given to winners of Level 5. If 18 students do not meet oral communicative expectations, *Le Grand Concours* reserves the right to include Level 3 students. Nine of these students will be

declared winners! Nine will be chosen as alternates, who will move up to "winners" if any of the originally selected students cannot attend.

These trips will be all-expenses paid, except for expenditures of a "personal" nature. AATF Regional Representative Judy Johannessen (MN) will accompany the students as chaperone.

Winners and alternates will be notified in a timely fashion, around early May, so that passports, packing, and goodbye's can be planned.

In addition, all National Winners will receive a gold, silver, or bronze Olympic medal and other awards.

This is a wonderful time for teachers of French to enter all of their students.

Venez nombreux!

AATF DOROTHY LUDWIG MEMORIAL SCHOLARSHIP RENEWED

AIM: to help new French teachers attend an AATF Convention that they would not otherwise be able to attend. The first two awards were made for the 1996 AATF Convention in Lyon. Four additional awards will be available for the AATF Convention in Montreal, July 23-26, 1998.

SPONSOR: **Robert J. Ludwig**, AATF Regional Representative 3, Greater New York State.

NUMBER AND AMOUNT: four awards of \$500 each

ELIGIBILITY: the applicants must be within their first FIVE years of teaching French at the primary or secondary levels of instruction and an AATF member for as many of those years as possible. Previous Ludwig Scholarship winners and AATF Summer Institute participants are ineligible.

APPLICATION PROCEDURES: submit (1) a 350 (minimum) to 700 word (maximum) statement in FRENCH to AATF National Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510, postmarked by **April 1, 1998**; the essay should clearly define why the candidate is interested in attending the Montreal Convention and how he/she expects to benefit from it; (2) a letter of support from the teacher's immediate supervisor; (3) a job history and contact coordinates outlined on a separate sheet for purposes of verification. AATF National Headquarters will take care of establishing the applicant's membership history.

RENDEZ-VOUS À MONTRÉAL

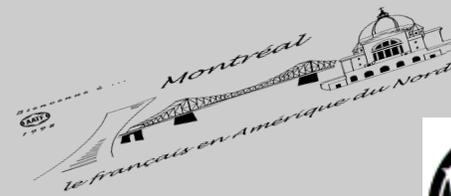
Plans are progressing for the upcoming 1998 Annual Convention in Montréal from July 23-26. A preliminary program and complete registration information will be included in the April *National Bulletin*. Among the highlights:

- A wealth of exciting sessions on French and Francophone culture, literature, language, and pedagogy.
- Numerous workshops covering subjects of interest in depth.
- Sessions and workshops by experts from Québec.
- Post-conference excursions to St.-Pierre-et-Miquelon (see article below) and Chicoutimi.
- Exciting festivals in the city itself such as the *Festival Juste Pour Rire* and the International Fireworks competition.
- Organized visits to places of interest in Montréal.
- Good food, moderate prices, and a French-speaking environment.
- Much, much more!

Make your plans now and bring your family. Montréal is easily accessible by air from the U.S. on both American and Canadian airlines. There is train service as well, and, in fact, the Queen Elizabeth Hotel where we are staying is located directly over the *Gare Centrale*. And, of course, it is within driving distance of many parts of the U.S.

The room rate that we have negotiated with the Queen Elizabeth is \$138 Can. or approximately \$102 U.S. An additional 15% federal and provincial taxes will be added to your bill, but these taxes on hotel rooms as well as any items you purchase to take home (but not on food or anything you consume in Québec) are fully reimbursable. Costs for meals are less than in most U.S. cities, given the very favorable exchange rate of about \$1.33 Can. to \$1.00 U.S.

Join us for a unique professional and personal experience in this great city!



July 23-26, 1998
Queen Elizabeth Hotel

American Association of Teachers of French
71st Annual Convention
French Teachers Coming Together
Discover the Francophone Culture of Québec

Join us for 4 days of professional meetings and celebration of the cultural heritage of Québec and the French-speaking world. For information contact: AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; Tel: 618-453-5731; FAX: 618-453-5733; e-mail: abrater@siu.edu

UN ATELIER AU FRANCOFORUM DE SAINT-PIERRE ET MIQUELON

Cet atelier d'une semaine se tiendra du 27 juillet au 3 août 1998 et prendra immédiatement la suite du congrès de Montréal. Il est proposé aux congressistes de l'AATF qui voudront, sur le chemin du retour, expérimenter «en situation» certaines des pédagogies nouvelles d'enseignement du français, tout en découvrant Saint-Pierre et Miquelon, ce «petit coin de France en Amérique du Nord», situé à 25 km au sud des côtes de Terre-Neuve.

Parmi les pédagogies que les stagiaires pratiqueront dans le cadre de l'atelier et qu'ils pourront ensuite utiliser dans leurs salles de classes, citons :

- La lecture interactive qui permet de redécouvrir le plaisir des mots.
- Les nouvelles méthodes d'enseignement de la grammaire qui, en s'appuyant sur le talent créatif et l'imagination des apprenants, rendent plus motivante l'étude de cette discipline et suppriment son aspect un peu formel.
- L'étude de vidéos qui, par une approche nouvelle, mettent l'étudiant en situation active et l'amènent à s'exprimer.
- Les méthodes communicatives-

expérientielles qui s'organisent autour de projets de recherche et favorisent aussi bien la découverte d'une culture que le développement linguistique.

- Les ateliers d'écriture, la voie royale pour découvrir ou redécouvrir le plaisir d'écrire à partir d'expériences authentiques.
- L'étude d'œuvres littéraires modernes et celle des écrivains de Saint-Pierre et Miquelon.

Toutes ces recherches vont bien sûr de pair avec un programme de découverte de l'archipel. Le dépaysement, l'expérience vécue, les échanges authentiques sont des éléments importants du stage.

Au programme des excursions :

- un voyage à Miquelon (comprenant le bateau, la découverte de l'île en autobus et un repas au restaurant)
- une excursion à l'île aux Marins
- un tour de l'île de Saint-Pierre, la visite du musée, etc.

À cela s'ajoutent les animations et les conférences prévues par le Francoforum.

En règle générale, les cours et les activités en salles de classe auront lieu

le matin. Les après-midi seront consacrés aux ateliers ou aux activités en extérieur. À plusieurs reprises des animations se tiendront en soirée.

L'hébergement a lieu le plus souvent dans des familles d'accueil Saint-Pierraises. Les chambres peuvent être prises en occupation simple (dans la mesure des places disponibles) ou en occupation double. Les familles d'accueil sont très attentives aux besoins des stagiaires, mangent et s'entretiennent avec eux.

Le Francoforum peut également organiser, pour des coûts légèrement supérieurs, un hébergement en pension de famille (chambre et petit déjeuner) ou à l'hôtel.

Nous étudions en ce moment nos prix pour les annoncer dans une édition ultérieure du *National Bulletin*. Lors de l'atelier qui eut lieu après le congrès de Québec en 1994, ils étaient de \$570 pour l'ensemble du forfait (cours, hébergement en chambre simple et repas, excursions et animations) plus les frais de déplacement Montréal-Saint-Pierre..

L'expérience 1994 fut hautement appréciée. Ne manquez pas l'édition 1998!

THE TASK FORCE CORNER

The AATF Task Force on the Promotion of French, created in 1994, has now completed its work. A summary of our actions was presented at a special session at the AATF/ACTFL convention in Nashville. In my final report to the AATF Executive Council last November, I recommended that workshops be organized to help teachers design strategies for the promotion of French, using the documents prepared by the Task Force and other materials produced by AATF. As previously mentioned in the *National Bulletin*, all the documents prepared thus far will soon be made available to AATF members in one single packet. Following this article you will find the progress report from the Task Force committee "French for Spanish Speakers," created in 1996 and chaired by Jacqueline Thomas.

Before closing this chapter, I would like once again to express my deepest gratitude to the Task Force Subcommittee Chairs who were instrumental in meeting our objectives, working relentlessly over a three-year period in spite of their busy schedules: Judith Johannessen and Eileen Leland (Identifying Successful French Programs and Teachers), Donald Houghton (Activities that Work), David Barker (Recruiting College Students), Fernande Wagman (French and Business), Claud DuVerlie (Media and Technology), Jacqueline Donnelly (Convincing Parents and School Administrators), Sherry Dean (Taking Students Abroad), Janet Carper (Support from Embassies), Jacqueline Thomas (The 1996 Olympics in Atlanta and French for Spanish Speakers), Renée White (Liaison between Groups Promoting French), Gladys Lipton (Promoting FLES* Programs), and Richard Williamson (Task Force Flyers). In addition, I would like to thank the 140 active Task Force members who took part in the work of these committees. Finally, I would like to express my sincere appreciation to Rebecca Valette who devoted two years to the work of the Task Force, Fred Jenkins and Jayne Abrate for the handling of administrative duties, Albert Vaidman for his support, and Gladys Lipton for her active participation and support.

As a follow-up to the work of the Task Force, the AATF Executive Council has decided to establish a special **Commission on the Promotion of French**, as recruiting efforts will be an on-going necessity in the future for French teachers at all levels.

It has been a pleasure serving as chair

of the Task Force, and I hope that all our efforts will help AATF members to retain students and expand their French programs.

Marie-Christine Koop
Chair, Task Force on the
Promotion of French
University of North Texas

REPORT FROM THE SUBCOMMITTEE ON TEACHING FRENCH TO SPANISH SPEAKERS

Faced with a choice of which foreign language to study, American students are turning in great numbers to Spanish. Of the heritage languages represented in the U.S., Spanish is the most familiar and is perceived as both practical and relatively easy to master. Because Spanish and French are from the same family of languages, students who know Spanish constitute a large pool of potential French learners from which to recruit. However, research indicates that the very similarities that facilitate acquisition of French are not necessarily obvious to speakers of Spanish, especially heritage language speakers. Furthermore, sometimes similarities between languages can be misleading and cause interference (for example, mispronunciations and false cognates). Therefore, teacher intervention in the learning process is essential. When teachers of French make Spanish-speaking students aware of the grammatical and semantic similarities between the two languages, we can build on their knowledge of how language works to help them acquire many aspects of French grammar and vocabulary. By making French more accessible to this rapidly growing population, we may be able to increase not only our success rate but also our enrollment.

The Task Force Subcommittee on Teaching French to Spanish Speakers is developing ways both to recruit and teach French to students who already know Spanish. Members of the subcommittee have developed letters and flyers addressed to school counsellors, parents and college advisors to promote French for Spanish speakers. Also we have collected testimonials from Spanish-speaking students studying French. Furthermore, we have started to develop activities to exploit the close relationship between French and Spanish. Activities include those designed to emphasize the similarities in order to facilitate the students' vocabulary acquisi-

tion and listening comprehension, to encourage the students to discover that translation is not a word to word correspondence, no matter how close the languages, and to encourage the students to analyze why a word to word correspondence is not always meaningful or effective, both in poetry and songs and in everyday speech. Other activities emphasize accelerating acquisition of French pronunciation through comparison to Spanish or involve reading an up-to-the-minute account of the *réveillons* offered in Parisian restaurants to practice reading strategies, to learn French cultural practices, and to compare the French traditions to those of Hispanic cultures. Also we have designed projects which explore the connections of language and culture and their value in national and global communities.

In addition, members of the Task Force Subcommittee are creating a bibliography of articles related to the similarities between the two languages and to the experiences of teachers exploiting the similarities in their classrooms. Readers interested in designing or reviewing materials for this project are invited to contact Dr. Jacqueline Thomas, Dept. of Language and Literature, Campus Box 162, Texas A & M University-Kingsville, Kingsville, TX 78363; Telephone: (512) 593-2579; E-mail: [j-thomas@tamuk.edu].

Jacqueline Thomas
Texas A & M, Kingsville

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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 aux Services Culturels Français de votre circonscription.

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M. Charles BARRIÈRE, Attaché Culturel, chargé de la coopération linguistique, éducative, et universitaire
 972 Fifth Avenue
 New York, NY 10021
 Téléphone: (212) 439-1436
 Fax: (212) 439-1482

Connecticut, New Jersey, New York, Pennsylvania

CONSULAT DE FRANCE/ATLANTA

M. Jérôme POGGI, chargé des affaires culturelles et artistiques

Marquis Two Towers Suite 2800
 285 Peachtree Center Avenue
 Atlanta, GA 30303
 Téléphone: (404) 522-4226
 Fax: (404) 525-5215

CONSULAT DE FRANCE/BOSTON

M. Olivier BOUIN, Attaché Culturel et Scientifique

Park Square Building
 31 St. James Avenue, Suite 350
 Boston, MA 02116
 Téléphone: (617) 292-0064
 Fax: (617) 292-0793

Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

CONSULAT DE FRANCE/CHICAGO

Mme Danielle BRUGUÉRA, Attachée Culturelle

Olympia Center, Suite 1170
 737 North Michigan Avenue
 Chicago, IL 60611
 Téléphone: (312) 664-3525
 Fax: (312) 664-9528

Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin

CONSULAT DE FRANCE/HOUSTON

Mme Christine MOSSER, Attachée Culturelle et Scientifique

2777 Allen Parkway, Suite 685
 Houston, TX 77019
 Téléphone: (713) 528-2231
 Fax: (713) 528-1930

Oklahoma, Texas

ADRESSES

CIRCONSCRIPTIONS

CONSULAT DE FRANCE/LOS ANGELES

Mme Juliette SALZMANN, Attachée Culturelle

10990 Wilshire Boulevard
 Suite 300
 Los Angeles, CA 90024
 Téléphone: (310) 235-3280
 Fax: (310) 477-0416

Arizona, Colorado, New Mexico, California (counties: Imperial, Inyo, Kern, Kings, Los Angeles, Mono, Orange, Riverside, San Bernadino, San Diego, San Luis Obispo, Santa Barbara, Ventura), Nevada (counties: Clark, Esmeralda, Lincoln, Mineral, Nye)

CONSULAT DE FRANCE/MIAMI

M. Claude Lorcin, chargé des affaires culturelles

1 Biscayne Tower, Suite 1710
 2 South Biscayne Boulevard
 Miami, FL 33131
 Téléphone: (305) 372-1615
 Fax: (305) 577-1069

Florida

CONSULAT DE FRANCE/LA NOUVELLE ORLEANS

Mme Nicole LENOIR, Consul Général, Attachée Culturelle

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 300 Poydras Street
 New Orleans, LA 70130
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 Fax: (504) 523-6725

Alabama, Arkansas, Georgia, Louisiana, Mississippi, Tennessee

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M. Patrick CHARIÈRE, Attaché Linguistique

B.C.L.E.
 540 Bush Street
 San Francisco, CA 94180
 Téléphone: (415) 397-0321
 Fax: (415) 397-0239

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M. Lazare PAUPERT, Attaché Culturel

4101 Reservoir Road
 Washington, D.C. 20007
 Téléphone: (202) 944-6000
 Fax: (202) 944-6043

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FLES* NEWS

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

The National FLES* Commission of the AATF is delighted to announce the 1997-1998 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools 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 **Say "Hello" to the World of French (*Bonjour au monde français*)**. This may be repre-

sented in a variety of techniques and artistic interpretations.

REQUIREMENTS

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

2. 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 below or which may be obtained from Harriet Saxon, Pierrepoint School, 70 East Pierrepoint Avenue, Rutherford, NJ 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 postmarked by **May 15, 1998** to Harriet Saxon, Pierrepoint School, 70 East Pierrepoint Avenue, Rutherford, NJ 07070.

7. The winners will be notified about June 1st.

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

9. The first place winners in each category will receive a \$50 check, 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 1997-1998 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 _____

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:
Harriet Saxon, Pierrepoint School, 70 East Pierrepoint Avenue, Rutherford, NJ 07070

Associations: Planning for the Future

The Joint National Committee for Languages (JNCL) is an umbrella organization currently comprised of sixty-six professional and scholarly associations concerned with languages and international studies. Simply put, JNCL is an organization that exists to provide a forum for interested associations to discuss, plan, and address national language policies and policies that affect international education. Its sister organization, the National Council for Languages and International Studies (NCLIS), with a similar but not identical membership, is the advocacy organization that attempts to create and influence these policies and their funding.

Recently, for a number of reasons, many educational and professional (as well as other nonprofit) associations have begun reexamining their mission and goals, as well as engaging in some form of strategic planning. One difference in current planning that seems somewhat different from previous efforts such as zero-based budgeting or management by objectives is that the impetus is coming not from the associations themselves but rather from an environment that is changing radically and demands attention.

Last spring at the annual Delegate Assembly, after some very thoughtful preparation by the Policy Committee, JNCL-NCLIS revisited their mission, goals, and objectives in conjunction with strategic planning. Our mission—to *enhance opportunities for all Americans to learn and communicate effectively in English and at least one other language*—and goals—to (1) *unify the language profession*; (2) *promote policies that respect and develop the language capabilities of all Americans*; and (3) *increase the public's awareness of the importance of providing opportunities for all Americans to learn and communicate effectively in English and at least one other language*—remain consistent, although they were sharpened and clarified.

A set of four objectives was developed to guide and inform our strategic plan which is, as it should be, a work in progress: (1) *initiate, promote and defend national, state, and local policies that encourage and enhance all languages (including English), international education exchanges, and international studies*; (2) *increase public awareness of and commitment to second language learning and the importance of understanding other peoples and cultures*; (3) *unify the language and international education communities to speak with one coherent voice on issues of national concern*; and (4) *provide leader-*

ship development for member organizations.

What are the major variables that will impact our mission, goals, and objectives and shape our strategic planning over the next ten years? More importantly, to which of the variables must we respond, which can we influence, and which can we control? KPGM Peat Marwick LLP is currently engaged in an ongoing analysis of changes impacting public organizations and public services entitled "Organizations Serving the Public: Transformation to the 21st Century." They found a "crisis of expectations" facing governments, agencies, education, and nonprofit organizations brought on by "changing demographics, increasing political frustration, a new economic contract, advances in technology and internal organizational pressures...." Unaware of this continuing study, the JNCL-NCLIS Policy Committee met in mid-August and identified five very similar variables that must be addressed by JNCL-NCLIS and their member organizations: demographics, economics, politics, technology, and professional demands/interests.

These variables are much too complex, diverse, and even unpredictable to be discussed in any detail here. They are, however, the factors that we as a profession are going to have to deal with over the next few years. This is simply an initial and inadequate attempt to identify them and suggest a few of their implications.

Demographics, particularly aging, is not an influence we can control. Nonetheless, it certainly has a serious impact and major consequences. In twelve to fifteen years, one-third of our population, lovingly known as baby boomers, will begin to place major demands on limited public resources. Already the struggle for resources between young and old has serious implications for education and education associations. But beyond simple resource allocation, this demographic raises other questions about decreasing enrollments, teacher replacement, leadership development, quality of life, and so on. Beaver Cleaver's traditional family no longer exists. Currently, a majority of women work outside the home, and within the next twenty years this figure may increase to eighty percent. Single-parent families abound and are increasing. The middle class is shrinking as the rich actually are getting richer, and everyone is just working harder. Aging parents who are living long enough to become very sick are demanding time, resources, and angst.

Perhaps as a result, people are less inclined to join associations and civic organizations. When they do, they tend to be less political, less involved, and more demanding.

If current immigration trends continue, within the next two decades the U.S. will become a minority-majority nation. Will these trends continue to expand the lower economic tier and create further demands on limited resources? Immigration has obvious implications for our member associations concerned with bilingual education and English as a Second Language. Beyond this, however, there are other issues that effect all of our associations and society such as multiculturalism, anti-immigrant sentiment, the English Only movement, and the stresses placed on schools and educators. Will we continue to treat knowledge of a first language other than English as a problem rather than a resource?

Economics is the art of fitting limited resources to unlimited demands. What is changing is the context in which this is taking place. One estimate is that now, during the course of our working lifetime, we will have three careers and seven jobs. While the economy is strong, only individuals with college degrees have experienced real increases in their incomes over the last twenty years. College tuition continues to skyrocket and outpace income growth. Even the most successful companies are downsizing, rightsizing, and bitsizing. Education is being urged to follow suit using the private sector as an example. This approach needs to be examined very carefully. Reforms based on "the university as a corporation" model have been a disaster. It will be difficult for most education nonprofits to become "lean and mean," since we are already emaciated and irritable. We need to be aware that the public and private sectors are very different creatures, and while we can learn from each other, we have different needs and goals.

Perhaps the most relevant economic factor for JNCL-NCLIS and our members is the transformation of national economies into part of the global economy. Global economics has made our products—languages, exchanges, study abroad, international business skills, and cultural awareness—valuable and important. The Foreign Language Assistance Act began life as part of the Omnibus Trade Act, and the Japanese Technical Literature Act was administered by the Commerce Department. The industrial age has been replaced by the information

age, and communication is the vehicle.

Distrust, devolution, and deficit reduction are present characteristics of American politics. Single issue politics and ideological purity also are currently in vogue. In democratic government the pendulum swings; leaders change, long-term policies are difficult to achieve, change comes incrementally, and reforms come and go. Currently education is "in." Taxing and spending are "out." That obviously creates some contradictions. Last election, everyone loved education. The love affair, however, was by no means bipartisan, nor was it with the current education "system." There appears to be a good deal of agreement, even among educators, that American education needs to be fixed, changed, or reformed. Whether reform is giving blocks of education money to the states, national tests and assessments, charter schools, vouchers, home schooling, distance learning, standards, school-to-work, and/or opportunities to learn remains to be seen. Standards appear to be fairly widely accepted, and assessments may be inevitable. All of us, not just our students, will have to master (cope with) technology, but it is not a panacea.

Changes in technology and changes created by technology have produced an information age full of promise and challenge. Technology now necessitates and facilitates lifelong learning. The Internet provides us with instant information from anywhere in the world, but it is communicative anarchy. E-mail allows us to communicate information instantly, whether it is accurate, thoughtful, and tactful or not. In short, there is a good bit of trash out there. Even when accurate, information is not knowledge, and communication is not understanding. More and more, the role of educators may be to make this distinction and to remind everyone that technology is the servant, not the master.

Not only can we communicate instantly, we can do it from anywhere. Order a pizza while driving home (you may get anchovies). Call your answering machine while grocery shopping and dictate a letter (thirty seconds or less). Call your cellular phone company while walking down the street and by pushing number after number you can eventually get information about your bill (don't try to talk to a real person). By walking up to the right machine you can get money anywhere in the world (whether you have it in the bank or not). Buy your gas with plastic (don't ask to have your oil checked). Technology is

unquestionably creating a societal revolution as great as any that has gone before. Physical location may become irrelevant. Privacy impossible. Information overwhelming. Access instant. Time immaterial.

What is the organizational context in which these variables are going to interact?

Associations, in general, and education associations, in particular, tend to resist change. All factors considered, however, it seems unlikely that our associations in ten years will look like they do now. The complexity of society is going to require associations to handle complex problems while facing demands for simple, immediate, and cheap solutions. Most associations have and represent a variety of vested interests. Balancing and negotiating compromise among members will put even greater strains upon associations, particularly those who do not have clear missions, goals, and purposes. Member empowerment may become more important as issues of control, hierarchy, and management are resolved. In the future, association effectiveness and even survival may depend on how well we address such concerns as streamlining, cooperating, sharing, focusing, and performing.

Finally, demographics and economics are variables over which we have no control but to which we must react. This doesn't mean that we can be impassive. Immigration, English only, the rising cost of higher education, changing enrollments, and global competitiveness are matters of importance to us. To react properly and effectively, we will have to read the trends accurately and plan accordingly.

NCLIS was created to influence the politics and policies that affect language and international studies professionals. We have been successful beyond our most optimistic expectations, but to continue to influence policy we will have to be prepared to adapt, adjust, and compromise. Continuing to have a professional, knowledgeable Washington "presence" will remain essential. On another front, however, empowering our members to engage in successful advocacy also will be necessary for the next century. Technology is a tool that we must master and control. Issues of the nature and quality of materials in the information age clearly are our responsibility. Shaping our organizations and associations to respond to this responsibility, among others, and to the needs of our members is why we exist.

J. David Edwards, Ph.D.
JNCL-NCLIS Executive Director

NORTHEAST CONFERENCE SEEKS EDITOR

The Board of Directors of the Northeast Conference on the Teaching of Foreign Languages invites applications for the position of Articles Editor of the *Northeast Conference Review*, a semi-annual refereed publication formerly known as the *Northeast Conference Newsletter*.

The Articles Editor, in collaboration with the Executive Director and the Publications Committee, is responsible for:

- soliciting and submitting to the Northeast Conference Executive Director articles for each issue;
- coordinating the referee process for all articles submitted by authors;
- overseeing the preparation of the Best of the States articles according to the procedures approved by the Northeast Conference Board of Directors;
- reviewing and updating the guidelines for authors;
- completing the final editing and proofreading of each article accepted for publication;
- attending the annual Northeast Conference for the purpose of soliciting articles;
- preparing a brief written report of the status of the *Review* for the September, January, and April meetings of the Board of Directors;
- attending one or more meetings of the Board of Directors (at NEC expense) as determined by the Conference Chair in consultation with the Publications Committee and Executive Director, to discuss issues pertaining to the *Review*.

Appointment is for a two-year renewable term. The Articles Editor receives an honorarium for each issue. The new Editor will be appointed in April 1999.

To apply for this position, send a letter of interest, résumé, and samples of published articles or material that the applicant has edited to: Dr. Richard Donato, Chair, 1998 Northeast Conference, University of Pittsburgh, 4H33 Forbes Quadrangle, Pittsburgh, PA 15260; Telephone: (412) 624-7258; e-mail: [donato@vms.cis.pitt.edu].

Applications must be postmarked by **March 1, 1998**. Finalists for the position will be interviewed during the Northeast Conference, April 16-19, 1998.

The Northeast Conference is an affirmative action, equal opportunity employer. The Conference encourages qualified minorities and women to apply.

DRAFT POSITION PAPER OF THE AATF TELEMATICS AND NEW TECHNOLOGIES COMMISSION ON THE USE OF THE INTERNET/ WORLD WIDE WEB IN THE FRENCH CLASSROOM

The use of computer technology in foreign language instruction is becoming not only more prevalent but constitutes a vital tool for creating a communicative environment that extends beyond the classroom. Schools are equipping learning laboratories and individual classrooms with multimedia technology linking students via the Internet to the world at large. No technology can be a substitute for a well-trained enthusiastic teacher in the classroom, but these new technologies offer opportunities for expanding and personalizing the educational experience that were unheard of just a few years ago. French teachers should not be caught unaware and should be trained to use these resources in the most effective way possible to enhance their students' language learning and communicative opportunities. Furthermore, some familiarity with the Internet/World Wide Web will become a necessity for all citizens in the 21st century.

The possibilities for research and communication offered by the Internet, electronic mail, and especially the World Wide Web (WWW) create new opportunities for using French in a practical and enriching way to communicate with others and to consult a myriad of French textual and audio-visual resources. In particular, as states implement standards for foreign language instruction, the Internet offers many of the resources required to translate these standards into actual learning in the classroom. The goals elaborated in the national foreign language standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, include (1) communicating in languages other than English; (2) gaining knowledge and understanding of other cultures; (3) connecting with other disciplines and acquiring information; (4) developing insight into the nature of language and culture; and (5) participating in multilingual communities at home and around the world. Internet/WWW technology is exceptionally well suited to achieving these goals, especially those which reach beyond the classroom itself into other disciplines, cultures, and communities.

The Internet and the World Wide Web allow students to use their linguistic skills to communicate with others in French, to learn about many different Francophone

cultures, to explore other disciplines and acquire a wide range of information in French or related to the Francophone world, to observe linguistic variations and usage found in Internet resources or by communicating with French speakers from a variety of countries, and to participate in various French-speaking communities. In more remote geographic areas and smaller schools, some of these goals would be very difficult to achieve without the Internet/WWW. Both teachers and students can benefit from Internet/WWW use in French. Teachers can gain instantaneous access to resources which would otherwise be unavailable to them—textual documents from authentic sources, including literary selections, informational texts, and current press articles; visual images of places and cultures they are not able to visit and other realia such as maps, tickets, paintings, schedules, and photographs; and up-to-date audio, and, more recently, video documents. Administrators and teachers should keep the following guidelines in mind when considering how to allocate compute resources, in promoting classroom use of such technologies, and in developing programs for professional development.

1. Protection: All schools should have in place an Internet/WWW use policy, approved by the school administration and signed by teachers, students, and parents. There is a significant amount of material on the Internet/WWW that is inappropriate for students. However, this should not prevent teachers and students from using the vast quantity of valuable information that is available, and often only available, on the Internet/WWW. Appropriate use policies protect all involved, and well-designed lessons and activities minimize the risk that students will venture beyond the limits established by the teacher.

2. Access: The French teacher should have easy access to adequate facilities for connecting to the Internet/WWW, using electronic mail, and posting on the Web pages created by students or by the teacher. All students should be able to use electronic mail to correspond with French-speaking "keypals," thus allowing them to practice their language skills in a real situation. In addition, all students should have the opportunity to become familiar with using Web resources in French, both finding and consulting them, either in the classroom itself or in a lab facility. These

two capabilities, electronic mail and Web access, provide an excellent forum for allowing students to communicate with native speakers from the many Francophone regions of the world, to collaborate with other students of French both in the U.S. and in other countries, and to present themselves and their school to the public.

3. Hardware and software: Several types of hardware and software are available for connecting to the Internet/WWW. Minimum requirements are (a) a computer of sufficient power, memory (RAM), and connection speed for Web use to be feasible, preferably by direct link or, at least, by high-speed modem connection, (b) the ability to download and store information, and (c) printers and projection equipment for using Internet/WWW resources in the French classroom. Any classroom modem connection must be made via a dedicated telephone line. Rapid access is particularly necessary in the case of group work by students. Slow computers or poor connections waste too much valuable learning time and cause needless frustration.

4. Technical training: Generic technical training should be required for all teachers. Furthermore, specialized training is recommended for French teachers who plan to use the Internet/WWW in the French classroom. Training seminars and workshops for French teachers can help them develop the pedagogical tools to design lessons and activities that make effective, appropriate use of French Internet/WWW resources. Questions pertaining to use of accents, correct terminology, location of French-related resources, site evaluation, and specialized foreign language pedagogical applications can best be answered by experts trained in the subject area.

5. Support services: While use of the Web itself is easy, obstacles often arise regarding means of connection and other hardware or software problems. Teachers should have, in addition to adequate technical training in connecting to the Internet/WWW from their school and in solving common problems, ongoing support available in the school.

6. Integrating technology in the classroom: Internet/WWW activities should be part of every French curriculum. Actual applications may depend on the

facilities available in a particular setting, but, at the very least, teachers should have access to the necessary equipment to project or replay computer sessions in the classroom. If a computer lab is not available for use by a whole class, there should be a set-up in the classroom itself where students can send electronic mail, consult the Internet/WWW under the teacher's supervision, and use material that the teacher has located on the Internet/WWW. Furthermore, the Internet/WWW is a tool, not a methodology; the technology must always remain subordinate to the content and language use. Effective Internet/WWW pedagogy should not involve merely transposing traditional activities to the technology but should take full advantage of the unique capabilities of the Internet/WWW for communicating rapidly and consulting resources not easily available in the classroom.

7. **Recognition:** The potential benefits

of Internet/WWW resources are tremendous. However, the rapid pace of change in the technology and the evolution in available resources mean that teachers will have difficulty keeping abreast of the latest developments. They must maintain their personal level of competence, often in the face of students who are more technologically knowledgeable than they, as well as create many Internet/WWW pedagogical materials and activities themselves. Therefore, Internet/WWW projects should be recognized as legitimate professional activities, and teachers should be given professional development support to participate in training workshops and seminars, credit for innovative implementations of Internet/WWW technology in the classroom, and financial support for disseminating their ideas in appropriate professional forums.

In order to prepare students for the 21st century, teachers need to demonstrate to

their students the possibilities offered by the Internet/WWW for communication, research, and personal enrichment in all disciplines, not just in the sciences or technical fields. The quantity and quality of French resources on the Internet/WWW and the possibility for nearly instantaneous access and communication in French and with French speakers, make the foreign language classroom an ideal place for taking advantage of this ever expanding tool.

The AATF Executive Council has approved dissemination of this position paper for members' reactions. Please send your comments to **AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: 618-453-5731; e-mail: abrate@siu.edu**. We need to know if this document reflects your concerns and if and how it would be helpful or could be made more so.



american council on the teaching of foreign languages, inc.

ACTFL

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AATF SMALL GRANT AWARDS

CONTINUED FOR 1997-1998

At the Nashville Convention last November, the Executive Council again renewed the AATF Small Grants program to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds—or less if the Chapter treasury cannot meet the challenge—must also be committed by the Chapter to which the applicant belongs. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 1998**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (This must be attested to by Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the

Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

Members should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear some relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry on strictly personal research or to travel abroad for the sake of general enlightenment. Members at all levels of instruction may apply.

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, p. 12; 1990, 1991, 1992, all p. 1; 1993, p. 8; 1994 (Nov. issue), p. 6; 1995, p. 10; 1996 (Sept. issue), p. 26; 1997, p. 6. However, new types of projects will also be given full consideration.

All requests will be acknowledged and results will be announced by the end of March 1998.

Jayne Abrate
Executive Director

A MESSAGE FROM THE EXECUTIVE DIRECTOR

Having just returned from an exciting conference in Nashville, we are already looking forward to this summer's convention in **Montréal** and entering the initial stages of planning for the 1999 convention in **St. Louis** as well as a convention in **Paris** in the year 2000. These events owe their success to many people, the local committee and Executive Council members who organize them, the presenters who offer insightful and innovative content, our partners, the local agencies in Québec who are supporting our efforts, our colleagues at the French Cultural Services, as well as local chapters, and certainly our exhibitors who contribute to the work of our association by advertising and exhibiting their wares at our conventions. I would like to urge as many of you as possible to take advantage of the opportunities offered for travel to a Francophone country, professional development, meeting and sharing with colleagues from across the country,

and seeing what our exhibitors have to offer in Montréal.

As you look toward the spring semester and registration for next year's French courses, I would like to offer some thoughts. Remind students to talk about French and what they do in class with their friends. Word of mouth is still one of the best forms of advertising. Secondly, when you are searching for an argument to respond to the question, "Why take French?" consider the following:

Only a very small percentage of students beginning any foreign language will go on to use that language professionally. It is really a false argument to imply that French, or any language for that matter, will be used by those elementary-level learners in a future job. However, foreign language study will be useful to them professionally. If there are two hundred applicants for a job, proficiency in French sets that student apart from the others. Even if speaking French is not required for a position, an advanced level of study demon-

strates many things, including commitment on the student's part to pursuing a goal, offers concrete evidence of communicative skills which are applicable to any language and situation, and implies a knowledge of other peoples, cultures, and ways of living. If the student has foreign study or travel experience, dealing with unfamiliar or stressful situations can be added to that list. Students who study French will have an awareness not only of Europe but of Francophone Canada, Africa, Asia, and the Caribbean as well.

When one talks with employers about what they are looking for in potential employees, the traits that are mentioned usually include "good communication skills," "adaptability," "the ability to work with others." Isn't this what we encourage in our classes?

Certainly, any good argument for studying French, and there are many, will appeal to some potential student, and we must not limit ourselves by relying on only a few. As students progress in their study of French, reminding them of all the opportunities available professionally is a wise idea. However, at the earliest stages when we are struggling against the common misconception that Spanish is the "useful language," French teachers are often hard-pressed to find an effective response.

When someone asks "Why study French?" the answer can be, "Why not study French?" The basic linguistic and communicative benefits of learning another language are the same whether one is studying French or Spanish or German or Japanese. It is the study of another language that is important, not the language per se. The argument must never be, "It is better to study French than Spanish because...." Teachers should insist, "It is crucial to study another language in today's ever-shrinking world, and here are some reasons to study French...."

Throughout the spring the AATF will be exhibiting and sponsoring events at many of the regional conferences. You will see us at the Northeast Conference, Central States in Milwaukee, SCOLT in Savannah, and SWCOLT in Phoenix. Be sure to attend the AATF-sponsored sessions and functions and visit the exhibit booth.

I look forward to seeing you at these conferences and in Montréal!

Jayne Abrate
Executive Director

AATF EXCELLENCE IN TEACHING AWARDS

The American Association of Teachers of French will offer four awards for outstanding teachers annually: one to an elementary school teacher, one to a middle school or junior high school teacher, one to a high school teacher, and one to a post-secondary teacher (at a university, college, or junior college). If there is no suitable candidate in any one of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards program is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French. The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor. The *National Bulletin* will have a feature article on the recipients, and the recipients will receive a one-year complimentary membership in AATF.

Nominations may be made by an individual member of the AATF in good standing or by a Chapter of the AATF.

All nomination documents must be sent to the awards chairperson by the deadline indicated on the nomination form.

For each level of the awards, the nomination committee will consist of two members of the AATF Executive Council and one teacher-member at large.

Any nomination that exceeds the **five (5) page limit** will be disqualified and returned to the nominator.

A teacher may receive the award only one time at the same level.

TIME LINE

Since the awards will be presented at the annual convention, the deadline for submitting all documents to the awards chairperson will be **March 15, 1998**.

The awards chairperson will then distribute the award nominations to the committee members and the decision will be made by April 15. The recipients will be notified by May 15 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching **currently** at the level for which they are candidates.
2. Nominees for the AATF award must have been members of the AATF for the past five consecutive years.
3. Current AATF Chapter, Regional or National officers are not eligible for the AATF award.
4. Nominees for the AATF award must have made a significant impact on students, school, and community at the award level for which they are candidates.
5. Nominees for the AATF award must be participants in AATF activities locally, regionally, and/or nationally.

EVALUATION CRITERIA

1. Outstanding teaching:
 - A. Evidence of teaching achievements that have led to:
 1. Students' proficiency in French.
 2. Students' knowledge of French, Francophone culture, and/or Francophone literature.
 3. Students' intellectual growth.
 4. Motivation of students for the continued study of French.
 - B. Evidence could include, but is not limited to:
 1. Student participation in extracurricular French activities, including exchange programs.
 2. Student performance on standardized tests such as:
 - the National French exam
 - the DELF/DALF Exam
 - French Achievement Tests
 - the GRE Exam
 - French Advanced Placement
 - Teaching Licensure Tests
 3. Enrollment trends or expanded curricular offerings
 4. Teacher selection for school or university teaching awards
2. Nominee's professional growth and contributions to the profession:
 - A. Evidence of continuing professional growth, which could include, but is not limited to, the following:
 1. Attendance at foreign language-oriented conferences and/or workshops
 2. Pursuit of a degree or degrees

in higher education

3. Participation in grant-supported workshops or research
- B. Evidence of continuing significant contributions at several levels: (eg. the school, local, state/regional, national, or international levels). Evidence could include, but is not limited to:
 1. Sponsorship of extracurricular activities such as a club or a student exchange program
 2. Leadership and/or service in professional organizations
 3. Research, presentations at conferences, and publications in professional journals

NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A résumé of education, employment, recent activities and awards on the officially provided two-page form. The applicant may present the requested information on the form or may send a curriculum vitae which includes the same information (not to exceed two (2) pages (pages 1 & 2)).
2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two supporting documents: the applicant should send two (2) letters of recommendation, one addressing teaching excellence and one addressing demonstration of commitment to the profession (pages 4 & 5).
4. All nominations and forms should be submitted with the original nomination packet and four copies organized into five complete packets for distribution to committee members.
5. PLEASE NOTE: The nomination packet should NOT be bound or presented in a scrapbook or folder.
6. Submit the five packets for the nomination to the Awards Chairperson:
Mary Jo Netherton
Associate Professor of French
Morehead State University
UPO Box 1215
Morehead, KY 40351

The nomination should be received no later than **March 15, 1998** for awards to be made in July 1998.

**NOMINATION FORM FOR THE
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
EXCELLENCE IN TEACHING AWARD 1998**

<p>Candidate information (please type)</p> <p>NAME _____</p> <p>INSTITUTION _____</p> <p>POSITION _____</p> <p>ADDRESS _____</p> <p>TELEPHONE _____</p>	<p>Check appropriate category:</p> <p>_____ Post-secondary _____ Secondary</p> <p>_____ Junior-high/Middle school _____ Elementary</p> <p>(office) _____ (home)</p>		
Educational Background			
<p>Institution</p>	<p>Degree Received</p>		
Teaching Experience			
<p>Institution</p>	<p>Years</p>	<p>Position</p>	<p>Dates</p>
Membership/Offices Held in Professional Organizations			
<p>Organization</p>	<p>Dates of Membership</p>	<p>Elected Office/Committee</p>	<p>Years</p>

Academic Committees

Committee

Dates

Professional Activities

Activity

Date

Special Awards or Recognition

Award

Given by

Date

EDITOR FOR "COURSE MATERIALS AND METHODOLOGY" RUBRIC IN THE *FRENCH REVIEW* RESPONDS TO NEW CHALLENGE



Margot M. Steinhart

The Editor-in-Chief of the *French Review*, Ronald W. Tobin, has appointed Margot M. Steinhart, Barrington High School, Illinois, to the position of Review Editor of the rubric, "Course Materials and Methodology," to increase the visibility of materials available for primary and secondary teachers and to stimulate interest in traditional and new materials. The challenges of this new rubric and the changes envisioned by the editor are in response to the needs of AATF members who work with early through advanced learners of French.

1. What challenges do you envision in accepting the role of editor of the new "Course Materials and Methodology" rubric?

2. What types of materials do you expect to have reviewed?

One of the challenges is to make our readers, publishers, and potential reviewers aware of the recent expansion of this rubric from the one which my predecessor, Jean-Pierre Cauvin, ably edited for a number of years. The new title conveys our intention to continue publishing reviews on course texts or series with ancillary components of audio and video cassettes and workbooks as well as to include other types of materials, e.g., more discrete thematic units, CD-ROM programs, collections of songs, *comptines*, and poems, and even games. In short, most published materials which a teacher might use with students could be considered for review. The inclusion of new types of materials for review is indicative of how teachers actually teach. In addition to exploiting a primary text or texts, teachers use a variety of supplementary materials in creative ways to reinforce skills and knowledge and to

motivate students. Once materials are slated for review, the next challenge is to match them with a reviewer who has experience using them or who is willing to try them with a class.

3. By what means do you learn about materials which should be reviewed?

Materials which are targeted for review may come from direct requests made by the rubric editor to the publisher. They may also be noted by members who ask to review a particular work. Sometimes, publishers and authors may forward unsolicited works, or they may feature new materials in their catalogs and advertisements. Another strategy is to survey materials exhibited by publishers at foreign language conferences

4. Are there any specific requirements which must be met before the materials are reviewed?

The materials reviewed should be readily available from a credible publisher. They should also be current and reflect good pedagogical practices. There is also an expectation that a publisher provide the program components to a reviewer.

5. Do you have a group of reviewers for specific types of materials?

6. Are you hoping to add to the group of reviewers?

A number of excellent reviewers were writing articles for my predecessor and are continuing to submit reviews, sometimes on similar materials, but also expanding their own repertoire. In addition, I have been soliciting reviewers through direct contact and through announcements in the AATF *National Bulletin* and the AATF Web page. Gradually, our readers will see more reviews by secondary and elementary teachers of French as well as new and familiar reviewers at the post-secondary level. The best reviews are undoubtedly written by reviewers who have actually used the material with students.

7. Realizing a reviewer tries to critique without prejudice, are the editors planning for rebuttals or comments from either the authors or users of the material? If so, what format might these comments take?

Clearly, comments and rebuttals from users and authors could add another dimension to the reviews that are published and be of service to teachers who are seeking new or supplementary mater-

ials for their courses. For some new tools and materials, we will begin to add a new feature: an abstract of about 100 words to describe the materials, the intended audience, the components, and the objectives to be served. Within the next year, the same reviewer or perhaps another could use the materials and write the 650-word review that is currently found in the *French Review*. At that point, users and authors would have an opportunity to respond to points raised by the review. Of course, one of the challenges is making the review timely since there is an inevitable delay between submission of a review and its appearance in the *French Review*.

Another possible forum for responses to the reviews would be to have letters from users appear on the AATF Web Page a few months after the initial appearance of a review in the journal. Since the Editor-in-Chief, Ronald W. Tobin, is willing to implement new approaches, we will experiment with this model and then evaluate its effectiveness. It is very important that readers respond with comments and suggestions on how this rubric can meet their professional requirements and interests. Readers are invited to contact me at Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 or at [msteinhart@cusd220.lake.k12.il.us].

What's New in the *French Review*?

Vol. 71, No. 3 (February 1998)

In this issue, look for these articles of interest:

- "Successful and Less Successful Listeners of French: What Are the Strategy Differences?" (Street)

- "Louise Labé and the 'Climat Lyonnais'" (Blanc)

and in Vol. 71, No. 4 (March 1998)

- "Teaching the Sound System(s): The Case of Mid-Vowels" (Shelley)

- "Beurette suis et beurette ne veux pas toujours être: entretien avec Tassadit Imache" (Chevillot)

... As well as articles on topics including Mallarmé, Balzac, Raphaël Confiand, Camus and much more.

- Don't forget "La Vie des mots" and the many fine reviews!

L'ACCÈS À L'AUDIOVISUEL: ACTIVITÉS DES SERVICES CULTURELS FRANÇAIS

Veillez contacter les Consulats de France ou un des bureaux audiovisuels:

- New York: Téléphone: (212) 439-1430; FAX: (212) 439-1475
- Nouvelle Orléans: Téléphone/FAX: (504) 529-7502
- Los Angeles: Téléphone: (310) 479-0643; FAX (310) 479-2745

ACTUALITÉS:

"Le Journal" de France Télévision

Ces actualités quotidiennes en français et sous-titrées en anglais sont diffusées dans plus de 26 millions de foyers à travers les États-Unis, directement par les réseaux câblés sur les chaînes nationales de câble "Knowledge TV," "International Channel," et "Scola". "Le Journal" pourrait également être capté de 18h à 18h30 (heure de l'est) directement du satellite ANIK E 2-canal 2. Pour plus d'informations, contactez le câblo-opérateur local. D'une durée de 30 minutes, "Le Journal" offre un regard vivant et en profondeur sur l'actualité internationale (économie, politique, culture) selon une analyse française. Pour renseignements techniques, veuillez contacter France-2 au (212) 581-1771.

TV5 USA

La version américaine de cette chaîne mondiale francophone débutera en janvier 1998. Relayée à travers des réseaux de télévision par câble et par diffusion direct de satellite, TV5 USA proposera des films, des documentaires, des émissions pour enfants, des programmes éducatifs ainsi que des actualités. Pour renseignements, veuillez consulter le site Internet [<http://www.tv5.org>] ou téléphoner au numéro gratuit 1-888-902-5322. Pour informations sur l'achat de l'équipement nécessaire pour capter TV5 USA, contactez le DISH Network au 1-800-333-3474. Les professeurs de français sont invités à contacter Mme Arlette NIEDOBA au (514) 522-5322.

SÉRIES CULTURELLES:

French Focus

Cette série hebdomadaire présente les faits d'actualité et de la vie quotidienne dans la France d'aujourd'hui. Ce programme présente des sujets en français (avec sous-titrage en anglais) et/ou en anglais.

Le bureau audiovisuel produit "CANAPÉ," une série bi-mensuelle sur l'actualité culturelle française aux États-Unis. Cette émission d'une heure est proposée gratuitement à travers le pays. Ces émissions sont déjà distribuées dans 10 localités du Sud et de l'Est des États-Unis et seront incluses dans la grille de programmes nationale de "SCOLA," de

"International Channel," et de Knowledge TV."

COPRODUCTION INTERNATIONALE:

En association avec TV France Internationale (TVFI), nous apportons notre concours aux producteurs de télévision américains à la recherche de contacts et de partenaires français, en particulier lors des conférences professionnelles de programmation télévisuelle de la NAB, de INPUT, de la NATPE, et de la NCTA. Une *Revue Mensuelle de l'Actualité Audiovisuelle*, produite par le bureau à New York, est distribuée aux professionnels français.

RADIO:

Radio France Internationale (RFI) est accessible 24h/24 gratuitement par satellite et sur ondes courtes, en français, en anglais, ainsi que dans d'autres langues dont le créole. Les fréquences captées aux États-Unis sont: 11700, 13625, et 9790 kHz. Un bulletin trimestriel est disponible: RFI, 116, avenue du Président Kennedy, 75016 PARIS, FRANCE.

Francelink, ou la radio sur l'Internet. En se connectant au site web dont l'adresse est [<http://www.francelink.com>], les utilisateurs sur Internet ont accès aux bulletins d'information et aux programmes radio de 5 stations françaises: RFI, RTL, Europe 1, Radio France Sorbonne, et France Fréquence (qui émet de Washington). Pour ceux qui n'ont pas accès à l'Internet, il est possible d'appeler l'un des deux numéros d'accès à Francelink à Washington: (703) 385-9406 et à Los Angeles: (213) 689-INFO, pour recevoir par téléphone toutes les nouvelles réactualisées.

Une liste des radios françaises est disponible à [<http://www.brume.org/radios/>].

La "Francophone Broadcastingcasting Corporation (FBC)" est une association à but non lucratif de la radio et de la télévision francophones, destinée à centraliser les échanges avec d'autres radios et TV francophones. Pour tous renseignements, appeler au (310) 471-6897.

LE "FRENCH MUSIC OFFICE":

Ce bureau [téléphone: (212) 397-4018] aide les stations de radio à obtenir toutes sortes d'enregistrements musicaux provenant de France et met à leur disposition des collections gratuites afin de présenter et de promouvoir la musique française auprès des stations de radio américaines.

MÉDIA PÉDAGOGIQUE/FACSEA:

Nous encourageons les francophiles, les groupes culturels, et les écoles à découvrir les nombreux programmes culturels, CD-ROM, etc. disponibles à travers la médiathèque française FACSEA

(appeler le 1-800-WFRENCH) pour obtenir leur catalogue ou consulter leur site web à [<http://www.facsea.org>].

Les Services Culturels Français fournissent plusieurs séries pour l'enseignement de la langue et de la culture françaises. Des rencontres sur les programmes d'enseignement sont organisées en association avec la nouvelle chaîne éducative française "La Cinquième". D'autres séries ou émissions sont par ailleurs disponibles sur un grand nombre de sujets, et des projets de coproduction peuvent être mis en place pour des programmations pédagogiques. Contacter les bureaux audiovisuels pour connaître la liste complète des séries disponibles et des émissions en développement.

Nous offrons également des informations détaillées sur:

- les CD-ROM français et autres bases de données informatiques.
- les programmes de formation des professeurs de français.
- les téléconférences par satellite: le Bureau Audiovisuel a travaillé avec de nombreuses agences américaines, dont la SERC, la SECA, et Louisiana Public Broadcasting, pour produire des téléconférences entre la France et les États-Unis sur l'environnement et l'enseignement des langues étrangères.

TÉLÉCOMMUNICATIONS:

De multiples services français sur Internet donnent accès à un nombre considérable d'informations culturelles, scientifiques, et économiques sur la France, dont les documents sur notre télévision et nos programmes de radio.

Quatre sites sont recommandés pour commencer:

- L'Ambassade de France [<http://www.info-france-usa.org>]
- Le Ministère des Affaires Étrangères [<http://www.diplomatie.fr>]
- L'American Association of Teachers of French [<http://aatf.utsa.edu/>]
- Le Service commercial France [<http://www.france.com>]

Le MINITEL, service télématique connecté à plus de 8 millions de foyers français et d'écoles et qui offre plus de 20.000 services, est accessible aux États-Unis. Contacter l'entreprise MINITEL SERVICES au 1-800-MINITEL pour recevoir le logiciel permettant l'accès depuis votre ordinateur aux services du Minitel. Les professeurs de français et les autres francophiles seront intéressés par le service télématique FRANCEMONDE dont l'accès est possible par le web à [<http://www.minitel.fr/>].

American Association of Teachers of French: COMMUNICATIONS SURVEY

The AATF is polling its members and other French educators to learn what kinds of information you value receiving from our organization and the most effective means of providing it. Please take the time to complete this survey and return it by **March 1, 1998**, to the address at the bottom of this form.

I. WHAT INFORMATION AND MATERIAL SHOULD AATF PROVIDE?

Please indicate the priority you place on each of the items below. 1 = High Importance 2 = Of Some Value 3 = Of Low/No Interest

1. Information on Professional Development Resources for Teachers

- | | |
|--|--|
| <input type="checkbox"/> Fellowship and Grant Opportunities | <input type="checkbox"/> University Graduate Programs in French |
| <input type="checkbox"/> Teacher Exchange Programs | <input type="checkbox"/> Summer Professional Development Workshops |
| <input type="checkbox"/> Work/Study Abroad Programs for Teachers | Other: _____ |

Comments: _____

2. Information on Student Resources

- | | |
|--|--|
| <input type="checkbox"/> Student Exchange Programs | <input type="checkbox"/> National French Honor Society |
| <input type="checkbox"/> Class Exchange Programs | <input type="checkbox"/> Pi Delta Phi |
| <input type="checkbox"/> Student Peer Correspondance Programs | (Post-Secondary Honor Society for University French Students) |
| <input type="checkbox"/> Travel Opportunities in Francophone Countries | <input type="checkbox"/> <i>Le Grand Concours</i> |
| <input type="checkbox"/> Work/Study Abroad Programs for Students | <input type="checkbox"/> Other Contests for French Students |
| <input type="checkbox"/> Internships for University Students | <input type="checkbox"/> Publication Opportunities for French Students |
| <input type="checkbox"/> Scholarships for University French Students | |

Comments: _____

3. Instructional Materials and Methodology

- | | |
|--|---|
| <input type="checkbox"/> Contemporary Authentic Cultural Documents | <input type="checkbox"/> Textbook Reviews |
| <input type="checkbox"/> Music (Recordings; Texts; Videos) | <input type="checkbox"/> Software Reviews |
| <input type="checkbox"/> Literature (Short Stories, Poetry, etc.) | <input type="checkbox"/> Film Reviews |
| <input type="checkbox"/> Games | <input type="checkbox"/> Reviews of Other Materials |
| <input type="checkbox"/> Teaching Units (Varied Topics) | Other: _____ |
| <input type="checkbox"/> Teaching Methods | |

Comments: _____

4. Scholarship/Intellectual Growth

- | | |
|--|---|
| <input type="checkbox"/> Literary Criticism | <input type="checkbox"/> Research on Learning |
| <input type="checkbox"/> French Linguistics | <input type="checkbox"/> Second Language Acquisition Research |
| <input type="checkbox"/> Applied Linguistics | <input type="checkbox"/> Research on Pedagogy |
| <input type="checkbox"/> Cultural Studies | Other: _____ |

Comments: _____

5. Cultural and Linguistic Updates

- | | |
|---|---|
| <input type="checkbox"/> Current Issues in France/Francophone Countries | <input type="checkbox"/> Linguistic Updates |
| <input type="checkbox"/> Youth Issues | Other: _____ |

Comments: _____

6. General Education Issues and Trends

- | | |
|---|--|
| <input type="checkbox"/> National Standards: Classroom Implications | <input type="checkbox"/> Technology and Its Application |
| <input type="checkbox"/> Block Scheduling | <input type="checkbox"/> Teacher-Training |
| <input type="checkbox"/> Interdisciplinary Instruction | <input type="checkbox"/> Professional Development Issues |
| <input type="checkbox"/> Learning Styles/Seven Intelligences | Other: _____ |

Comments: _____

7. Organizational News and Announcements

- AATF Annual Meeting
- AATF Chapter News
- AATF Task Force
- AATF Special Projects
- National French Honor Society
- AATF Summer Programs for Teachers

- Other Conferences for Language Teachers
- Student/Teacher News and Honors
- AATF Commissions
- Le Grand Concours*
- AATF *Bureau de Correspondance Scolaire*
- Other: _____

Comments: _____

8. Promotional Materials/Program Support

- Student Recruitment Materials
- Parent Materials
- General Public Materials (general awareness)

- Materials for Administrators
- Materials for Guidance Counselors
- Individualized Emergency Program Support

Other: _____

Comments: _____

9. Contact Information for Resources and Information

- Embassies/Consulates
- Publishers
- Other French Teachers/Professors

- French Government Resources
- French Businesses/Companies
- Other: _____

Comments: _____

II. COMMUNICATION MODES

From Part I above, of your high priority items, which are delivered most effectively via each of the following communication modes? (Please list.)

1. AATF Web Site
2. *National Bulletin* (AATF Quarterly Newsletter)
3. *French Review* (AATF Bimonthly Journal-of-Record)
4. Direct Mailings to Members
5. AATF Annual Meeting
6. AATF Chapter Meetings
7. E-mail Direct to Member
8. Other:

III. DEMOGRAPHIC INFORMATION

1. Are you currently a member of AATF?
 Yes For how many years? _____
 No Comments: _____

2. What is your current role in French education?
 Teacher, K-12 Teacher, post-secondary Other: _____

Return by **March 1, 1998** to:
 Mary de López, Rio Rancho High School, 301 Loma Colorado, Rio Rancho, NM 87124

NATIONAL FRENCH CONTEST

SPECIFICATIONS FOR 1996-2000

LEVEL 01

VOCABULARY

1. Greeting such as: *Bonjour, au revoir, bonsoir, bon appétit*, etc. Asking someone's name and telling your name.
2. Expressions to talk about the weather such as *Il fait beau, il fait mauvais, il fait du vent, il fait froid*, etc., and the question: *Quel temps fait-il?*
3. Expressions *il y a, voilà, voici*.
4. Expressions of time such as *mois, semaine, an, année, jour, journée, demain, hier, aujourd'hui, le soir, l'après-midi*, etc. The days of the week/ the months of the year/the seasons.
5. How to tell time: *Quelle heure est-il? Il est huit heures*, etc.
6. How to tell someone's age: *J'ai 14 ans. Quel âge avez-vous? J'ai 10 ans*, etc.
7. Names of countries bordering France, adjectives of nationality, names of languages of same.
8. Cardinal numbers up to 100, adjectives *premier* and *dernier*.
9. Adverbs of time: *souvent, toujours, quelquefois, maintenant*.
10. The following question words: *est-ce que, qu'est-ce que, qui, que, comment, combien, pourquoi, quand, où*.
11. Common prepositions: *dans, sur, sous, devant, derrière, avec, chez, pour, après, avant*.
12. Furniture of the classroom.
13. Most common clothing: *robe, manteau, bottes*, etc.
14. Most common colors.
15. The following foods: *lait, café, eau minérale, coca, chocolat, croissants, pain au chocolat, glace, pizza, croque-monsieur, crêpe*.
16. Names of members of the family, such as *père, fils, sœur*, etc.
17. Common first names, such as Jean, Marie, Pierre, etc.

GRAMMAR

1. Verb tenses: imperative, present indicative of all common regular ER, IR, and RE verbs, and the following irregular verbs: *être, avoir, aller, faire*.
2. Use of these tenses (see #1 above) in an affirmative, interrogative, or negative construction.
3. Elision.
4. Definite, indefinite, and partitive articles and contractions.
5. Plural of nouns.
6. Agreement and position of common descriptive adjectives.
7. Possessive adjectives.
8. Demonstrative adjectives.
9. Possession with *de*.
10. Subject pronouns.
11. Independent pronouns: *moi, toi*, etc.
12. Negation: *ne ... pas*.

CULTURE AND CIVILIZATION

1. Phrases in greeting, introductions, farewells.
2. Names of the most important French holidays and explanation of how they are celebrated.

SOUND DISCRIMINATION

1. Sound of all the letters of the alphabet.
2. Sound change with accents.
3. Statement versus question intonation.
4. Liaison.
5. Difference between the sounds of all nasals.
6. Recognition of the sounds of all combinations of letters.

LEVEL 1

EVERYTHING FOR LEVEL 01 - PLUS:

VOCABULARY

1. Names of cognate-based professions, such as *dentiste, pilote, docteur*, etc.
2. Locations: *près de, à côté de, loin de, en face de*, etc.
3. Buildings and places in a town, such as *gare, hôpital, église*, etc.
4. Common expressions with *avoir*: *j'ai tort, j'ai raison, j'ai soif, j'ai faim*, etc.
5. Cardinal and ordinal numbers up to 100.
6. Expressions such as *Combien coûte? C'est cher, bon marché*, etc.
7. Expressions of time: *le mois prochain, la semaine prochaine, l'année prochaine*.
8. Polite expression: *je voudrais*.
9. Names of common vegetables, common fruit.
10. Vocabulary to read a simple menu or talk about a meal: *du poisson, de la viande, de l'eau, du sel, du poivre*, etc.
11. Rooms in the house.
12. Furniture of the house.
13. Expressions: *jouer à, jouer de*, and simple *faire* expressions such as *faire les courses, la vaisselle, faire du ski*, etc.
14. Parts of the body and expressions such as *j'ai mal à ...*

GRAMMAR

1. All verbs and tenses listed under Level 01.
2. Use of these tenses in an affirmative, interrogative, or negative construction.
3. Near future: *aller* + infinitive.
4. Interrogative adjectives: *quel, quelle, quels, quelles*.
5. Expressions of quantity.

CULTURE AND CIVILIZATION

1. Countries and bodies of water bordering France.

2. Main mountains and rivers of France.

LEVEL 2

EVERYTHING FOR LEVELS 01-1 - PLUS:

A more varied VOCABULARY including idiomatic expressions with *faire* (such as *il fait nuit*), *avoir* (such as *avoir l'air*, *avoir envie de*), *être* (such as *être en train de*, *être de*), *aller* (such as *aller bien*, *aller loin*).

GRAMMAR

1. Verbs: Add to Level 01 and 1 verbs: *pouvoir*, *vouloir*, *lire*, *écrire*, *dire*, *voir*, *croire*, *connaître*, *savoir*, *mettre* (and its compounds), *recevoir*, *prendre* (and its compounds), *venir*, *partir*, *sortir*, *dormir*, *ouvrir*, and the most common motion verbs and pronominal verbs in the present, imperative, and *passé composé*. Imperfect and future tenses will be used in listening comprehension and reading selections but NOT TESTED as a grammar item.
2. Verbs with spelling changes.
3. Recent past: *venir de* + infinitive.
4. Use of inversion to ask questions.
5. Agreement and position of adjectives.
6. Comparative and superlative of regular adjectives and adverbs + *meilleur* and *mieux*.
7. Basic negatives: *ne ... jamais*, *ne ... rien*, *ne ... personne*.
8. Possession: *être à*.
9. Pronouns: direct, indirect, *y*, *en*. Double object pronouns may be used in reading and listening comprehension passage but will NOT BE TESTED as a grammar item.
10. Agreement of past participle.
11. Interrogative pronouns: *qui*, *qui est-ce qui*, *que*, *qu'est-ce que*, *qu'est-ce qui*, *quoi* after a preposition.
12. Relative pronouns *qui* and *que*.
13. Use of prepositions with geographical names.

CULTURE AND CIVILIZATION

1. Recognition of the names of Francophone countries and French overseas départements and their capital cities.
2. Recognition of the most famous *Châteaux de la Loire*.
3. Paris and its major monuments.

4. Location of major French cities.

5. An average French student's daily schedule (school and home).

LEVEL 3

EVERYTHING FOR LEVELS 01-2 - PLUS:

The VOCABULARY will be a little richer than for Level 2.

GRAMMAR

1. Imperfect, future, conditional, pluperfect, and past conditional. Subjunctive will be used sometimes in reading and listening comprehension passages but NOT TESTED as a grammar item.
2. Active vs. passive voice.
3. *i* clauses.
4. Use of the present participle, infinitive, and past infinitive with appropriate prepositions.
5. Verbs requiring a preposition when followed by an infinitive.
6. Use of *depuis* with present tense.
7. Adjectives followed by *à* or *de* plus infinitive.
8. Demonstrative pronouns.
9. Possessive pronouns.
10. Relative pronouns: *dont*, *où*, and *ce qui*, *ce que*, *ce dont*.
11. All interrogative pronouns.
12. Correct use of *sortir*, *partir*, *laisser*, *quitter*.
13. Use of *descendre*, *monter*, *sortir*, *rentrer*, *passer* with a direct object.
14. Negatives: *ne ... que*, *ne ... ni ... ni*, *ne ... plus*.
15. *Ce* vs. *il*.
16. *Plus de*, *moins de*, *autant de* + noun.

CULTURE AND CIVILIZATION

Most famous French regions. Their products and customs.

LEVEL 4

EVERYTHING FOR LEVELS 01-3 - PLUS:

GRAMMAR

1. Recognition of the *passé simple* and future perfect.
2. Forms and use of the present and past subjunctive.

3. Use of the present and imperfect with *depuis*, *il y a ... que*, *ça fait ... que*, *voilà ... que*.

4. Indefinite pronouns.

5. All negatives.

6. All relative pronouns.

7. Correct use of *manquer*, *manquer de*, *manquer à*.

CULTURE AND CIVILIZATION

1. General recognition of famous names and important periods and events of French history, such as those which can be found in most review texts and workbooks.
2. Introduction to the arts and literature of the 19th and 20th centuries.
3. Current events.

LEVEL 5

EVERYTHING FOR LEVELS 01- 4 - PLUS:

GRAMMAR

Recognition of all verb tenses, including the imperfect and pluperfect subjunctive. Thorough review of all aspects of French grammar.

CULTURE AND CIVILIZATION

Introduction to the arts and literature of the 16th, 17th, and 18th centuries.

REMEMBER!

THESE SPECIFICATIONS ARE CUMULATIVE.

ATTENTION!

The new computer grading system **CANNOT ACCOMMODATE THE CHOICE OF CLUSTERS** for the culture questions. So we will continue having a maximum of seven culture questions per test on a variety of topics as stated in the specifications for each level.

However, in composing the questions, the committee will, as much as possible, follow the suggestions of the AATF Commission on Cultural Competence, and may ask the questions in **ENGLISH** at levels 01, 1, and 2.

When necessary to better test global understanding of the main idea, questions on listening comprehension passages may also be asked in **ENGLISH**. This seems to be the trend in the new textbooks and consequently will be more reflective of current classroom methodology.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

NATIONAL FRENCH CONTEST

The format and specifications of the *Grand Concours* are the result of an extensive survey, conducted every five years. The National Committee conducts this survey, collates the results, and prepares a report for the AATF Executive Council for approval. The current format and specifications are to be in effect through 2000. Please review the current material which is reprinted on the previous pages. If you would like your voice to be heard in terms of revisions for 2001-2005, respond to the survey. Give or send your responses to:

**Marie-Rose Gerdisch
16 Lexington Road
Barrington, IL 60010-9322**

1. Please look at the attached specifications. What changes would you make? At which level?

01 _____

1 _____

2 _____

3 _____

4 _____

5 _____

2. Do you consider the culture section essential? Yes _____ No _____

3. If your answer to question 2 is Yes, how many culture questions would you like the test to have at each level?

4. What percentage of grammar questions would you like to see in the test? _____

5. Besides "grammar in context," what other type of structure and usage sections should we include in the test?

6. What percentage of listening comprehension questions do you want to see in the test?

7. How many seconds should we give the students to respond to listening comprehension questions? (Presently, we allow 8 seconds for each picture and sound discrimination question and 11 seconds for the rest.)

8. Should the test be longer? Yes _____ No _____ If Yes, how much longer?

9. Are you satisfied with the format of the test in general? Yes _____ No _____

10. If your answer to question 9 is No, tell us what you would consider an ideal format. Please, be specific. If the changes you desire are drastic (e.g., oral vs. aural), explain how you would administer the test.

11. We hear a lot about oral proficiency as the first objective in language learning. What does it mean in terms of national testing? How would you build this feature into the examination?

12. The question of a weighted grading system for the NFC has been raised as well as the issue of penalizing students for incorrect answers. Would you favor such a change? Yes _____ No _____

13. If your answer to question 12 is Yes, tell us what would be your approach to the weighting question.

14. Would you like to join the test development committee? Yes _____ No _____

15. If your answer to question 14 is Yes, please give your:

Name _____ School _____

Home Address _____

School Address _____

Home Phone _____ School Phone _____

16. Would you like to chair the test development committee? Yes _____ No _____

Please return the questionnaire by **February 7, 1998 to Marie-Rose Gerdisch, 16 Lexington Road, South Barrington, IL 60010-9322**. Thank you very much.

P.S. The 1998 National French Contest will be the 20th examination composed by a committee from the Chicago area. It is time for a group of teachers from another area to assume this responsibility.

A new chairperson **MUST VOLUNTEER** for the job.

New York had the responsibility of the test for many years; Chicago will keep it through the year 2000. It is time for a western state to undertake this task and form a committee for the new millennium! We expect a new committee will be working on the examination during the spring and summer of the year 2000 to prepare the NFC of the year 2001!

SURVEY FOR TEACHERS WHO SENT STUDENTS TO THE 1997 N.F.C.

The Test Development Committee of the National French Contest is eager to hear your comments regarding the exams used in the 1997 *Grand Concours*. In order to facilitate the dialogue, we have made up a questionnaire which allows you to make your opinions known. Please take a moment to study the exams once more and answer the questionnaire.

1. What particularly positive general reaction do you have to the 1997 Contest? _____

2. What particularly negative general reaction do you have to the exam? _____

3. Was the format and composition of the exam practical and clear? Was there unnecessary turning of the pages that might have impeded a smooth flow of understanding for the student?

4. On a scale of 1 to 5 (5 being the highest), was the exam what you expected and did it adhere to the specifications?

5 4 3 2 1

Comment? _____

5. Please evaluate the *Listening Comprehension*.

5 4 3 2 1

Comment? _____

Quality of voices? Well chosen for characters portrayed?

5 4 3 2 1

Comment? _____

Quality of content? Appropriate for level?

5 4 3 2 1

6. Please evaluate the *Structure and Usage* section. Was the degree of difficulty commensurate with the content of the course you teach?

5 4 3 2 1

Comment? _____

Was the format acceptable?

5 4 3 2 1

Comment? _____

7. Please comment on the *Reading Comprehension*. Was the level of difficulty appropriate?

5 4 3 2 1

Comment? _____

Was the content appropriate and in touch with the usual reading?

5 4 3 2 1

Comment? _____

8. Please comment on the *Culture and Civilization* section. Was the content appropriate and in touch with students' classwork?

5 4 3 2 1

Comment? _____

Thank you very much for your participation. Please return this questionnaire by **February 7, 1998** to:

Marie-Rose Gerdisch
16 Lexington Road
South Barrington, IL 60010-9322

TOAST DE SON EXCELLENCE MONSIEUR FRANÇOIS BUJON DE L'ESTANG, AMBASSADEUR DE FRANCE AUX ÉTATS-UNIS AU BANQUET DE CLÔTURE DU CONGRÈS DE L'AATF

Nashville, 22 novembre 1997

Monsieur le Président, Mesdames, Messieurs, chers amis de la France,

Permettez-moi, Monsieur le Président, avant toute chose, de vous remercier de cette présentation si élogieuse et de vous rendre à mon tour l'hommage qu'appellent vos états de service à la présidence de l'AATF, dans la plus haute fonction de cette remarquable organisation. Alors que votre mandat arrive à son terme, j'aimerais vous dire à quel point l'Ambassade dont j'ai la charge a trouvé en vous un partenaire ouvert, efficace et compétent. À quel point me paraît exemplaire la relation de travail, confiante et productive, que vous avez su nouer avec nos services, une relation qui se manifesterà à nouveau, au printemps prochain, par l'engagement de l'AATF dans l'organisation du grand concours « Allons en France », organisé dans le cadre de la Coupe du Monde de Football. Sachez, Monsieur le Président, que la gratitude de la France pour l'immense travail effectué vous est acquise. Comme l'est son soutien à votre successeur désigné, Mme Gladys Lipton, que nos vœux de succès accompagnent dans la tâche difficile, mais exaltante, qui l'attend.

Je voudrais également vous dire combien j'ai été sensible à l'honneur que vous m'avez fait en me demandant de présider le banquet de clôture de votre congrès annuel. Cet événement marque d'une note festive la fin de vos travaux à Nashville, dont il apparaît, si j'en juge par ce que m'en ont rapporté tous mes interlocuteurs de ce soir, qu'ils ont été fructueux et que votre réflexion commune a été particulièrement féconde.

Je m'en réjouis, pour vous toutes et tous, et pour vous en particulier, Monsieur le Président, qui, avec vos collaborateurs, n'avez compté ni votre temps ni votre énergie pour que ce congrès soit un succès. J'ai pu mesurer l'intensité et de la qualité des efforts déployés par tous ceux qui sont présents ici ce soir, mais aussi par tous les professeurs de votre association, pour promouvoir notre langue et notre culture, que ce soit dans le cadre de leur activité professionnelle, bien entendu, ou en dehors de leurs établissements scolaires.

Vous qui avez la responsabilité de former à notre langue et à notre culture, année après année, des centaines de milliers d'élèves de l'enseignement primaire, de lycéens et d'étudiants, vous êtes ceux par qui le français vit sur tout le territoire des États-Unis d'Amérique, ceux

grâce à qui notre langue occupe la première place des langues étrangères après l'espagnol - si tant est que l'on puisse considérer l'espagnol comme une langue étrangère... Plus d'un million d'élèves— un sur cinq— apprennent en effet le français, enseigné par plus de 20 000 professeurs. Et 200 000 étudiants de l'enseignement supérieur étudient notre langue, qui retrouve la première place en deuxième cycle. L'allemand et le japonais, qui arrivent respectivement en troisième et quatrième position, figurent loin derrière.

C'est grâce à vous, et bien souvent grâce à vous seuls, grâce à votre inlassable engagement, à votre dévouement, à votre enthousiasme, que les jeunes Américains qui sont vos élèves et qui, si vous ne saviez les motiver, seraient probablement davantage tentés par le base-ball que par des sons, des mots ou des phrases qui leur viennent bien peu naturellement à l'esprit et aux lèvres— c'est par vous que ces jeunes entendent parler le français, apprennent à le manier et se font raconter avec chaleur la France et le peuple qui l'habite. Car pour vos jeunes compatriotes, dont la plupart ne sont jamais venus en France, vous représentez le seul élément concret et vivant qui les en rapproche.

C'est grâce à vous, également, que, dans une large mesure, les relations d'amitié entre nos deux pays peuvent se perpétuer et se développer, qu'Américains et Français peuvent se comprendre et s'estimer car, sans une maîtrise suffisante de la langue pour l'entretenir, la communication se tarit vite et, sans les mots appropriés pour se la dire, l'amitié fait long feu.

Vous remplissez votre mission dans un pays que son dynamisme place à la pointe du progrès dans le domaine des nouvelles technologies éducatives, de la télématique, d'Internet et des produits multimedia qu'ils véhiculent. Ces outils nouveaux constituent un apport précieux, tant aux professeurs qu'à leurs élèves, pour les aider à cheminer plus aisément sur la route parfois aride, et souvent difficile, du plurilinguisme. Ils sont devenus incontournables et sont, j'en suis persuadé, appelés à le rester dans les années à venir, voire à occuper une place encore plus importante encore dans les processus pédagogiques.

Certains se demandent si cette nouvelle ère technologique ne constitue pas une menace pour les enseignants dans leur ensemble, et pour les

professeurs de langues en particulier, si, comme l'écrivait un jour le « Monde », si cette ère ne sera pas celle de la « fin des profs » ? Je crois au contraire que toutes ces avancées technologiques, en passe de révolutionner les pratiques pédagogiques, toutes ces innovations, tous ces équipements, pour impressionnants qu'ils soient, seraient bien peu de choses si ils n'étaient adoptés, adaptés et pris en charge par ... vous, les enseignants! Aucune « machine à enseigner et à apprendre » ne remplacera jamais totalement le pédagogue. Ces systèmes sont des auxiliaires indispensables, pas des alternatives.

Au nombre de ces auxiliaires j'aimerais citer la communication audiovisuelle : je me réjouis, en effet, avec vous d'avoir vu aboutir les efforts que nous avons déployés inlassablement pour obtenir qu'avec TV5-USA, un programme de langue française et de qualité soit enfin accessible 24 heures sur 24, à partir du mois prochain, depuis tout point du territoire américain continental, moyennant un équipement de réception du signal satellite et un abonnement d'un coût modique. Et très rapidement, espérons-nous, sur le réseau câblé, pour autant que tous ensemble nous nous mobilisions en faveur d'une reprise du programme par les opérateurs du câble. Car c'est de notre action que dépendra, à l'avenir, l'ampleur de la diffusion de TV5 sur les réseaux câblés. Vous disposerez là d'un outil permanent et constamment à jour pour accéder à toutes les facettes de l'actualité et de la vie francophones.

Chers amis, le sommet de la francophonie, qui rassemble des dizaines de pays de tous les continents, vient de s'achever à Hanoï sur des décisions et des initiatives importantes. Il en ressort avant tout que la francophonie est bien vivante. La communauté francophone s'agrandit, se renforce, s'organise et s'est enfin donné un visage. Et je me plais à observer que vous représentez vous-mêmes, chacun, dans votre établissement, une partie, informelle, certes, mais ô combien importante, de cette communauté.

Nous nous retrouvons donc côte à côte, malgré les distances, unis par une tâche commune, à la fois diverse, ambitieuse et exaltante. Nous devons à tous ceux qu'anime la passion de la France, de sa culture et de sa langue, de la réussir. Sachez que notre pays sera toujours, à travers l'Ambassade, à vos côtés dans la poursuite de cet objectif. C'est à son succès et à notre effort commun que je vous invite maintenant à lever votre verre.

**THE MARGUERITE
YOURCENAR PRIZE FOR
LITERATURE IN FRENCH**

It is our great pleasure to announce that Assia Djébar, author of *Oran, langue morte* was selected as winner of the 1997 *Marguerite Yourcenar Prize for Literature* on October 27, 1997 at Schoenhof's Bookstore, Cambridge, Massachusetts. Ms. Djébar was chosen by a jury comprised of Célia Bertin, author; Keith Bosford, Boston University; Gaétan Brulotte, University of South Florida; Isabelle de Courtivron, MIT; Sheppard Ferguson, Schoenhof's Bookstore; Jeffrey Mehlman, Boston University; Mark Polizotti, publisher; and Michèle Sarde, Georgetown University.

Assia Djébar was born in Cherchell, Algeria. In 1955, she became the first Algerian woman admitted to the prestigious *École Normale Supérieure de Sèvres*. Her first book, *La soif*, was published in 1957 and was quickly followed by *Les impatients* in 1958. From 1958-1962 Ms. Djébar worked for an FLN newspaper in Tunis while completing an advanced degree in history. She directed the film *La nouba des femmes du Mont Chenoua* in 1978 for which she was awarded the Critics International Prize at the Venice Film Festival the following year. Having written prodigiously over the years, she published *Le Blanc d'Algérie*, the final volume of a quartet in 1995. Assia Djébar was awarded the Neustadt International Prize for Literature in 1996.

The Marguerite Yourcenar Prize for Literature in French, in the amount of \$10,000, sponsored this year by Yves Saint-Laurent, under the ægis of the foundation FACSEA (French American Cultural Service and Educational Aid), is offered in recognition of a literary work, published in French anywhere in the world and written by an author, whether French or otherwise, permanently residing in the United States. The official award ceremonies took place at the Houghton Library, Harvard University, Cambridge, Massachusetts, in mid-December 1997.

**TWA FLIGHT 800
MEMORIAL FUND**

Following the TWA Flight 800 accident that claimed the lives of a group of French students, their teacher, and chaperones from Montoursville High School in Pennsylvania, the AATF put out a call to its members for contributions to a memorial fund in their honor. After consultation with the current teacher and with the donors, \$1000 was contributed to the Montoursville High School French Club for the purchase of French promotional and educational materials. Here is the text of the thank you letter received from Virginia Hoover, Vice-President of the French Club:

Dear Ms. Abrate,

I would like to thank you on behalf of the Montoursville High School French Club for your generous donation to our French Club fund. Please thank the members of the AATF for their contributions.

The money in the fund will be used to purchase promotional and teaching materials for French students. Whenever possible the materials will be inscribed with an acknowledgement noting that they were purchased with AATF funds in memory of Flight 800.

Thanks again for your contributions. We greatly appreciate it.

**COURS DE FRANÇAIS
Pour non-francophones**

Le Centre Universitaire d'Études Françaises (CUEF) organise des cours de français toute l'année. Il y a plusieurs programmes et plusieurs niveaux (cours intensifs, cours semi-intensifs, cours du soir, cours privés, pour niveaux débutant, intermédiaire, avancé). Pour des informations complémentaires s'adresser au: Secrétariat du CUEF, Université de Cocody, 22 BP 437, Abidjan 22, Côte d'Ivoire, West Africa; Téléphone: 44.37.31; FAX: 44.18.40.

**COMPUTER LEARNING
PROGRAM:
"GUINEA PIGS" AND
CRITICS NEEDED!**

Wolf Hollerbach, Professor of French Emeritus, is looking for college and high school instructors and intermediate and advanced students of French who would be willing to field-test and critique a new interactive computer program in French grammar. The program is self-instructional and can be used as a complement to any textbook. It contains explanations with ample illustrations, exercises and answers plus comments, as needed, as well as a glossary of grammatical terms, all interconnected through numerous hot links. There is no monetary expense involved on your part.

If you are interested, please contact Prof. Hollerbach by e-mail at [wolffholl@alaska.net] or by telephone: (907) 457-5349 (evenings).

**IMPROVING
INSTRUCTION IN THE
CULTURES OF
FRANCOPHONE COUNTRIES
OF WEST AFRICA**

Montgomery County Public Schools, Rockville, Maryland is pleased to announce the availability of a CD-ROM and resource manual that will support the teaching of the cultures of Francophone West Africa in secondary French and Social Studies classes. Developed with the support of a grant from the National Endowment for the Humanities, the CD-ROM includes cultural information on the traditional and current aspects of life in West Africa.

Illustrated by over 400 pictures, the presentation is enhanced by music, activities for students, maps, video clips, a brief history of the region, a French-English glossary, and comprehensive essays for teacher (or advanced student) reference. Some of this material has been repeated in the manual; sample lessons and resource lists are also provided for teachers.

Orders for this set must be accompanied by a check in the amount of \$50 made payable to Montgomery County Public Schools. Inquire about special prices for quantity orders. Please send the payment and order to: Foreign Language Coordinator, Montgomery County Public Schools, 850 Hungerford Drive, Rm 258, Rockville, MD 20850. Telephone: (301) 279-3911.

**MARK YOUR CALENDARS NOW
FOR FUTURE
AATF ANNUAL CONVENTIONS!**

◆ JULY 1999 ST. LOUIS, MISSOURI

◆ JULY 2000 PARIS, FRANCE

Application deadline: Monday, February 2, 1998

AATF is pleased to announce the 1998 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 four-week immersion program in Lyon, France, including room and board, instructional courses, and most travel within France. The program in Lyon is organized by the Centre International d'Études Françaises, Université Lumière-Lyon 2. The AATF will provide a stipend of \$300 per participant to help defray travel expenses. Scholarship recipients should be prepared to pay for partial travel expenses not covered by the AATF.

The French Cultural Services requires the completion of a pedagogical project

as a condition of receiving this scholarship. These projects can deal with any aspect of French culture and are intended to result in the collection of authentic documents and the creation of related activities that can be directly used by other teachers in the classroom. The participants will be assisted and accompanied by a mentor who will direct work on the projects and evaluate completed projects. The completed projects will become part of the AATF Lending Library.

Applicants must be:

- teachers of French currently employed in elementary or secondary schools or colleges and universities, up to and including the rank of full professor.
- teachers who plan to continue teaching French during 1997-98 and for at least five more years.

- U.S. 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 AATF Vice-President **Bernard Petit**. Awards will be granted in accordance with the guidelines of the French Cultural Services and AATF. Deadline for application is **February 2, 1998**. Scholarship recipients and alternates will be announced by April 1, 1998.

Detailed information about the sessions in Lyon will be available in December. Interested individuals may also contact Jayne Abrate by e-mail at [abrate@siu.edu] or FAX: (618) 457-5733.

QUELQUES IDÉES UTILES POUR ENSEIGNER *UNE SI LONGUE LETTRE DE MARIAMA BÂ*

En Afrique, si un vieillard meurt, c'est toute une bibliothèque qui brûle. Proverbe africain.

Pour vos élèves, mettre **Amérique** au lieu d'Afrique; si on fait des recherches sur la Deuxième Guerre Mondiale, va-t-on chez un grand-parent ou à l'Internet? Vous pouvez aussi contraster l'adoption en Afrique. "Je vous la donne et je ne vous réclame que ses os."

La société sénégalaise est basée sur cinq piliers culturels.

La Terranga - l'hospitalité (à trouver dans le roman - p. 87, 34, 45)

Comment une femme d'une autre société réagirait-elle?

La Jom - la dignité (p. 106, 11, 16)

La Kersa - la pudeur et l'humilité combinées

La Muñ - la patience, la tolérance ("trente ans de vie commune, trente ans de silence")

La Kolléré - la reconnaissance (un fardeau difficile à porter envers les vieux, les parents - on ne peut pas enlever sa dette)

Vous pouvez montrer l'arbre généalogique avant de lire le roman (voir Grésillon, Marie, *Approche de l'œuvre complète: Une si longue Lettre*, 1986, Éditions St-Paul, ISBN 2.85049.344.9). Les élèves peuvent jouer le jeu du rôle de chaque personnage. Après l'avoir lu, les

élèves doivent se rappeler ce qui s'est passé et prendre un rôle. Discuter le rôle du griot: "N'oublie pas qui tu es." Expliquer la tradition du **Coet**: donner de l'argent et des cadeaux à la femme du défunt qui les donne ensuite à la famille du défunt.

Une si longue Lettre est le regard d'une femme sur sa société. Il y a 14 thèmes:

1. le rôle des enseignants (p. 38)
2. l'Afrique en mutation (p. 39)
3. la stratification sociale (castes) (p. 42)
4. l'Islam (p. 44)
5. adopter un enfant (p. 46)
6. le rôle traditionnel de la femme (p. 49)
7. la polygamie (p. 48)
8. le péché des hommes (p. 53)
9. la fatalité (p. 56, 8, 22)
10. l'intégration africaine (p. 64)
11. la pharmacopée à l'hôpital (p. 66)
12. la coopération Nord-Sud (p. 105)
13. l'éducation traditionnelle (p. 66, 71)
14. l'espoir, moteur de la vie (p. 131)

Merci à Lorraine D'Ambruoso et à Daouda Camara pour leurs renseignements à la *Journée du Printemps* de l'AATF, Californie du Nord, à Stanford University, 1997.

Michèle Shockey
Gunn High School
Palo Alto, CA

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

DATES AND PLACE: Thurs. Aug. 6-Mon. Aug. 10, 1998, Stanford Campus

- COST: \$425 tuition plus \$125 for 2 optional Continuing Education Units
- CEUs should be paid for separately on the first day of class. Housing and meals on Stanford campus. RATES: single \$43 per person/day, double \$32.50 per person/day

• FRENCH INSTRUCTORS TO DATE:
Professor Roland Simon, University of Virginia

Professor Jean-Pierre Cauvin, University of Texas, Austin

Dr. Marie Galanti, Editor, *Journal Français*

Dr. Anne Prah-Perochon, Editor, *Journal Français*, University of San Francisco

Michèle Shockey, Gunn High School, Palo Alto, CA

Simone Lewis, Palo Alto High School, CA

• MATERIAL: Syllabi and other readings 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. Tuition payment due by **June 1, 1998** to guarantee a place. Refunds until the first day of class. Speakers subject to change. For information contact: **Michèle Shockey**, 15 Adam Way, Atherton, CA 94027; Phone: (415) 369-7059 (Home); e-mail:[apsem@sj.bigger.net].

1998 AATF SUMMER INSTITUTE IN FRANCE

APPLICATION FORM Deadline: February 2, 1998

AATF Region #(1-9) _____

Self-assessment of linguistic competence (Check one) _____ moderate _____ high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

Telephone: Home: ____/____ Best time(s) to call _____

Work: ____/____ Best time(s) to call _____

Fax Number: (home or institution): _____

Institution of employment: _____

Institutional Address _____
Number and Street

City State Zip

Level of French taught: _____ Elementary _____ Secondary _____ Post-secondary

In 1997-98: Number of French classes _____ Number of French students _____

Level of French classes taught: _____

Other subjects taught: _____

AATF Chapter Name/Location: _____ President: _____

Continuous member of AATF for _____ years, including 1998 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen _____ Yes _____ No Place of birth: _____

Date of birth: _____ Age as of 1 July 1998: _____
City State Country

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

Have you ever received an AATF Summer 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? _____

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. αραδεωις φιεφαιαθινη

α. institution (list all colleges/universities attended.)
 semester/quarter credit hours in French degree (type and major) inclusive dates

II. θεαρινη εχφειηηςε

years (inclusive dates) institution location (city, state, zip)

III. ϑυμικυϑιϑα λιθαε ϑυφφιεηηθ (ϑφθινηατ)

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

IV. ιεϑωηηδηαθινηη

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

A. εϑϑαη

- α. describe in English your immediate and long-range professional plans as a teacher of French or supervisor.
- β. comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.

VI. ιεϑωηηδηαθινηη

α. request three recommendations, one from your principal, dean or department head, one from another person who is familiar with your work and ability, and one for your ααθλ ϑηαπηερ φρεϑινηερ or, in the case of at-large members, from your regional representative. The recommendations should address the following points:

- 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

β. have your recommender send the original letter φηοη λιλε ϑοφιεη directly to Jayne Abrate, executive director. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **February 7, 2006**.

VI. include one ϑελ-αδδελϑϑ φϑηϑαηδ with appropriate postage with your application. The ααθλ ϑυμικυϑιϑα ϑηαπηερ ϑηαηιερ will return the card to you as verification that your completed application has been received.

I ηερεβη ϑειθιηη θυαθ θυε αβλαε ιηλϑυηαθινηη ιϑ αϑϑυηαθε αηδ ϑωφιεθε.

ϑυηηαθινηη ϑλ αφφηιϑαηθ date

η.β. Only applications from U.S. citizens can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the program.
 Please read the description of the ααθλ ϑυμικυϑιϑα ϑηαπηερ ιϑηαηιερ ιη ϑοβηηερ 2006, and January 2006 issues of the *National Bulletin*. Applicants are urged to contact ααθλ ϑηαπηερ ηεαδκυαηιερ to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 2 separate sets of your materials and staple each set.
 αηη ηαθεηηαηη, original application form, 1 copies of the application form, 3 letters of recommendation with 1 copies each are to be sent to: Jayne Abrate, ααθλ, mailcode 118, Southern Illinois University, Carbondale, IL 62901-118; Telephone: 618-535-1331; FAX: 618-535-1332; e-mail: [abratesiu.edu].
Deadline: February 7, 2006

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Application deadline: Monday, February 2, 1998

The *Université de Montréal* is offering two summer scholarships in 1998 to AATF members to attend one of its three-week programs. These scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for the students in their institution or school.

The scholarship includes

- tuition for a three-credit graduate course
- lodging on the campus
- breakfast and lunch from Monday to Friday
- books
- access to the sports complex and to the library
- sociocultural activities provided during the program

The scholarship recipients will be responsible for all transportation costs, for all meals not specified, and for personal and incidental expenses.

The scholarship recipient may choose one of the two sessions: June 30-July 18, 1998 or July 21-August 8, 1998. The intensive courses available during the first session (June 30-July 18 tentatively include: *Communication orale* (60 hours), *Communication écrite* (45 hours) or *Atelier d'enseignement du français langue seconde* (45 hours). The second session (July 21-August 8) tentatively includes: *Communication orale* (60 hours), *Culture québécoise contemporaine* (45 hours), or *Français commercial* (45 hours). Depending on the linguistic proficiency of the recipients, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipients and the summer school coordinators.

The recipients of these scholarships must make a presentation at a major foreign language conference in 1998-99.

Eligibility

Applicants must be American citi-

zens whose first language is not French. The recipients must hold a teaching position in French during 1997-98. Preference will be given to a member who has been in good standing since January 1, 1996. Candidates may also apply for the AATF Summer Scholarship Program in France for summer 1998.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1993-1997) are also not eligible.

Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by March 15, 1998.

A number of factors will be weighed in the selection process:

- clarity and specificity of the statement of benefits to the applicant and his/her institution or program.
- teaching assignment (number of classes in French and number of students impacted).
- evidence of professional commitment (local, state, regional, and/or national).
- future career plans in education.
- past travel, study, or residence in a Francophone country.
- letters of recommendation.

Application

Candidates for this summer program at the *Université de Montréal* should complete the application form printed on the following pages. Additional copies may be obtained from AATF National Headquarters (Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrata@siu.edu], or you may copy the form in the *National Bulletin*.

Applicants should do the following:

- 1) Complete both sides of the application form, including the signa-

ture on the second side, and attach additional pages to the application.

- 2) Request that two letters of recommendation **plus five copies** be sent directly to Jayne Abrate, Executive Director, AATF. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application. (This postcard will be mailed to the candidate to indicate that the application and recommendations have been received.)
- 4) Send the **original plus five copies** of the application form and supplementary pages and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.**
- 5) The application must be **post-marked by February 2, 1998**, to be considered for the scholarship.

All inquiries about the scholarship should be directed to Jayne Abrate (see above).

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director or coordinator:

Serge Bienvenu

Responsable de programme
Université de Montréal
Faculté de l'éducation permanente
École de Français
C.P. 6128, succursale A
Montréal, Québec H3C 3J7
Telephone: (514) 343-6990
FAX: (514) 343-2275

1998 AATF SUMMER SCHOLARSHIP AT L'UNIVERSITÉ DE MONTRÉAL

APPLICATION FORM Deadline: February 2, 1998

Date preference (Check one) AATF Region #(1-9) _____

June 30-July 18, 1998

July 21-Aug. 8, 1998

Self-assessment of linguistic competence (Check one) moderate high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

Telephone: Home: ____/____ Best time(s) to call _____

Work: ____/____ Best time(s) to call _____

Fax Number: (home or institution): _____

Institution of employment: _____

Institutional Address _____
Number and Street

City State Zip

Level of French taught: Elementary Secondary Post-secondary

In 1997-98: Number of French classes _____ Number of French students _____

Level of French classes taught: _____

Other subjects taught: _____

AATF Chapter Name/Location: _____ President: _____

Continuous member of AATF for _____ years, including 1998 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen Yes No Place of birth: _____

Date of birth: _____ Age as of 1 July 1998: _____
City State Country

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

Have you ever received an AATF Summer 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? _____

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French Promotional Video: *Open Your World with French/Le français m'ouvre le monde*

AATF has produced a 10-min. video to encourage American students to study French. The video is fast-paced and entertaining, as well as informative, using a variety of graphics and off-beat MTV-style editing techniques. It can be used to recruit students as well as to show parents, administrators, and counselors. \$15.00

Tee-Shirt: *Le français m'ouvre le monde*

The front side of this navy blue tee-shirt reads: *Le français m'ouvre le monde* and shows a map of the world with areas where French is the official language highlighted in red. Cartoon figures emerge from the map to give greetings in French. The back lists 46 areas where French is the official language under the heading *Ici on parle français*. \$18.00

AATF Travel Guide (produced by the Task Force on the Promotion of French)

119-page volume addresses many aspects of interest to teachers planning student trips abroad, including travel companies, established programs, exchanges, prepackaged tours, how to start a trip from scratch, help for the independent student traveler, orientation, liability, and helpful tips and resources. \$12 (member)/\$15 (non-member)

AATF Guide to Support from Embassies: (produced by the Task Force on the Promotion of French)

62-page volume outlines areas of support from government agencies of France, Belgium, Quebec, and Switzerland, including audio-visual loans, satellite TV, Minitel, Internet, and DELF-DALF exams. Precise coordinates facilitate your contacts. \$8 (members)/\$10 (non-members)



To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. Special prices for quantities may be available. Please inquire.

Quantity	Cost	Size
_____ Video @ \$15 (additional copies @ \$13 each)	_____	
_____ Tee-Shirt @ \$18	_____	L XL XXL (circle size required) (add an additional \$1 for XXL)
_____ Travel Guide @ \$12/\$15	_____	
_____ Embassy Guide @ \$8/\$10	_____	
		TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

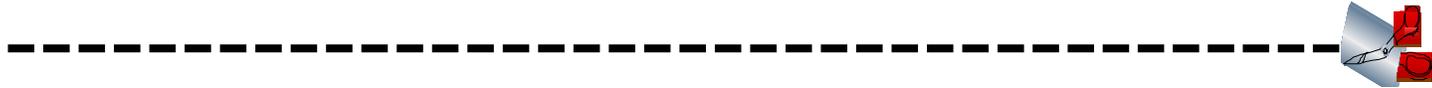
Address _____

AATF PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

Speaking French: an investment in the future (produced by the Task Force on the Promotion of French)
 AATF's newest promotional brochure. Attractive red, white and blue brochure explains why French is a world language! It explains why today's French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities.
 50 copies @\$5.00; 100 copies @ \$10 (member prices); inquire for larger quantities.

Top Ten Reasons to Learn French (published by the French Cultural Services and the AATF)
 A red, white, and blue brochure which lists 10 excellent reasons why students should learn French including increasing their advantage in the global job market and improving their critical and creative thinking skills.
 Free to members, first-class postage required in quantities. \$5.00 per 100.

French is More Than.... (developed jointly by AATF, the French Cultural Services, and the Alliance Française)
 Created in 1991 as a cooperative venture by the three above organizations to promote the study of French in the U.S., this is still one of our most popular brochures. Aimed at stimulating the study of French by Anglophones it stresses in particular France's latest scientific, technical, and commercial accomplishments (such as the TGV and Minitel). It is an 8-panel, 3-color, generously-illustrated flyer which emphasizes the geographical spread of French as an important language of general communication throughout the world.



Free to members, first-class postage required in quantities. \$5.00 per 100.

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.

<u>Quantity</u>		<u>Cost</u>
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Address _____

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Nous préparons le numéro 42 de la revue de la FIPF *Dialogues et Cultures* et nous faisons appel à vos compétences pour nous fournir des articles qui pourront constituer des sujets de réflexion pour nos lecteurs. Les thèmes proposés lors du dernier Conseil d'administration de la FIPF sont "Le français par les échanges" (courrier par lettres, fax, bandes sonores ou vidéo, internet; échanges de classes, de professeurs; stages en pays francophones, expériences suscitées par l'Union européenne, par la France, par les autres pays francophones) et "La créativité en français" (tout ce qui peut rendre l'enseignement du français plus attractif (exemples: utilisation des émissions de TV5 ou d'autres chaînes en français, procédés et méthodes mieux adaptés à la langue et à la culture d'origine des apprenants).

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SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF GEORGIA, February 26-28, 1998, Savannah, GA. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. E-Mail: [lynnemcc@mindspring.com].

OHIO FOREIGN LANGUAGE ASSOCIATION, March 5-7, 1998, Cincinnati, OH. Information: Ann Rolston. Telephone: (614) 385-6317; e-mail: [annfrench@hocking.net].

ETHNICITY AND IDENTITY IN LITERATURE: THE FRANCOPHONE ISLANDS OF EAST AFRICA, March 5-7, 1998, University of Iowa. Information: Jacques Bourgeacq, Dept. of French and Italian, University of Iowa, Iowa City, IA 52242-1409. Telephone: (319) 335-2266; FAX: (319) 335-2270; e-mail: [jacques-bourgeacq@uiowa.edu].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 14-17, 1998, Seattle, WA. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; e-mail: [aaaloffice@aaal.org]; Web site: [http://www.igor.lis.wisc.edu/aaal/].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 17-21, 1998, Seattle, WA. Information: TESOL 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; e-mail: [conv@tesol.edu]; Web site: [http://www.tesol.edu].

4th ANNUAL CAROLINA CONFERENCE ON ROMANCE LITERATURES, March 19-21, 1998, University of North Carolina at 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@email.unc.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, 2801 South University Avenue, Little Rock, AR 72204. Telephone: (501) 569-8159; FAX: (501) 569-3220; e-mail: [rmcheatham@ualr.edu].

8th ANNUAL CONFERENCE OF THE NORTH AMERICAN ASSOCIATION OF CHRISTIAN FOREIGN LANGUAGE AND LITERATURE FACULTY, April 2-4, 1998, Eastern College, St. Davids, PA. Information: Pat Boehne, Eastern College, St. Davids, PA. Telephone: (610) 341-5899; e-mail: [pboehne@beacon.eastern.edu].

L'ÈRE DE BAUDELAIRE: SYMPOSIUM HONORING CLAUDE PICHOS, April 3-4, 1998, Vanderbilt University, Nashville, TN. Information: Patricia A. Ward, Dept. of French and Italian, Box 6312B, Vanderbilt University, Nashville, TN 37235. Telephone: (615) 322-6900; FAX: (615) 343-6909; e-mail: [wardpa@ctrvax.vanderbilt.edu].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 16-19, 1998, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; e-mail: [neconf@dickinson.edu].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING with the ARIZONA LANGUAGE ASSOCIATION, April 23-25, 1998, Mesa, AZ. Information: Carl M. Johnson, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78702-1494.

PACIFIC NORTHWEST COUNCIL FOR LANGUAGES, April 24-26, 1998, Boise. 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].

CONGRÈS INTERNATIONAL SUR LES "TENDANCES EN ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES SECONDES," May 20-23, 1998, Ottawa, Ontario, Canada. Information: Telephone: (613) 520-7090. FAX: (613) 520-2141. E-mail: [trends_tendances98@carleton.ca]. Internet: [http://www.carleton.ca/slals/trends_tendances98].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 23-26, 1998, Montreal, Canada. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrater@siu.edu]; Web site: [http://aatf.utsa.edu/].

ANNUAL COLLOQUIUM OF THE ASSOCIATION FOR FRENCH LANGUAGE STUDIES: FRANÇAIS ORAL, FRANÇAIS ÉCRIT À L'ÈRE DES NOUVELLES TECHNOLOGIES, September 4-5, 1998, University of East Anglia, Norwich, UK. Information: Marie-Madeleine Kenning, School of Modern Languages and European Studies, University of East Anglia, Norwich NR4 7TJ. Telephone: 01603 592152; e-mail: [m.kenning@uea.ac.uk].

INTERNATIONAL COLLOQUIUM ON CONTEMPORARY FRENCH LITERATURE IN THE 1990'S, Sept. 24-25, 1998, Dalhousie University, Halifax, Nova Scotia, Canada. Information: Michael Bishop, Dept. of French, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5. Telephone: (902) 494-2430; FAX: (902) 494-1626.

WAFLT/COFLT BI-STATE FALL CONFERENCE, October 8-10, 1998, Sheridan Hotel, Tacoma, WA. Information: Brian Ayers, Conference Co-Chair, 332 S. Madison Street, Monroe, WA 98272. Telephone: (360) 794-8102; FAX: (360) 794-0806; e-mail: [briaye@premier1.net].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA, Oct. 27-31, 1998. Information: Mary Lynn Redmond, 6 Sun Oak Ct., Greensboro, NC 27410. FAX: (910) 759-4591; e-mail: [redmond@wfu.edu].

AMERICAN COUNCIL OF THE TEACHING OF FOREIGN LANGUAGES, November 20-22, 1998, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; FAX: (914) 963-1275; URL: [http://www.infi.net/~actfl].

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