



LETTER FROM THE PRESIDENT

VOLUME 23 NO. 1 SEPTEMBER 1997



Albert Valdman

Chères/chers collègues,

Le mois de juillet s'achève et la canicule aoûtienne signale la transition entre les activités nous permettant de nous recycler ou de nous ressourcer et celles liées à la préparation de la nouvelle année scolaire ou universitaire. Grâce au partenariat avec le Bureau de Coopération Linguistique et Éducative (BCLE), deux groupes de nos collègues ont pu séjourner en France et parfaire leurs connaissances de la culture française, affiner leur maîtrise de la langue française et découvrir de nouvelles

approches didactiques. Il s'agit des enseignants universitaires qui, sous la conduite de Marie-Christine Koop, ont pu à Paris tâter le pouls de la société française alors que se mettait en place une nouvelle cohabitation et des stagiaires de l'Institut d'été de l'AATF-Indiana University qui, sous sa quatrième mouture, se tenait exclusivement au Centre International d'Études Françaises (CIEF) de l'Université Lumière (Lyon 2) sous l'œil vigilant de Jayne Abrate. Plus nombreux, bien sûr, sont ceux qui ont profité des nombreuses occasions offertes aux États-Unis dont le séminaire de FLES* organisé par Gladys Lipton et les stages et ateliers animés par le BCLE annoncés dans le National Bulletin d'avril (p. 27).

Grammaire et approches communicatives

J'ai pu pendant quelques jours suivre le programme des stagiaires au CIEF de Lyon. En tant que linguiste, l'un des cours de perfectionnement assuré par Robert Bouchard, directeur du Centre et éminent linguiste appliqué français, a particulièrement attiré mon attention. Plutôt que de parler des sempiternels accords du participe passé, des règles déterminant le

choix de l'imparfait ou du passé composé ou de la construction des propositions relatives, notre collègue a tracé une nouvelle voie prometteuse pour les cours avancés. Axée sur les procédés de la construction du discours et de la structure textuelle, cette approche fait l'économie de la distinction usuelle, mais artificielle, entre cours de conversation et cours de composition. Elle offre un principe d'organisation des cours intermédiaires et avancés plus utile que la reprise ad nauseam des structures grammaticales déjà présentées dans les cours de base. En voici un exemple.

Selon la tradition grammaticale, la clarté de la langue française dépendrait de l'ordre logique Sujet + Verbe + Complément, par ex., Pierre bat Paul. Or, l'on sait que le français parlé ignore généralement ce type de phrase. En effet, celui-ci ne permet pas à l'interlocuteur de distinguer entre l'information nouvelle (rhème ou commentaire) que l'acte d'énonciation est supposé lui apporter et ce dont on parle (thème ou topique). Si l'on veut souligner le fait que c'est Pierre qui bat Paul, la phrase se présentera sous cette dernière tournure ou sous les formes Pierre, il bat Paul ou Quant à Pierre, il bat Paul. Au contraire, si l'on veut mettre l'accent sur le pauvre Paul, la phrase prendra la forme de Paul, Pierre le bat ou celle du passif, Paul est battu par Pierre. Le prédicat lui-même peut constituer le rhème: Question de battre, qu'est-ce que Pierre bat Paul? Enfin le thème peut être multiple, par ex., Mon cousin, son copain, sa moto, on la lui a volée, où c'est évidemment le vol de la moto qui constitue la principale information

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ATTENTION ALL MEMBERS IMPORTANT CHANGE OF ADDRESS!

In mid-August, AATF National Headquarters moved from Champaign, Illinois to Carbondale, Illinois. All correspondence for National Headquarters or for the new Executive Director, Jayne Abrate, should be directed to:

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In particular, applicants for the Dorothy Ludwig Memorial Scholarship to attend the joint AATF/ACTFL/AATSP/AATG Convention in November should use the new address and ignore the one in the announcement on page 24 of the April 1997 issue of the National Bulletin.

Fred M. Jenkins
Executive Director Emeritus

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nouvelle. L'on notera que ces tournures dépendent cruciallement de l'utilisation du détachement à gauche de l'élément mis en relief dont la place dans la version squelettique de la phrase est assumée par un pronom. À ma connaissance, aucun manuel de FLE (français langue étrangère) américain ne traite explicitement cette structure très fréquente dans la parole ordinaire, tant soignée que familière. Robert Bouchard démontra comment à partir de cette tournure du français parlé peuvent se construire des activités didactiques pour la production de textes centrées sur l'exploitation de ces notions de thème et rhème.

Chez nous l'on tend, soit à tomber dans ce que je qualifiais dans l'un de mes derniers messages de tout communicatif où l'on se satisfait de la communication balbutiante du sens en faisant l'économie de la correction et de l'adéquation de la forme, soit à opérer une greffe incompatible entre des activités communicatives et une grammaire tout ce qu'il y a de plus traditionnelle basée sur une vue passiviste de la langue écrite. Nos collègues didacticiens de FLE en France nous montrent une meilleure voie. Il ne s'agit plus de présenter des structures grammaticales en tant que telles mais de considérer celles-ci comme des matériaux linguistiques qui, associés aux actes de paroles, aux processus discursifs et textuels et aux stratégies conversationnelles, servent à l'expression du sens et à la construction des divers types de textes oraux et écrits. Ainsi, plutôt que de traiter la construction passive ou la manière de l'éviter hors contexte mieux vaudrait, discours et textes authentiques à l'appui, montrer son rôle et celui d'autres outils linguistiques assumant les mêmes fonctions dans la mise en relief de l'élément de la phrase sur lequel porte l'action. Le lecteur qui voudrait en savoir davantage sur cette nouvelle approche consultera avec profit l'ouvrage de Patrick Charaudeau, *Grammaire du sens et de l'expression* (Paris: Hachette, 1992, pp. 927). Signalons aussi les récentes publications des deux conférencières invitées au prochain congrès de Nashville: Claire Blanche-Benveniste, *Approches de la langue parlée en français* (Paris: Ophrys, 1997, pp. 164); Catherine Kerbrat-Orecchioni, *La conversation* (Paris: Seuil, 1996, pp. 92).

Mais où sont nos éminents universitaires passés?

La lecture du programme de notre prochain congrès, inséré dans le numéro d'avril dernier du *National Bulletin*, révèle l'absence surprenante des spécialistes d'études françaises réputés appartenant à la cinquantaine de départements de

français qui forment les nouvelles générations d'enseignants-chercheurs. Sur les quelques 200 interventions, je n'en ai dénombré qu'une vingtaine présentées par des membres associés à ces prestigieux départements, et encore ces collègues sont-ils pour la plupart des enseignants de langue ou de culture non titularisables (non tenure track) plutôt que des spécialistes de littérature ou de linguistique. Il est vrai que comparés aux colloques spécialisés et aux réunions d'associations telles que le MLA ou le LSA nos congrès ont une vocation principalement pédagogique. L'on n'y vient pas pour faire part de ses recherches très pointues. Mais ils constituent néanmoins des lieux d'échanges fructueux où le spécialiste peut partager avec satisfaction le fruit de ses recherches ou engager avec profit un dialogue avec les enseignants des institutions qui forment ses futurs doctorants et les professeurs de collège et de lycée sans lesquels il n'aura plus d'étudiants pour alimenter les cours de base qui subventionnent ses doctorants. Une lecture attentive des résumés des communications présentées à nos congrès indiquera qu'un grand nombre d'entre elles ne sont pas dénuées d'intérêt théorique ou méthodologique pour le spécialiste d'études françaises qui vise plus loin que des articles ésoériques adressés à quelque dizaines de lecteurs. Par contraste, outre ceux qui avaient été spécifiquement invités, certains des plus éminents spécialistes français et francophones n'ont pas dédaigné répondre à l'appel de communication et de se soumettre à la

procédure de sélection lors de notre dernier congrès à Lyon.

L'absence de nos éminents spécialistes se fait remarquer aussi lors des autres activités de l'AATF. Déjà, ils ne constituent qu'une faible minorité des membres universitaires. La majorité de nos membres universitaires (eux-mêmes une minorité d'environ 35% comparée à plus de 50% pour l'AATG) professent dans des institutions qui ne délivrent que le B.A. ou la maîtrise. Paradoxalement, malgré des charges d'enseignement deux fois plus lourdes que leurs collègues privilégiés, ce sont eux qui partagent l'administration des chapitres et l'animation des réunions locales avec leurs partenaires du secondaire. Et ce sont leurs noms que l'on retrouvera en grande majorité dans le programme du congrès de Nashville.

En préparation des Assises sur le thème "L'enseignement du et en français: une stratégie de multilinguisme" que l'AUFELF-UREF organise à Hué (Vietnam) en octobre prochain, il s'est tenu un colloque sur le même thème au Québec en juin. Ce colloque réunissait un grand nombre d'enseignants de français et d'autres domaines connexes canadiens et quelques représentants des États-Unis et du Mexique. L'objet de ce colloque était de faire l'état des lieux pour l'Amérique du Nord. Concernant l'enseignement du FLE dans notre pays, nos voisins ont découvert que la plupart des initiatives d'enseignement en français se situait aux niveaux primaire et secondaire (classes d'immersion) ou, au niveau universitaire, et avait leur ori-

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gine généralement hors des départements de français. Par exemple, à l'Université de Pennsylvanie, c'est un institut autonome lié à la faculté de gestion et des sciences économiques (Wharton School) qui initie un programme visant le français des affaires. (Signalons cependant une exception notable: à Stanford des cours destinés aux ingénieurs et gestionnaires ont leur origine dans le département de français dont le directeur, Ralph Hester, est un didacticien bien connu—ce qui explique, sans doute, cette exception.)

En ce qui concerne l'enseignement universitaire **du** français aux États-Unis, nos collègues canadiens et mexicains ont appris que rares sont les étudiants des cours de base qui ont l'occasion de s'initier au français sous la tutelle d'un enseignant-chercheur titulaire ou même titularisable. Dans les universités privées — Harvard et autres Yale — cette initiation est confiée à des personnes engagées sur contrat à terme limité qui, malgré leur compétence, expérience et dévouement, n'ont néanmoins qu'un statut déprécié et précaire dans la hiérarchie universitaire. Quant aux départements des grandes universités publiques l'on peut affirmer que les étudiants des cours élémentaires et intermédiaires ont rarement l'occasion de faire la connaissance de la langue et de la culture françaises sous la tutelle d'un éminent spécialiste. Espérons qu'avec la chute dramatique des effectifs au niveau universitaire, les enseignants-chercheurs qui contribuent à la renommée des études françaises aux États-Unis auront compris qu'ils doivent descendre de leur tour d'ivoire. Pour le maintien de leurs programmes spécialisés, ils doivent réapparaître dans les cours de base pour stimuler la curiosité intellectuelle des étudiants et les persuader de poursuivre l'étude de la langue et de la culture. Ils doivent aussi s'ouvrir vers les sciences sociales, le droit, la gestion et les domaines techniques pour permettre aux étudiants d'apprendre des matières par le truchement **du** français. Enfin il doivent contribuer à la promotion des études françaises, par exemple, en participant aux activités de l'AATF.

À la décharge des prestigieux départements d'études françaises, je voudrais rappeler qu'une bonne douzaine d'entre eux a répondu l'année dernière à notre appel pour les fonds de solidarité qui, on s'en souviendra, a pour objet de financer les actions de notre association pour la promotion des études françaises et francophones. Cet appel sera renouvelé de manière plus appuyée à la rentrée, et j'espère que tous les départements offrant des programmes doctoraux seront comp-
tés présents.

Un ami dévoué nous quitte

C'est avec regret que nous apprenons que Candide Soci, responsable du BCLE aux États-Unis et attaché culturel auprès du conseiller culturel de l'Ambassade de France, quitte ses fonctions afin de rentrer en France pour des raisons personnelles. Dès le début de sa prise de fonctions, Candide Soci s'est fait remarqué par les enseignants de français par sa rapide compréhension des problèmes auxquels ils devaient faire face. Administrateur efficace, instruit par une expérience variée au BCLE et à l'Alliance Française au Brésil, en Argentine et aux Pays-Bas, il arrivait à New York non pas avec des projets préconçus à adapter au contexte américain mais prêt tout modestement à écouter et à observer. Candide Soci a vite compris que l'AATF représentait le partenaire privilégié pour des actions visant à la promotion de la langue française et à la connaissance des cultures qui s'expriment par elle. Nous avons pu mener avec son appui une politique synergique qui a rendu plus performantes nos activités, telles que la campagne de publicité "Dix raisons pour apprendre le français" et les stages d'été en France, ainsi que l'action du BCLE. Il s'était beaucoup investi dans la préparation du congrès de Lyon, et c'est en partie grâce à ses efforts que nous avons obtenu une importante subvention du Ministère des Affaires Étrangères et la présence de Mme Margie Sudre, secrétaire d'état à la francophonie. Son séjour parmi nous a été trop bref, mais sa brièveté a été largement compensée par la haute qualité et efficacité de la performance. En le remerciant chaleureusement, nous lui souhaitons un heureux retour dans sa Savoie natale et tout le succès dans sa nouvelle carrière.

Jayne Abrate à la barre!

Ce numéro de *National Bulletin* marque l'arrivée de Jayne Abrate au poste de directeur exécutif de l'AATF. Native de l'Illinois, elle y retourne après ses années de formation à Purdue et une douzaine d'années d'enseignement universitaire dans le Missouri. Jayne a tout à fait le profil des membres universitaires qui forment le fer de lance de notre association que je caractérisais ci-dessus. Après avoir soutenu une thèse de doctorat dans le domaine du théâtre du XVIIIe siècle, elle s'est convertie en enseignante polyvalente maîtrisant les nouvelles approches didactiques pour les cours de langue et explorant le potentiel des nouvelles technologies. Elle a contribué pleinement à la vie associative et à la formation professionnelle par ses publications dans la *French Review*, *MLJ* et

FLAnnals et sa participation aux activités de ACTFL et Central States. Membre des commissions de l'AATF du français des affaires, de la télématique et des normes nationales (National Student Standards), elle a déjà une parfaite connaissance des principaux dossiers qu'elle devra gérer. S'ajoute à cette vaste expérience professionnelle le fait qu'elle s'est préparée à sa nouvelle tâche depuis l'été dernier, notamment en participant à la préparation des congrès de Nashville et de Montréal et en dirigeant le stage de Lyon cet été. Bienvenue à bord et à la barre, Jayne!

Tout en saluant notre nouveau directeur exécutif (j'étais tenté de mettre "secrétaire générale" pour ne pas être accusé de verser dans le sexisme ou de sombrer dans la féminisation à outrance en usant du terme de "directrice exécutive"), c'est avec de profonds regrets et une certaine tristesse que nous marquons le départ à la retraite de Fred Jenkins. D'part plus que bien mérité puisque Fred a géré les affaires de notre association pendant presque vingt ans. Pendant son long mandat, la gestion de l'AATF s'est complexifiée et Fred a dû mettre en œuvre un grand nombre de transformations: la création d'un grand nombre de commissions, la croissance du Grand Concours et la correction automatique des copies, la création en collaboration avec d'autres associations d'un bureau à Washington (JNCL/NCLS) pour faire pression sur nos élus afin de promouvoir l'enseignement des langues étrangères, des relations plus étroites avec le BCLE et, surtout, l'organisation de congrès annuels de plus en plus ambitieux dont une demi-douzaine en pays et régions francophones. En accomplissant tout cela dans le cadre d'un poste à temps partiel avec un personnel modeste, il est évident que Fred sacrifiait une partie de sa carrière universitaire en se consacrant en fait à plein temps à ses fonctions de directeur exécutif.

Diplômé du prestigieux programme en linguistique romane de Berkeley, Fred s'est spécialisé dans l'étude de la syntaxe du français contemporain — on lui doit une cinquantaine d'articles et de comptes-rendus dans des revues scientifiques et la *French Review* — il n'a pas dédaigné comme, hélas, trop de ses confrères des grands départements de français, la participation à l'enseignement de langue de base et de langue de spécialité; tout dernièrement, il offrait un cours de français des affaires. À part quelques années à San Diego State, toute sa carrière, il l'a faite à Illinois Champaign-Urbana.

Il paraît que Blaise Pascal a écrit: "Il n'y a pire gens que gens d'Académie". Sans

doute voulait-il fustiger la mesquinerie et les tristes magouilles pour des enjeux insignifiants que parfois l'on peut rencontrer dans le monde universitaire. C'est que Pascal n'avait pas connu Fred Jenkins qui représente le type du parfait gentleman académique: droit, probe, modeste, démontrant au plus haut niveau, tant en tant que chercheur et que gestionnaire, une honnêteté intellectuelle, un constant fair play et un flegme imperturbable. Je l'ai rarement vu se départir de son sang-froid même devant les nombreuses demandes irraisonnables dont un organisateur de congrès est nécessairement assailli et les comportements irrationnels que provoquent les passions et les situations stressantes.

Le congrès de Nashville

Heureusement, aucun désistement signalé jusqu'à ce jour. Le programme inséré dans le *National Bulletin* d'avril fait donc toujours autorité. Signalons par contre deux ajouts: la présentation de Catherine Kerbrat-Orecchioni, éminente sociolinguiste de l'Université Lumière (Lyon 2) qui traiterait des liens entre la culture et les actes de parole; un atelier sur l'utilisation didactique de TV5 par Arlette Niedoba; voir les résumés, p. 6.

Cela constitue une gageure pour l'AATF de se réunir à Nashville en automne avec ses partenaires pour l'essentielle tâche de faire connaître l'Autre par le biais de l'apprentissage de langues et de cultures autres. J'espère que nos membres répondront à l'appel en venant nombreux pour profiter d'un excellent programme enrichi par les apports de nos partenaires.

Bien cordialement,



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CONCOURS DE CHANSON

Certains de nos membres AATF connaissent déjà Eric VINCENT, très bon auteur-compositeur-interprète français qui a fait plusieurs tournées aux États-Unis et dont les chansons ont trouvé place dans certains manuels de classe. Il chantera d'ailleurs au Congrès National à Nashville et participera à un atelier sur la chanson après le Congrès. Mais êtes-vous au courant du projet "Opération Boule de neige" qu'a lancé Eric VINCENT dans de nombreux pays? C'est basé sur une chanson contre la violence, surtout celle promue par les émissions de télévision, chanson écrite en collaboration avec un groupe d'élèves de 11-12 ans en France. Soutenu par l'Éducation nationale, Radio France internationale et beaucoup d'autres partenaires, Eric lance un concours *mondial* d'adaptation de la chanson, sur musique et orchestration fournies sur CD, dans les langues de ces différents pays. Chantées par des groupes d'élèves dans cette tranche d'âge de ceux qui les auraient écrites, ces adaptations seraient jugées dans les différentes régions par les bons offices des chapitres AATF — du moins c'est ce que je vous propose — les gagnants enregistreraient un clip vidéo qui serait en concurrence avec d'autres pays, les finalistes sur le plan national étant invités en France pour la remise du premier prix lors de la Coupe Mondiale de football à Paris en juillet 1998.

L'intérêt pour nous, c'est que l'adaptation en anglais (comme celles dans toutes les autres langues) doit comporter un refrain chanté obligatoirement en français, ce qui en fait un véhicule pour faire de la publicité pour le français en tant que moyen de communication mondiale puisque les jeunes de tous les pays chanteraient non seulement dans leur langue mais aussi en français. Cela pourrait être un atout pour améliorer l'image du français, image un peu ternie depuis quelques années, et nous ferait aussi profiter de l'engouement (relatif, il est vrai) pour la Coupe Mondiale. Il me semble qu'il serait possible pour nos chapitres de faire un peu de publicité, d'intéresser mêmes les journaux locaux, les radios, etc., et ce d'autant plus que le sujet reste malheureusement d'une actualité criante ici plus encore qu'en France.

Les chapitres qui seraient prêts à y participer pourraient se mettre en rapport avec Brian THOMPSON, Le Centre National de la Chanson, University of Massachusetts at Boston, 100 Morrissey Bd., Boston MA 02125-3393, tél (617) 287-7569, Fax (617) 287-7585, courriel: [thompson_b@umbsky.cc.umb.edu]. Les divers Services Culturels Français seront sûrement prêts à nous seconder dans cette entreprise. À nous de prendre l'initiative.

FESTIVAL DE MUSIQUE FRANCOPHONE

L'Air du temps, un festival de musique francophone organisé depuis 1993 par Brian Thompson, président du Chapitre Eastern Massachusetts et directeur du Centre National de la Chanson à l'Université du Massachusetts à Boston, présentera sa 5ème édition du 7 au 16 novembre dans la région de Boston. Le festival fait venir des artistes superbes de diverses traditions francophones (française, québécoise, franco-américaine, algérienne, malgache, vietnamienne, zaïroise...), et organise des concerts dans des écoles, lycées, universités et lieux grand public. Il vise deux objectifs: soutenir l'apprentissage et

l'enseignement du français et des cultures qu'il véhicule, et faire connaître et aimer ces musiques et cultures par un public aussi large que possible.

C'est une façon unique de rendre le français "attractif" à nos élèves et étudiants et au grand public. Des chapitres ou membres de l'AATF qui aimeraient profiter de la présence de ces artistes exceptionnels sur le sol américain pour les faire venir chanter chez eux pourraient contacter Brian Thompson, CNC, 100 Morrissey Bd., Boston MA 02125-3393, tél. (617) 287-7569, Fax 287-7585, courriel: [thompson_b@umbsky.cc.umb.edu].

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REMARKS BEFORE THE JOINT NATIONAL COMMITTEE FOR LANGUAGES

My organization, the American Business Conference (ABC), held its membership meeting here in Washington last week. We organized our convocation around the concept of leadership. So I am in some sympathy with your purpose and with whatever amount of frustration you may be taking away from Washington. These are frustrating times here in the Capital: long on dialectic, short on synthesis.

Let me explain a little about ABC. Founded in 1981, ABC is the voice of CEOs of midsize, entrepreneurial American companies. To join ABC, member companies must be growing in revenues or income at a minimum rate of three times the real rate of growth in the economy. If they cease to meet that growth criterion, they leave our membership and are replaced by another company that does. At no time do we have more than 100 members. Our companies are drawn from all of the major manufacturing and service sectors of the economy. The shared characteristic of our members is excellence.

We are nonpartisan; we do not have a PAC; and I and my colleagues on staff do not lobby on specific issues of interest to individual members. Instead, our members focus on three or four large issues of public policy they deem to be essential for long-term economic growth and for raising the standard of living of Americans.

Thus, we worry about such issues as increasing the level of national saving, deficit reduction, fundamental tax reform, education and worker training, and international trade and investment. Our members' policy views as well as their management practices have been the subject of two full-length studies by McKinsey & Company as well as innumerable magazine and newspaper articles.

As you can imagine, international trade and investment have long occupied center stage for ABC companies. Unless it is one of the few industries that remain relentlessly domestic in nature, an ABC company cannot maintain a high rate of growth without expanding overseas. As one of our members, an Iowa native, puts it, international markets are the "only cows giving any milk."

The data confirm his metaphor. 95% of the world's consumers live outside the U.S., and 85% of them reside in developing countries. These are the great growth regions of the world.¹ Already, our economy is dependent upon our ability to sell our products and services to these regions.

The U.S. is the world's largest exporter. Last year we sold \$837 billion abroad, almost \$3100 for every man, woman, and child in our country. We are also the world's largest foreign investor and host to foreign investment. Our stock of direct investment abroad was \$711 billion in 1995, the most recent year for which such data are available, and the stock of foreign direct investment in the U.S. was \$560 billion.

In sum, trade equals about 30% of our GDP [Gross Domestic Product], *up from 13% in 1970*. Over the last four years alone, exports accounted for about one-quarter of our economic growth. Exports directly support about 11.3 million jobs here in the U.S. And, lest we forget, our imports and foreign direct investment also have created American jobs. For example, the number of American workers employed by U.S. subsidiaries of foreign parent companies has increased by almost 140% since 1980, from 2 million to 4.9 million workers.

Looking ahead, there seems every reason to expect these trends to continue. Recently, President Clinton observed that the emergence of a world marketplace "...offers us the greatest opportunity for prosperity we have known." The challenge for the President and other policy makers is to exert the sort of leadership—there's that word again—to help make that potential prosperity real.

The protectionist, xenophobic impulse in America, strong as it is, cannot prevent the integration of the world's economies, but, unchecked, it can significantly distort the pace of that integration in a way that is not advantageous for our country.

Of course, a U.S. that relies ever more on the international marketplace for economic growth cannot continue to isolate itself culturally from the implications of that reliance. Up until recently, we have been able to enjoy the benefits of a rapidly integrating world market without much changing our essentially insular sensibility. Because we have been leaders in expanding world commerce, not least through the cultural industries I got to know while working at CBS, the world, since the end of World War II, has developed in our image. The language of business, as has often been pointed out, is not just English but instead that curious variant known as American English.

This is changing, and in the forefront of that change, surprisingly enough, is the

American corporation. Many of the preceding generation of American companies, having established their international network in a headier era of American technological and managerial dominance, left behind American managers to tend their foreign enterprises. Not so today. For the new generation of American managers, including leaders of the ABC firms, the most crucial component in building and sustaining international success is the development of a truly international management capability.

This means first and foremost finding, attracting, training, and motivating a cadre of competent local nationals to manage overseas operations. Indeed, a survey conducted by McKinsey & Company found that almost 90% of the managers of foreign subsidiaries of ABC companies are local nationals. Arduous as the search may be, hiring local nationals pays off handsomely in many respects. First, ABC companies as a group want to be close to their customers. As multinationals, they often need to adapt their products, services, and delivery systems to the local environment. No one is better at that than men and women who speak the language, viscerally understand the culture, and are at home with local business customs and practices. Secondly, having local nationals in charge aids in the recruitment of others. Not only can home-grown managers do a better job of sourcing and evaluating candidates, but they also serve as a symbol of the opportunities the business holds for advancement. Thirdly, and perhaps most important, through the recruitment and development of local national managers, the company builds a corps of leaders.

Midsize growth companies are always stretched for management. Getting the right people immediately leverages senior management time and energy. Among the ABC companies with the longest international experience, foreign nationals who were initially hired to run local subsidiaries grow to assume greater corporate wide responsibilities. Many ABC executives foresee that eventually their corporate culture will be a blend of country cultures grafted onto company values.

And they accept the change. As one of our CEOs puts it, "It's up to us to run an organization that is comfortable for them." I submit that this is an attitude comparatively new to America's corporate board rooms.

The inevitable evolution from an international capability to an international culture

applies to workers as well as managers. The search for highly skilled employees has already, particularly in Silicon Valley, stretched beyond our borders.

While old-line manufacturing companies, such as the ones I knew growing up in Pittsburgh, always had a polyglot work force at low-skill levels, we are increasingly seeing today international workers in white collar and technical positions. As we baby-boomers slouch toward self-centered senescence, leaving in our wake a Baby Bust, the internationalization of the domestic work force at all levels will accelerate.

These are profound changes the implications of which are far from clear. I find that when I talk to people outside of the business community about the internationalization of the American corporation, they still think in terms of American managers going overseas, learning a new language and, perhaps, taking a short course on which American gestures are considered scatological or insulting in which particular countries.

But, of course, there are deeper changes going on. My wife happens to be fluent in Mandarin, and when new acquaintances find this out they tend to treat her skill as a curious and somewhat exotic hobby, along the lines of being able to play

the harp. Yet, not five minutes from my home, I can find any number of neighbors who are bilingual: Hispanic-Americans, Korean-Americans, Chinese-Americans, and so forth. My point, of course, is that as we become more and more dependent upon the outside world for our domestic prosperity as well as for our skilled workers and managers, we must adopt a more international world view as a matter of course.

It sounds simple, I know, and is no doubt obvious to you. But it is dreadfully hard to put into place in a corporation and even more difficult to inculcate in society at large.

At ABC I am seeing some hopeful developments. For one thing, it is becoming more common to find non-U.S. people at the CEO level. In addition, many of our companies work with their local universities and colleges to support the kind of international education initiatives that they know will pay off in the future by creating more internationally adept employees.

This must continue. At present, in Washington, I know of no business-education dialogue on international studies or language instruction that rivals the sort of work the National Alliance for Business and other groups are doing on K-12 edu-

cation or the private Council on Competitiveness is doing for scientific and technological training.

Nevertheless, we are witnessing a fundamental structural change in where and how our corporations are doing business which will have to involve the active participation of your community. The particular skill sets that you represent are crucial to the competitive survival of our best companies as well as for smoother human relations within them.

This brings me back to the leadership issue. For business, leadership in this area requires a greater willingness to communicate with you about its particular needs. For you, leadership means continuing to find new, untraditional ways to meet those needs at a time when budgetary constraints are tightening. It is time for my community and yours to get to work.

John Endean, Vice President
American Business Conference

¹The trade statistics are taken from the written testimony of Ambassador Charlene Barshefsky and Ambassador Carla A. Hills before the House Ways and Means Committee on March 18, 1997 and from data supplied by the American Association for Foreign Investment.

ADDITIONS TO NASHVILLE PROGRAM FOR NOVEMBER

**Thursday, November 20, 1997
17:45-18:45**

Les actes de parole: approche interculturelle

Catherine Kerbrat-Orecchioni, Université Lumière Lyon 2, France

Chair: Bernard Petit, State University of New York-Brockport

Using different examples (requests, greetings, thanks...), we will show how the formulation and the use of speech acts vary from one culture to the other, these differences being responsible for numerous misunderstandings in intercultural communications.

**Sunday, November 23, 1997
8:00-9:00**

A Dynamic TV5 Method for Learning and Teaching French

Arlette Nieboda, TV5 La Télévision Internationale, Montréal, (Québec) Canada

Chair: Jacques Delière, Indiana State University-Terre Haute

In this high-tech age, the medium of television has evolved into a highly effective teaching and learning tool. This is evidenced by the success of *Cable in the Classroom*, now in its third year in Canada. This session demonstrates methods for maximizing the use of televised materials in teaching French as a second language. With pedagogical materials which TV5 has available in hard copy and on the Internet to accompany network programs.

TRENDS IN FRENCH PROGRAMS AT COLLEGES AND UNIVERSITIES

Report from the Subcommittee on Recruiting College Students AATF Task Force on the Promotion of French, April 1997

Introduction

During the past five years or so, we all have heard the lamentations of our colleagues who teach French at the college and university levels (and perhaps we have been among those making the lamentations) that French enrollments are down and Spanish enrollments are soaring. We have, in turn, made efforts to change that trend with varying degrees of success. The following information was gleaned from a survey done of a scientifically selected number of AATF members who teach at the college/university levels. The survey was distributed and the results tabulated by the Subcommittee on Recruiting College Students as part of the AATF Task Force on the Promotion of French in the U.S. The subcommittee members hope that the information will be not only informative but also useful in your endeavors to "recruit college students" at your respective institutions.

Statistics

Of the 500 surveys distributed, there were 180 (36%) that were returned. The following statistics are from the latter.

Most respondents indicated that their respective institutions have a foreign language requirement: 44% of two-year colleges; 71% of four-year public institutions; 72% of four-year private institutions; 77% of four-year public institutions with graduate programs; 83% of four-year private institutions with graduate programs; 55% of the four-year institutions not designated as public or private; and 73% of the four-year graduate institutions not designated.

In addition to having a French program, institutions represented by survey respondents also have programs in Spanish, German, Japanese, Chinese, Italian, Portuguese, Russian, Latin, Hebrew, Greek, Polish, and Arabic in varying numbers.

The highest percentage of foreign language students taking French at most institutions in each designation falls into the 15-29% range, with fewer institutions falling into the 30-44% range. Very few indicated that the percentage of foreign language students who study French is in the 1-14% range, and only 3 institutions indicated that the range is over 44%.

Decreasing Enrollments

The bad news, according to our AATF colleagues, is that in many of our programs French enrollments are decreasing. Among those who responded, the following percentages of institutions face this challenge at the lower-division level: 44% of two-year colleges; 36% of four-year public institutions; 53% of four-year private institutions; 55% of four-year public institutions with graduate programs; 48% of four-year private institutions with graduate programs; 50% of four-year institutions not designated; and 64% of four-year graduate institutions not designated.

At the upper-division level, the following percentages indicated that French enrollments are decreasing: 43% of four-year public institutions; 38% of four-year private institutions; 42% of four-year public institutions with graduate programs; 38% of four-year private institutions with graduate programs; 33% of four-year institutions not designated; and 36% of four-year graduate institutions not designated.

Increasing or Constant Enrollments

The good news is that although the above numbers are indeed troublesome, there are institutions where French enrollments are increasing or constant at the lower-division and/or upper-division levels.

Among the following percentages of respondents' institutions, French enrollments are either increasing or constant at the lower-division level: 56% of two-year colleges; 64% of four-year public institutions; 47% of four-year private institutions; 40% of four-year public institutions with graduate programs; 52% of four-year private institutions with graduate programs; 44% of four-year institutions not designated; and 36% of four-year graduate institutions not designated.

At the upper-division level, the following percentages of respondents' reported that French enrollments at their respective institutions are increasing or constant: 57% of four-year public institutions; 59% of four-year private institutions; 51% of four-year public institutions with graduate programs; 62% of four-year private institutions with graduate programs; 50% of four-year not designated; and 55% of four-year graduate institutions not designated.

Reasons for Changing Enrollments

Enough numbers! So what can we do to improve the situation in those cases where improvement is needed? Some of our colleagues who responded to the survey

included their own ideas—most anonymously, others identifying themselves.

In responding to question #8 of the survey (If French enrollments at any levels are increasing, to what do you attribute the increase?), AATF respondents wrote: recruiting efforts by department; changes in requirements; better prepared students entering the institution; cooperation with colleagues in Spanish; emphasis on culture and communication rather than literature; state-of-the-art laboratory and media equipment.

In responding to question #9 (If French enrollments at any levels are decreasing, to what do you attribute the decrease?), respondents included the following reasons: students choosing Spanish instead of French; lowering or elimination of language requirements; little student interest in literature; fewer qualified students; little interest in other cultures and languages.

Beneficial Departmental Activities

Among activities and efforts that have had success in maintaining or increasing enrollments (as requested in question #10) were the following: exchange programs and trips to Francophone countries; "user-friendly" methods—videos, cultural activities, interactive Internet functions; French club activities; honor society (Pi Delta Phi or Alpha Mu Gamma) chapters; French film series; development of literature/culture courses in translation (to supplement, not to replace, those in French); development of courses in which students are taught to translate texts from French to English and from English to French; team-teaching of some courses; contact with high school French students who will be entering the institution; emphasis on career opportunities using French; encouraging students to obtain a double major, combining French with any other academic discipline.

Career Enhancement

Because our students are constantly searching for ways to enhance their current or future professions and careers, we faculty can serve as "resource persons" toward that goal. Information from the following sources was deemed useful in the effort to show students how a knowledge of French can enhance career opportunities (question #12): personal experiences of professor; advice of former students who use French professionally; publications on careers offered by AATF, ACTFL, MLA, etc.; *France* magazine; *Journal*

français; *Great Jobs for Foreign Language Majors* by Julie DeGalan and Stephen Lambert (VGM Career Horizons Division of NCTE, Lincolnwood, IL, 1994); information on NAFTA and trade with Canada, the largest trading partner of the U.S.; newspaper classified ads for jobs requiring French; the myriad of Internet web-sites that are currently available and in the process of being developed.

Other Suggestions

Question #13 solicited further comments from colleagues. Among the most frequently expressed were the following: the need to cooperate with area high schools, including close contact with high school French teachers, counselors, and parents; the desire to find more effective ways to convince high school and college/university administrators of the importance of French as an international language; the need to encourage students to use the Internet, Minitel, and other electronic means to enhance their knowledge of French; the need to maintain a balance between the practical use of the language with the intrinsic values of language learning; the desirability to establish French instruction programs for children; the desirability of using satellite broadcasts from France, Quebec, and other Francophone countries; the desirability of emphasizing Quebec and French Canada language and culture and accessibility to the U.S. especially for those in the Great Lakes region and the northeast.

Recurring Themes

Colleagues' suggestions are too numerous to mention them all, but there are several recurring themes among them:

- 1) We are not likely to win a one-on-one competition for students with our colleagues in Spanish; therefore, it is in our best interest to foster cooperation with them. For example, we can approach colleagues in Spanish about encouraging their students to obtain a French minor in order to complement their Spanish or to encourage Spanish majors to consider a double major in French and Spanish.
- 2) "Practicality", whether we like it or not, is the goal of current students. If they do not see a down-to-earth reason to take French, they aren't likely to do so. Being able to order a French wine or French food in a restaurant or to pronounce the name of a Monet painting in French isn't enough of an incentive. Learning the language because of its intrinsic beauty and because of the wonderful literature written in French is not likely to attract today's students either. Being able to combine their knowledge of French with

their career objectives is extremely attractive, however.

With the advent of instant electronic communications around the world, students no longer have to leave the United States in order to use French every day sitting in front of their computer screen at work or at home. This is an argument in favor of French, no matter what other languages may be spoken in one's region of the United States.

- 3) Especially for those of us who teach at regional public institutions, contact with high school French teachers in the area is essential. They are the ones who encourage their students to continue their language study in college after finishing high school. These efforts can be done in conjunction with department colleagues who teach other foreign languages as well, of course
- 4) Local contacts with international clubs, people in the area who were born in Francophone countries, community organizations with French ties, and similar groups are helpful in efforts to convince not only students but also administrators and faculty colleagues in other disciplines that the study of foreign languages in general, and French in particular, is essential for today's students.

Author's Personal Comments

For over 20 years, the Department of Modern Foreign Languages at Saginaw Valley State University in Michigan has sponsored a Foreign Language Day for area high school students every fall. French, German, and Spanish are the principal languages represented. We invite foreign language students and teachers in a radius of about 75 miles to come to campus for the day and to participate in various activities demonstrating their recently acquired language skills. The most popular activities are contests in singing, dancing, performing short skits/musicals, cheerleading (yes, a bit of Americana thrown into the mix!), preparing posters on a particular theme, and bringing a display that represents the culture of the language they are studying. Our own upper-division foreign language students serve as judges for the contests.

In November 1996 we hosted over 700 high school foreign language students, teachers, and parents for the day's events. The last event of the day is always the prize ceremony where trophies and certificates are awarded to winners in each contest. Indeed quite a competition has grown up among some area schools and among foreign language students in those schools. Winners of the contests return to their respective institutions where they proudly display their For-

Foreign Language Day trophies right beside those for football, basketball, track, and other sports!

This is just one example of an activity—albeit a time-consuming one on the part of the hosts—that invites cooperation among department colleagues and also direct contact between university foreign language departments and high school foreign language teachers.

Conclusion

The challenge we face is not an easy one. Students are in a hurry to finish their degrees, to stop spending so much money for tuition, and to find a good-paying job as soon as possible. And how can we blame them for that?

What we can do is to encourage them to consider the advantages of learning French in order to benefit their professional and personal lives. And we can enforce this encouragement with as much concrete evidence as possible. With the help of our colleagues from all the subcommittees of the AATF Task Force and with that of other interested parties, I am convinced that we can ameliorate the situation in order to assure the role of French studies as an integral part of college and university academic programs in the 21st century and well beyond.

David E. Barker
Chair, Sub-Committee on Recruiting
College Students
Saginaw Valley State University, MI

LE CALENDRIER DE 1998 "LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA"

La Normandie et ses fils sont à l'honneur dans le calendrier de 1998. On y célèbre également le 325e anniversaire de la découverte du Mississippi, le 150e anniversaire de la naissance du plus grand sculpteur américain, le 150e anniversaire de la découverte de l'or en Californie, et bien d'autres événements.

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A MESSAGE FROM THE EXECUTIVE DIRECTOR



Jayne Abrate

As I assume the Executive Directorship of the AATF as its first full-time Executive Director, I face a daunting task as well as an exciting challenge. The status of foreign language study in general has never been healthier. However, as French teachers we must find ways to benefit from this increasingly favorable climate to attract students to French classes, to retain them, and to create lifelong Francophiles and Francophones. To this end, I will be spending a significant portion of my time on promotional activities and on developing materials and strategies that classroom teachers can use to promote French.

During the past year's transition period, I have been involved in many activities on behalf of the AATF. First of all, I would like to thank Fred Jenkins for his excellent example, sound advice, and foresight in organizing such a long period of *apprentissage*. It has allowed me to learn the inner workings of the Association, to meet with leaders of other associations as the incoming Executive Director, and to gain knowledge of and develop a perspective on foreign language and French study in the U.S. which most individual members do not possess but which are essential to maintaining and developing the role of the AATF as a national and world leader in the profession

Some of the activities I have worked on during the past year include:

- conferring with representatives of other associations as we prepare the Nashville meeting which will be the largest gathering of foreign language teachers ever in the U.S. The preliminary program published in the April *National Bulletin* offers an idea of the interesting and varied presentations proposed by our members. The AATF will also sponsor a pre-conference workshop on teaching with the Internet and World Wide Web to be held at

Middle Tennessee State University (application form on p. 19).

- Plans for the 1998 annual meeting in Montréal are moving ahead. An agreement has been signed with the Queen Elizabeth Hotel for July 23-26, 1998. Room rates are \$138 Can. (approx. \$102 U.S.) for single or double occupancy, roughly the same rate as for the 1995 convention. Watch for more information in upcoming issues of the *National Bulletin*. The call for proposals appears in this issue, and proposals are due by **December 3, 1997**.
- I have also participated for the last year in the work of the Student Standards Task Force. Besides serving as an ex officio member of this Task Force which was formed to write the French-specific standards which will accompany the National Foreign Language Standards, I have represented the AATF on the National Foreign Language Standards Collaborative Board which coordinates the efforts of the associated language associations to develop language-specific standards in eight languages and which oversees the budget funded by the sale of the National Foreign Language Standards document. A four-page insert in this issue describes the work to date of the Task Force. The AATF Student Standards Commission will continue to work in disseminating these standards and in working toward further implementation of them.

- I have just returned from spending the month of July in Lyon with the participants in the 1997 AATF Summer Institute. Despite a hectic and intensive *stage*, everyone returned invigorated by the stay in France. This year's participants are hard at work on their pedagogical projects. Projects from previous institutes are available from the AATF Lending Library, and you will read more about them in upcoming issues of the *National Bulletin*. The 1996 *stagiaires* will present some of their work in two sessions in Nashville. The 1997 group is already making plans to do the same in Montréal.

As of August 1, the new AATF headquarters has been officially established at Southern Illinois University in Carbondale. Please take note of the new address. I have hired my administrative assistant who may be familiar to you. April Walsh, a lifetime member of the association, returned to the AATF after a several-year absence. Her long affiliation with AATF and experience in the position make my job easier. Outgoing assistant to the executive director, Lisa Narug, will be missed but will continue to work with the *Grand Concours*.

In this period of transition, please do not hesitate to contact me with your comments, suggestions, or constructive criticism. I look forward to seeing many of you in Nashville.

Jayne Abrate
Executive Director

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STATES

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APPLICATION FORM

Name _____

Home Address _____

City, State, Zip _____

Phone _____

School _____

School Address _____

City, State, Zip _____

Phone _____

Classes taught in 1997-98 _____

Number of years: Full-time teaching _____ Part-time teaching _____

Years attended Central States Conference _____

Experience in a French-speaking country or immersion experiences in U.S. (Include dates of undergraduate and graduate study, personal and school-affiliated travel, and work.)

1. Written statement: Write and include with this application form a 200-word statement in French or English describing what you would expect to gain from studying in Jonquière and how the experience would enhance your teaching.

2. Résumé: Include with your application a current *résumé* or *curriculum vitae* listing professional activities as well as other standard information.

3. Recommendation: Include with your application a letter of support from your department chairperson, principal or other immediate supervisor.

Submit this application form with the **written statement**, **résumé**, and **reccommendation** to:

Richard Kalfus
CSC Scholarship Committee
Humanities Chair
St. Louis Community College at Meramec
11333 Big Bend Boulevard
Kirkwood, MO 63122

Applications must be postmarked by **January 16, 1998** for consideration.

FEDERAL GRANT SPURS IMPLEMENTATION OF NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION

The U.S. Department of Education has awarded a major grant to the American Council on the Teaching of Foreign Languages (ACTFL) to help implement the nation's recently developed National Standards for Foreign Language Learning.

Totaling \$308,091, this grant will enable ACTFL to create new assessment instruments that foreign language teachers across the country can use. Funded through the International Research and Studies Program of Title VI of the Higher Education Act, this three-year grant responds to a need that grows out of the new goals established by the standards. These goals which define what a student should achieve through study of a foreign language, integrate a broad set of skills that cannot be measured simply through traditional tests of grammar and vocabulary.

Designed for students from kindergarten through twelfth grade, the standards are built on five skills that all learners should acquire: the ability to communicate, to understand another culture, to connect their knowledge of other disciplines, to make comparisons with their native language, and to participate in multilingual communities at home and around the world.

The new assessment prototypes will measure the integration of these newly defined skills at appropriate intervals in the learning process. These measurements will be based on student performance and will be independent of a specific type of curriculum so they can be used or adapted by states and school districts across the country. In addition, ACTFL will explore the use of technologies to make these assessments available and affordable for all language learners and will train K-12 language teachers in how to use them.

Released in 1995, the standards were the result of a collaborative, federally-funded effort among ACTFL and three other major language teaching associations, the AATF, AATG, and AATSP. In developing the new assessment instruments, ACTFL will draw upon its experience more than a decade ago in creating the ACTFL Proficiency Guidelines, which emphasize observable and measurable outcomes in terms of real world communication. ACTFL also pioneered efforts in performance-based assessment through its Oral Proficiency Interview, now accepted around the world as a measure of speaking ability in another language.

TASK FORCE FOR STANDARDS FOR STUDENTS OF FRENCH LAUNCH STANDARDS PROJECT

The Task Force for Standards for Students of French met in Chicago in March to begin the task of drafting the language specific document to accompany the standards for foreign language

students. During an intense but productive three-day meeting, task force members did have an opportunity to savor the cuisine and cabaret music of the Hôtel Sofitel.



(left to right) Patricia Duggar, Claudia Hommel (cabaret singer), Assia Bérubé, Alain Ranwez, Rebecca Valette, Flore Zéphir, Eveline Leisner and Janel Lafond-Paquin. Not in photo: Jayne Abrate, Barbara Anderson, Patricia Barr-Harrison, Joyce Pierro Lentz and Margot Steinhart (photographer: M Steinhart)

NEW RULES FOR THE KENNETH W. MILDENBERGER PRIZE

You are asked to note the new rules for the MLA's Kenneth W. Mildener Prize, which was established in 1980 to honor outstanding research publications in the field of teaching foreign language, including English as a second language. From the beginning, articles as well as books have been eligible to compete, but only books have ever won the prize. Recognizing that many articles make significant contributions to the field, the Committee on Honors and Awards has decided to create separate competitions for the two categories.

The 1998 competition, for books published in 1997, will follow past practice. Beginning in 1999, however, the Mildener Prize competition in odd-numbered years will judge only articles in refereed journals, but not books. As of 2000, the Mildener Prize compe-

tion in even-numbered years will evaluate books published in either of the two years preceding the year in which the prize is given. The cash award for winning articles, given in odd-numbered years, will remain \$500; the award for books, in even-numbered years, has been increased to \$1,000.

As in the past, authors wishing to complete for the Mildener Prize do not need to be members of the MLA to do so, and anyone — including authors, editors, and publishers — may suggest titles of books or articles to compete. To enter articles published in 1997 and 1998 in this competition, simply send four copies of each article by 1 May 1999 to the Mildener Prize, MLA, 10 Astor Place, New York, NY 10003-6981. For further information call or writer 212 614-6406; awards@mla.org

CALL FOR PRESENTATIONS
71st Annual Meeting
American Association of Teachers of French
July 23-26, 1998, Queen Elizabeth Hotel, Montréal

- This completed application must be postmarked by **December 3, 1997**.
- You will be notified by February 2, 1998 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interactions are strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send *five* copies (Do not fax or e-mail) to **Dr. Gladys Lipton, UMBC-MLL, Acad. IV-146, Baltimore, MD 21250**.
- Inquiries only: FAX 301-230-2652; E-MAIL: lipton@umbc2.umbc.edu

PLEASE TYPE ALL INFORMATION.

Name: _____ Co-Presenter(s): _____

Affiliation (to appear in program): _____

Addresses (indicate preferred mailing address):

Work: _____

Phone: _____ Fax: _____

E-mail: _____

Home: _____

Phone: _____ Fax: _____

E-mail: _____

Type of Presentation: Workshop Round table discussion Presentation
 Commission (Circle one: Open / Closed) Other (Please specify.)

Title of Presentation: _____

Anticipated Audience:

FLES* Middle School High School University All

Length of Presentation: 30 min. 60 min. 75 min. Other _____

Audio-visual needs: Overhead projector Slide projector Audio cassette player

VCR/Monitor* Computer* Other (Please specify.) _____

***Requests for more expensive equipment (VCR/computer/other) will require a fee. Please refer inquiries to Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu**

On a separate page, please submit the following information, written in the language which will be used for the presentation:

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee. Include a) content, b) procedures, and c) benefits to audience.

Date: _____ Signature: _____

Standards for Students of French, K-16

Introduction

In 1993, a coalition of national language organizations (AATF, AATG, AATSP, and ACTFL) received funding from the NEH and the U.S. Department of Education to develop student standards for foreign language learning, grades K-12. The resulting document is entitled *Standards for Foreign Language Learning: Preparing for the 21st Century*.

In 1996, the coalition joined with associations representing the other languages commonly taught in American schools to form the **National Standards in Foreign Language Education Collaborative Project**. With proceeds from the sale of the generic standards document, eight task forces are preparing parallel language-specific standards in French, German, Spanish and Portuguese, Russian, Italian, Japanese, Chinese, and the Classical Languages. Each publication will contain language-specific goals for students K-16, that is, from kindergarten through fourth-year college, thus encouraging longer instructional sequences and promoting closer articulation while, at the same time, recognizing that many students begin the study of a foreign language at the secondary level or later.

Standards for Students of French is organized around five *goal* areas: *communication, cultures, connections, comparisons, and communities*. These goals are closely interrelated. Each goal contains two or three content *standards* which describe the knowledge and abilities students should acquire as a result of their study of French. In the final document, each standard will be followed by a series of *sample progress indicators* for grades four, eight, twelve, and sixteen. An important feature of the final document will be the inclusion of numerous *learning scenarios* which describe ways French teachers around the country organize their lesson plans to target one or more of the standards.

Standards for Students of French recognizes that language instruction cannot be limited to grammar and vocabulary or even to the development of language skills but must encourage creative language use and include the cultures of French-speaking peoples. Effective French instruction must extend to other subject matters, and even reach out into the community at large, while inviting students to develop a greater appreciation of their native language and culture.

The AATF Student Standards Task Force has defined the French goals with their corresponding standards and is currently refining the sample progress in-

dicators and collecting learning scenarios. If you would like to participate in this process, please send your comments on the material presented in this insert to Student Standards Task Force, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-3253; E-mail: abrate@siu.edu. We also need additional learning scenarios, especially for Grades K-8 and for the college level.

Goals and Standards: A Brief Rationale

Goal 1. Communication in French

Goal 1 focuses on *language use and communicative competence*. While it is recognized that elementary and secondary schools across the country employ a variety of approaches, methods, and techniques in teaching French depending on the level of the students, the makeup of the class, and the aims of the curriculum, Goal 1 does not refer to the content of instruction but rather to broad outcomes described in terms of performance, how students can use French to communicate with others. These outcomes can be broken down into three communicative modes.

◆ Interpersonal mode

Two-way communication via conversation or written exchanges

Two or more individuals interact with one another. As they take turns expressing themselves in speech (and body language) or writing, they have the opportunity to negotiate meaning, to check whether their intentions are accurately understood and, if not, to make necessary adjustments or clarifications. Most commonly, the interpersonal mode is employed in face-to-face conversation and telephone calls, but it is also used in the exchange of notes and e-mail messages.

◆ Interpretive mode

One-way communication via listening, observing, or reading

One or more individuals try to understand what others, with whom they have no direct personal contact, have said or written. The stronger the individuals' command of the language and the greater their understanding of cultural referents, the more precise this interpretation will be. The interpretive mode is used when one listens to the radio, lectures, and recordings, goes to a concert or the theater, watches television or a movie, and reads a book, magazine, or other text.

◆ **Presentational mode**

One-way communication via speaking or writing

One or more individuals communicate their thoughts to listeners or speakers with whom they have no immediate personal contact. This mode may take the form of an oral presentation, a telephone message, an audio or video recording, or a written text.

These communicative modes are reflected in the standards contained under Goal 1.

Standard 1.1 – Interpersonal Communication: Students use a combination of receptive and productive language skills (listening and speaking, reading and writing) and have the opportunity to negotiate meaning, as necessary.

Standard 1.1 -- Comprehension and Interpretation: Students use their receptive language skills (listening, reading).

Standard 1.3 -- Self-Expression: Students use their productive language skills (speaking, writing) in a creative manner.

Goal 2. Gain Knowledge and Understanding of French and French-speaking Cultures

Goal 2 focuses on *cultural competence*, the ability to understand French and francophone cultures on their own terms and, eventually, students' ability to function in a culturally-appropriate manner in a French-speaking environment.

In addition, Goal 2 includes humanistic aims which constitute one of the traditional objectives of French instruction. As part of their French curriculum, students arrive at a greater understanding of *la condition humaine* as reflected across the centuries and around the globe in francophone literature, art, and philosophy (including such seminal themes as *liberté* and *négritude*).

The term "culture" is seen as consisting of three components: philosophical perspectives, social practices, and cultural products.

◆ **Perspectives**

Values, attitudes, ideas

Each French-speaking country, region, or subgroup has its own philosophical perspectives and world view. In the U.S., most curricula focus primarily on France, but many also introduce students to the perspectives of French speakers in other regions outside of France, such as Quebec, Senegal, Haiti, or Tahiti.

◆ **Practices**

Patterns of social interaction

Each French-speaking country, region, or sub-

group has developed its own system of interpersonal interaction reflected in conversational conventions, gestures, social etiquette, business and legal practices, leisure activities, religious customs, and the like. Some of these may be similar to American practices, while others may be quite different, giving rise to possible misunderstandings when students become aware of these differences.

◆ **Products**

Language, housing, food, clothing, laws, educational systems, books, movies, songs, games, sports, scientific inventions, works of art, etc.

One of the principal products of a culture is its language. Because language is the primary vehicle for expressing cultural perspectives and for participating in social interaction, the study of French provides opportunities for students to develop insights into French and French-speaking cultures that are not available to them otherwise. In addition to language, culture includes many other products, ranging from "small c" (daily life) culture to "big C" (formal) culture or civilization.

In the **Standards for Students of French**, these three components are interwoven as follows:

Standard 2.1 – Social Interaction: Students interpret French and francophone social patterns in terms of corresponding cultural values and attitudes, and they interact with French speakers in a culturally appropriate manner.

Standard 2.2 – Cultural Appreciation: Students interpret French texts and films, as well as the many varied aspects of French and francophone civilizations, in terms of underlying cultural values and attitudes.

Goal 3. Connect with Other Disciplines and Acquire Information

Goal 3 encourages students to use their communication skills (Goal 1) and their cultural understanding (Goal 2) as a way of *broadening knowledge*. This goal recognizes that "knowledge is power" and that people who can use a second language to acquire information will be better equipped to function in the 21st century. The interdisciplinary activities subsumed under this goal help students identify and use information available to them in French. In addition to getting information from human sources, students learn to consult print resources (encyclopedias, books, magazines, newspapers) as well as other media (radio, television, film, CD-ROM, Internet).

Standard 3.1 – Interdisciplinary Topics in the French Classroom: Students use French to learn more about

other subject areas, either within the French language class or in French immersion courses. They also use French as a means to expand their knowledge on topics related to other courses they are taking.

Standard 3.2 – French as a Learning Tool: Students use their French language skills to access new information and new cultural perspectives. This may occur within the French class as part of a learning experience or outside the class as a leisure or work activity.

Goal 4. Comparisons: Develop Insight into One's Own Language and Culture

Goal 4 encourages students to expand their *world view*, their awareness of our multilingual and multiethnic society. As students learn about how the French language works and how French-speaking cultures function, they develop a more open mind and cease to make naive assumptions about other languages and cultures based solely upon their knowledge of English. As students think about language and culture, they develop critical thinking skills and the art of reflection. Linguistic observations and cultural comparisons are most effective when based on authentic texts and realia, such as French-language magazines, newspapers, films, TV programs, commercials, songs, and movies.

Standard 4.1 – Linguistic Diversity: Students compare French and English, noting similarities and differences in how ideas are expressed in the two languages.

Standard 4.2 – Cultural Diversity: Students discover perspectives, practices, and products in French and francophone cultures that are similar and different from those typical of American culture.

Goal 5. Communities: Participate in French-speaking Communities at Home and Around the World

Goal 5 focuses on *practical applications* of the students' communication skills outside the classroom, in the business and political arena as well as in leisure activities. Through their ability to use the French language and awareness of francophone cultures, students are better able to appreciate and communicate with French-speaking communities in North America and Europe, as well as in Africa, the Caribbean, and other parts of the world.

Standard 5.1 – Communication in Real-life Contexts: Whereas Goal 1 focuses on the acquisition of communication skills, this standard goes a step further and directly asks students to use their foreign language proficiency—in the school, in the community, in the work place, and, indeed, in the world.

Standard 5.2 – Personal Enrichment: Students use their knowledge of French and French-speaking cultures for

leisure activities or to participate in other linguistic experiences. In the long term, the acquisition of French becomes meaningful if students are motivated to seek other opportunities to use their skills and knowledge beyond their academic experience.

Goals and Standards for the Learning of French

COMMUNICATION

Goal 1. Communicate in French

- *Standard 1.1.* Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- *Standard 1.2.* Students understand and interpret spoken and written French on a variety of topics.
- *Standard 1.3* Students present information, concepts, and ideas in French on a variety of topics to an audience of listeners or readers.

CULTURES

Goal 2. Gain Knowledge and Understanding of French and Francophone Cultures

- *Standard 2.1.* Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the French-speaking world.
- *Standard 2.2.* Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the French-speaking world.

CONNECTIONS

Goal 3. Use French to Connect with Other Disciplines and Acquire Information

- *Standard 3.1.* Students reinforce and further their knowledge of other disciplines through French.
- *Standard 3.2.* Students acquire information and recognize the distinctive viewpoints that are available through the French language and French-speaking cultures.

COMPARISONS

Goal 4. Develop Insight into the Nature of Language and Culture

- *Standard 4.1.* Students demonstrate understanding of the nature of language through comparisons of French with their native language.
- *Standard 4.2.* Students demonstrate understanding of the nature of culture through comparisons of French-speaking cultures with their own.

COMMUNITIES

Goal 5. Participate in French-speaking Communities at Home and Around the World

- *Standard 5.1.* Students use French both within and beyond the school setting.
- *Standard 5.2.* Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Members of the Student Standards Task Force



Barbara Anderson (Ph.D. Univ. of Minnesota) teaches at the Normandale French Immersion School in Edina, MN. She has taught K-12 and at the college level as well as ESL in France and with the Peace Corps in Ethiopia. She served as President of the Minnesota AATF Chapter and was named

AATF National Elementary French Teacher of the Year.



Joyce Lentz (M.A. Purdue), Las Cruces High School, NM, is Dept. Chair and a member of the NM State Standards Committee. She has taught for 30 years, primarily at the high school level, and was named Teacher of the Year in New Mexico. She has served as Chairman of the Board of SWCOLT, Treasurer of the New Mexico AATF Chapter, Treasurer and *Membre du Jury* for the DELF, and AP French reader.

Assia Berubé (M.A. Northeastern Illinois Univ.) is a teacher at Good Counsel High School in Chicago. She serves as Modersator of the French Club and the French Honor Society and has also served on the AATF Executive Council. She has organized many study tours to Europe and speaks fluent English, French, Spanish, as well as Arabic



Janel Lafond-Paquin (M.A. Rhode Island College) teaches at Rogers High School in Newport, RI. She received an AATF scholarship to Québec and has been a member of the Board of Governors of the Boivin Center at the Univ. of Massachusetts-Dartmouth since 1991. She has presented at many conferences and organized numerous student trips to French Canada and abroad.



Eveline Leisner (M.A. UCLA) is Assoc. Prof. at Los Angeles Valley College. She has taught at the high school and college levels and has served as President of the Southern California AATF Chapter as well as two terms as a AATG Regional Representative. She has been an AP French Reader, Table Leader, member of

the Test Development Committee, and Consultant since 1986 and is a *Chevalier de l'Ordre des Palmes Académiques*.

Margot Steinhart (Ph.D. Northwestern), Co-Chair Task Force, teaches at Barrington High School & Middle School in Chicago. She is a *Chevalier de l'Ordre des Palmes Académiques*, served on the Illinois Standards Task Force, and recently became Review Editor for Textbooks, CAI Software, and Methodology for the *French Review*.



N. Patricia R. Duggar (M.A. Florida State Univ./M.A. Louisiana State Univ.) teaches gifted children and is French chairperson at Paul Breaux Middle School in Lafayette, LA. She has taught at various levels as well as ESL in the Peace Corps in Ethiopia. She has been President Louisiana Foreign Language Teacher's Assoc. and served on the State Foreign Language Standards writing team. She received the AATF National Middle School Teaching Award.



Rebecca M. Valette (Ph.D. Univ. of Colorado), Co-chair of the Tast Force, is Prof. of French at Boston College and Past-President of the AATF. It was under her leadership that the AATF took on a key role in the National Standards in Foreign Language Education Project.

Flore Zéphir (Ph.D. Indiana Univ.), Assoc. Prof. at the Univ. of Missouri-Columbia, is coordinator of the foreign language education program. She has presented at many conferences and ublished in numerous journals as well as a book *Haitian Immigrants in Black America: A Sociological & Sociolinguistic Portrait* (1996).



Pat Barr-Harrison (M.S. Howard Univ., Ph.D. Candidate Univ. of Maryland-College Park) is Foreign Language Supervisor for Prince George's Country Schools, MD. She has served as President of the Greater Washington Association for Teachers of Foreign Language and was named Outstanding Educator in Prince George's County Public Schools. She is a frequent presenter and consultant on foreign language issues.

If you are interested in participating in the work of the Student Standards Task Force as a reviewer or to contributor learning scenarios, please contact AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Phone: 618-453-5731; Fax: 618-453-5733; e-mail: abrate@siu.edu

ENTREVUE AVEC COLETTE DIO, AUTEUR DE "LA VIE DES MOTS"

Nancy, France, juillet 1997

1. Pourquoi avez-vous accepté de reprendre "La Vie des Mots?"

C.D. Il s'agit d'une rubrique extrêmement intéressante qui met en cause non seulement la vie d'un mot mais d'une civilisation dans ses moindres détails et dans les fluctuations de la vie courante. Il y avait là pour moi l'occasion de saisir ma vie quotidienne et de lui donner libre cours; en articles régulièrement publiés. Par ailleurs, j'avais été très impressionnée par le ton et la richesse qu'avait insufflés à cette rubrique le professeur précédemment responsable. J'ai aussi accepté de reprendre la "Vie des Mots" car j'ai pensé à tous ces professeurs qui n'ont pas accès à la langue de tous les jours, aux tours nouveaux, à la presse dans toute sa variété, et à la vie quotidienne. Par ailleurs, mon parcours de professeur m'indique comme il est souvent peu aisé de se maintenir à flot linguistiquement.

2. Quel a été ce parcours?

C.D. Après les examens universitaires classiques que sont la licence (d'anglais) et le D.E.S. (diplôme d'études supérieures), j'ai passé le CAPES et l'agrégation d'anglais. Après plusieurs années de car-

rière dans divers lycées de France, je suis partie enseigner au département de Français à l'Université de Californie à Los Angeles, expérience qui m'a fait peaufiner non seulement ma connaissance du français (dans un éventail aussi large que l'enseignement de l'argot et du français commercial) mais aussi observer les parallélismes entre anglais et français.

Bien avant mon expérience de professeur, mon enfance m'avait exposée à une "vie des mots" d'une extrême luxuriance. Originaire d'Afrique du Nord (i.e. pied-noir), j'ai baigné dans une langue française imagée, enrichie de tous les apports de langues différentes telles l'arabe, le maltais, le sicilien, l'italien, l'espagnol etc.

3. Comment arrivez-vous d'habitude à trouver le sujet de vos articles?

C.D. Je travaille essentiellement par thème, peut-être pour éviter une certaine dispersion: Ensuite il est plus facile de faire des recherches dans les journaux et magazines à partir d'un thème donné.

4. Comment sélectionnez-vous les unités lexicales se référant au sujet?

C.D. J'essaie de me mettre à la place d'un professeur qui veut enrichir sa langue

et je voudrais lui faciliter son séjour en France et je pense aussi à des sujets qui peuvent divertir les élèves en leur rappelant la vie quotidienne et en leur donnant accès au langage de leurs homologues français. Je me mets aussi "dans la peau" de "l'homme de la rue" qui s'exprime spontanément.

5. Comment créez-vous le contexte ou le décor dans lequel vous présentez le vocabulaire?

C.D. J'essaie de recréer une "histoire" où les éléments choisis s'enchaînent entre eux.

6. Y a-t-il parfois certains obstacles qui se présentent?

C.D. Très certainement. Tout d'abord, essayer de déterminer le niveau de familiarité d'un mot. Ensuite de trouver en anglais une traduction satisfaisante.

7. Y a-t-il une autre question que je devrais vous poser?

C.D. Non, mais pour conclure, j'aimerais inviter les lecteurs à me faire part de leurs désirs et de leurs besoins dans des domaines particuliers. Coordonnées: C. DIO, 100, ave Leclerc, 54000 Nancy, France, FAX: 001.33.383.28.48.92.

Eveline Leisner
Los Angeles, CA



ACTFL '97

National Challenges — Professional Priorities

An Hour with Maya Angelou

The world-renowned poet, best-selling author, actor, and educator, Maya Angelou will address the Opening General Session of the 31st Annual Meeting of The American Council on the Teaching of Foreign Languages, on 21 November in Nashville, Tennessee at the Opryland Hotel. Fluent in English, French, Spanish, Italian, Arabic, and West African Fanti, Dr. Angelou will open the convention of an estimated 6,000-plus foreign language professionals from around the country.

Appointed in 1981 as the first Reynolds Professor of American Studies at Wake Forest University, Dr. Angelou is the author of 11 best-selling books, including *I Know Why the Caged Bird Sings*, and is the recipient of numerous awards and honors, including Inaugural Poet for President Bill Clinton. The recipient of Honorary Degrees from Smith College and Lawrence University, Dr. Angelou has both acted in and directed a myriad of plays and television "specials," including the television series "Roots."

Thursday, November 20, set aside for special sessions scheduled by AATF, AATG, and AATSP.

31st Annual Meeting and Exposition
November 20-23, 1997 • The Opryland Hotel, Nashville, TN
ACTFL • 6 Executive Plaza • Yonkers, NY 10701
(914) 963-8830 • FAX (914) 963-1275 • actflhq@aol.com

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LE GRAND CONCOURS SESSION AT ACTFL

On November 21, 1997, the entire National Committee of *Le Grand Concours* will present a 2-hour session entitled: "*Le Grand Concours* enters the 21st Century." Lisa NARUG will present information on the **NEW** *Grand Concours* web page; George DILLER will discuss changing eligibility guidelines for 2000 and beyond; Marie-Rose GERDISCH will discuss goals for the future: a short explanation of how the test has been composed so far. A questionnaire will be distributed to establish new guidelines for the year 2000-2004. A brainstorming session will follow to get ideas on how to improve the Contest. Elizabeth MILLER will present information on the FLES* portion of the Contest. Sid TEITELBAUM will chair the session. A question and answer period will follow, time permitting. We hope to see you all in Nashville!

What's New in the FRENCH REVIEW?

Vol. 71, No. 1 (October 1997)

In this issue, notice the new format and these articles of interest:

- "Teaching Language Through Literature at the Early Stages: An NEH Model for Proficiency in French" (Debra Popkin)
- "Le Pastiche: pédagogie de la langue et de la littérature" (Jacques Bourgeacq)
- "Sur un guide du roman de langue française au vingtième siècle" (Gerald Prince)
- "Before Black Was Beautiful: The Representation of Women in the Haitian National Novel" (Guerda Romain)

... As well as other articles on topics ranging from Genet to Malraux.

... Don't miss the interview with **Patrice Chéreau**.

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

HELP DEVELOP A THEME FOR LE GRAND CONCOURS AND WIN A PRIZE

QUALIFICATIONS: Open to all students of French in public or non-public school, privately tutored, abroad, or home instructed.

SPECIFICATIONS: Entries are to be written, up to 20 words in length, or graphic depictions of some phase of the theme: ***Le Grand Concours Enters the 21st Century***.

DEADLINE: October 15, 1997

Winner will be announced at the AATF National Convention in Nashville, Tennessee on November 21, 1997. Winners need not to be present to receive prizes (but, it would be more exciting!)

- PRIZES:**
- \$100 – FIRST PLACE
 - \$ 75 – SECOND PLACE
 - \$ 50 – THIRD PLACE
 - Videos of French films: Places 4-10
 - (Additional prizes will be awarded if entries exceed expectations)

TO ENTER: Students are to print their name, school, address, level of French, and teacher's name on the back of each entry. Teachers are to submit entries, postmarked no later than **October 15, 1997** to: *Le Grand Concours*, PO Box 32030, Sarasota, FL 34278.

AATF Pre-Conference Workshop - November 19, 1997

Using Internet Applications to Prepare French Lessons

Who: **Dr. Townsend Bowling**, University of Texas at San Antonio (bowling@texas.net)
Dr. Robert Peckham, University of Tennessee at Martin (bobp@utm.edu)
Dr. Janine O. Shelley, Iowa State University (shelley@netins.net)

Where: Windows Training Center, Middle Tennessee State University, Murfreesboro, TN

When: 9:00 a.m. to 4:30 p.m., Wednesday, November 19, 1997

Prerequisites: AATF membership, an e-mail address, and some familiarity with computer applications such as word processing and e-mail

How much: \$100 registration fee for AATF members (includes workshop fees and materials and transportation between the Opryland Hotel and the workshop site; lunch will be available in the university cafeteria but is **not** included in the fee.)

Application deadline: November 1, 1997

This all-day workshop will start with basic training in the use of World Wide Web browsers and search engines. Following a survey of current French-related Internet resources, participants will define and locate resources useful for a specific lesson and develop a Web page for that lesson. Ample hands-on time will be provided to locate appropriate sites and to learn how to create simple Web pages. Although we will be using PCs, Web applications are virtually identical on PCs and Macs.

- ◆ Use of World Wide Web browsers and search engines
- ◆ Survey of current Internet resources for French
- ◆ Locating useful resources
- ◆ Production of simple Web pages
- ◆ Hands-on emphasis throughout

Special thanks to the Middle Tennessee State University Office of Information Technology for making the Training Center available and to Patrice Caux, Lab Director, Department of Foreign Languages and Literatures, for coordinating local arrangements.

For more information or to register, please contact: **Internet Workshop, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-3253; E-mail: abrate@siu.edu**

To register, include the \$100 nonrefundable registration fee (make checks payable to the AATF) along with the following information:

Name: _____
Affiliation: _____
Address (indicate preferred mailing address): _____ AATF Chapter: _____
Work: _____
Phone: _____ Fax: _____ E-mail: _____
Home _____
Phone: _____ Fax: _____ E-mail: _____

Send your registration now to guarantee your place in this exciting workshop!

REVIEWERS SOUGHT FOR "COURSE MATERIALS" RUBRIC IN THE FRENCH REVIEW

Margot M. Steinhart has been named review editor for an expanded rubric in *The French Review*, designed to cover all types of materials that teachers of French might use in designing and teaching a course. This new rubric replaces the one which has been ably edited for a number of years by Jean-Pierre Cauvin, University of Texas, Austin: "Textbooks, CAI Software, and Methodology."

The "Course Materials" rubric will certainly continue to provide reviews of text-

books, CAI Software, and methodology, but will also include other materials, such as games, videos, music and units on specific topics. In order to be reviewed the materials must be readily available from a distributor for purchase by readers of *The French Review*.

Steinhart is inviting AATF members to contribute to this expanded venture to provide resources for teachers and students in the following ways:

1) Suggest specific materials which

they would like to review

2) Suggest specific materials that they wish to have reviewed in *The French Review*

3) Indicate an interest in contributing a review on specific types of materials.

Readers and reviewers are asked to return the following form to Margot Steinhart at Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 FAX (847) 304-3937. E-mail: [msteinhart@cusd220.lake.k12.il.us].

Name _____

Institution _____

Address _____

Telephones: Home: _____

Office: _____

E-mail: _____

FAX: _____

Courses taught _____

Areas of interest for reviews: textbooks, CAI software, methodology, games, videos, music, discrete units, other (Please specify.)

_____ I would like to contribute a review. Topics of interest include: _____

_____ I would like to contribute a review on _____

(Indicate author, material, publisher, address if not a major publishing house, copyright date and brief description of material and content.)

_____ I have a copy.

_____ I do not have a copy.

_____ I would like to have someone else review _____

(Indicate author, material, publisher, copyright date and brief description of type of material and content.)

THE TASK FORCE CORNER

Most of the Task Force subcommittees have completed their work, and others are making progress. In this issue, you will find the summarized version of a report conducted by David Barker's committee on Recruiting College Students (p. 7); these results should provide ideas for attracting students to college French programs.

The report of the survey conducted by Claud DuVerlie's committee on Media and Technology is now available on the Web through the server of *France-TV Magazine* at [www.umbc.edu/France-TV], by clicking under "Media/Tech;" in addition to the report, there are recommendations for teachers and a long list of French web sites.

The three-color flyer prepared by Jacqueline Donnelly's committee and stressing the advantages of learning French is in its final stages; an order form will appear in the November issue of the *National Bulletin*.

Jacqueline Thomas and her committee on French for Spanish Speakers have now identified relevant teaching resources and materials. They are also preparing a flyer on the promotion of French aimed at this particular audience and a packet of materials for teachers.

Finally, the Task Force will present two consecutive sessions at the AATF/ACTFL convention in Nashville; these sessions have been scheduled on Saturday, November 22, and we hope that many members will attend.

As usual, do not hesitate to share with me your ideas on how better to promote the study of French, and I will forward them to the appropriate committee.

Marie-Christine Koop
Foreign Languages and Literatures
University of North Texas
Denton, TX 76203-1127
Fax: (940) 565-2581
e-mail: [mckoop@jove.acs.unt.edu]

Make plans to
attend the

**1998
AATF Convention
in Montreal
July 23-26, 1998**

MEMBERS' NOTES

Michèle Shockey, California, has received the 1997 SWCOLT Excellence in Teaching Award at the secondary level at the April meeting in Dallas. Also, her fourth and fifth year French classes recently completed a project directly tied in with the Smart Valley Smart Schools application for which she received five Pentium PCs for her classroom. In pairs or groups of three, students chose a French comic strip to investigate, using the WorldWideWeb. They presented a report to their class in French, comparing and contrasting it to an American comic strip and drawing conclusions as to why that "bande dessinée" is popular in France and why or why not they thought it would be popular in the United States. They also drew and wrote their own original comic strip in French.

Congratulations to **Lee Bradley** of Valdosta State University, Georgia, who was named *Chevalier* of the *Palmes Académiques*, July 25, 1996.

MINNESOTA COUNCIL ON THE TEACHING OF LANGUAGES AND CULTURES HONORS AATF REGIONAL REP WITH PERCY FEARING AWARD

The Percy Fearing Award is given every year to a language teacher who demonstrates excellence in the creative development of original instructional materials for teaching world languages and cultures. This year's award recipient is Judy Johanssen, teacher at the Minnesota Center for Arts Education, a school known for its interdisciplinary approach to teaching and learning. Judy has developed a number of interdisciplinary and intercultural materials that engage both the teacher and the student. To name only a few of her ventures, she has created a unit on the Holocaust, a unit on impressionism, and one in the humanities that explores France from top to bottom. As one of her nominators has expressed, she is an inspiring teacher who credits her students for being her source of energy. Please join us in congratulating Judy Johanssen, Region VII Representative, on her outstanding accomplishments.

NCES ANNOUNCES THE RELEASE OF THE CONDITION OF EDUCATION 1997

The U.S. Department of Education's National Center for Education Statistics announces the release of *The Condition of Education 1997*. This report analyzes key data that measure the health of education, monitor important developments, and show trends in major aspects of education.

The Condition first presents four Issues in Focus: The Social Context of Education; Women in Mathematics and Science; Public and Private Schools: How Do They Differ?; and Postsecondary Persistence and Attainment. Following the Issues in Focus are the indicators. The indicators are organized into six sections: (1) Access, Participation, and Progress; (2) Achievement, Attainment, and Curriculum; (3) Economic and Other Outcomes of Education; (4) Organization and Management of Educational Institutions; (5) Climate and Diversity of Educational Institutions; and (6) Financial and Human Resources of Educational Institutions.

This year's edition contains 18 new indicators, either based on recently released data or exploring new issues with previously existing data. These new indicators are integrated throughout the report:

- early literacy experiences in the home;
- early signs of school problems;
- grade retention, by English language usage and proficiency, and disability;
- school library media center resources;
- postsecondary enrollment rates among the high school classes of 1972, 1980, and 1992;
- employment and postsecondary persistence and attainment;
- reading and writing habits of students; and
- international comparisons of mathematics and science performance of eighth-grade students.

Copies of *The Condition of Education 1997* are available from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. The stock number is 065-000-00997-8, and the price is \$25. You may place credit card orders by fax at (202) 512-2250.

This product is available via the Internet at [gopher.ed.gov:10000] or [http://www.ed.gov/NCES/].

AATF WEB PAGE

The following is the address of the AATF Web Page:

http://aatf.utsa.edu/

WINNERS FOR THE 1996-97 NATIONAL FLES* POSTER CONTEST OF THE AATF

GRADES K-3

First Place: Sarah Moody (Grade 3)
School: Convent of the Sacred Heart, New York City
Teacher: Anita Cipriani

Second Place: Ryan Kyle (Grade 3)
School: Ho-Ho-Kus Public School, Ho-Ho-Kus, New Jersey
Teacher: Janis Jensen

Third Place: Lindsay Maanavi (Grade 3)
School: Booker T. Washington School, Champaign, Illinois
Teacher: Karen Troup Phillips

GRADES 4-6:

First Place: Zoe Pope (Grade 4)
School: La Salle Language Academy, Chicago, Illinois
Teacher: Karen Waheed

Second Place: Kimberly Chu (Grade 6)
School: Taipei American School, Taipei, Taiwan
Teacher: Carol Chadwick

Third Place: Lauren Savage (Grade 4)
School: Mounds Park Academy, St. Paul, Minnesota
Teacher: Kristin Ruud

GRADES 7-8:

First Place: Jean Su (Grade 8)
School: American School, Taipei, Taiwan
Teacher: Carol Chadwick

Second Place: Katrine Hattren (Grade 8)
School: American School, Taipei, Taiwan
Teacher: Carol Chadwick

Third Place: Kristen Schifferdecker (Grade 7)
School: McGugan Junior High School, Oak Lawn, Illinois
Teacher: Mrs. L. Hurst

The following students have received certificates of special recognition for outstanding creative entries:

Hadley Rodden (Kindergarten)
School: Epiphany School, Seattle, Washington
Teacher: Susan Lapidus

Jensen Henry (Grade 2)
School: Brownell-Talbot School, Bellevue, Nebraska
Teacher: Carolyn Conrath

Samantha Dana (Grade 3)
School: Montclair-Kimberley Academy-Brookside, Montclair, New Jersey
Teacher: Ann Marguet

Nina Shih (Grade 8)
School: Taipei American School, Taipei, Taiwan
Teacher: Carol Chadwick

Many thanks, merci beaucoup, to all the students who participated in the National FLES* Poster Contest. All the posters were delightful and filled with color and fun. A special thank you to the teachers who encouraged their classes to participate in the contest and to have fun with French!

Montréal 1998



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 in Montréal for four days of professional meetings and celebration of the cultural heritage of Québec and the French-speaking world. For information contact: Jayne Abrate, Executive Director AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu

Amusez-vous au Festival Juste Pour Rire.
Visitez le Parc Olympique.
Magasinez Rue Ste. Catherine.
Descendez les Chutes de Lachine.
Commandez une poutine.
Explorez la Ville Souterraine.
Découvrez Ville-Marie.

See you in
Nashville
Nov. 20-23, 1997
For more information
call ACTFL:
(914) 963-8830

ACTIVITIES THAT WORK

CONNECT THE DOTS

This is an activity for review of verb forms, verb tenses or vocabulary.

Materials needed: Any connect the dots picture for an overhead projector (preferably with a French theme), transparency markers, question cards.

Divide the class into two teams. The first student from Team 1 is asked a question. If the student answers correctly, he selects two consecutive numbers from the connect the dots picture. The teacher uses a colored marker to connect the dots. The next student from Team 1 is asked a different question. If that person answers correctly, he selects two more consecutive numbers from the dots picture. Team 1 continues until a mistake is made, then Team 2 takes over until a mistake is made, etc..

A different colored marker is used for each team since team members may select the same numbers. The first team to guess what the dots picture is gets a bonus point and the team with the most connected dots get a bonus point.

Carol Rieder

Emmaus High School
Emmaus, PA

HINTS FOR ENCOURAGING CLASS PARTICIPATION

Here are some suggestions for solving the perennial challenge of achieving a balanced participation in class for the underactive and overactive participants in a class.

Underactive/shy students:

1) Ask students to have something prepared to say every time they come in.

2) Ask students to work with partners to discuss various aspects of the lesson with no need for presentation to class. Vary partners, so students get to know classmates and feel more comfortable.

3) Group-work: ask the shy student to be the spokesperson for the group (either during group activity or during presentation of the results to the entire class).

4) Continue calling on the student in a gentle and non-intimidating manner.

5) Never forget to praise, no matter how small the effort.

Overactive students:

These students tend to dominate class discussion.

1) Give student ample opportunities to participate; however, limit participation by not asking for volunteers but by calling on other students.

2) Group-work: place student with other assertive classmates to balance participation.

3) If the student continues to dominate discussion every time, speak to him or her after class and: praise him for his energy, enthusiasm, and knowledge; let her know that you wish you had more students who would participate so actively; thank him for enriching the class discussions with his interesting ideas.

4) However, explain to the student that because of class size, you need to be sure to include everyone in the discussion and thus are not able to call on him or her every time. Make sure the student understands that the reasons are not personal but pedagogical.

Seda Chavdarian

University of California, Berkeley

NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION COLLABORATIVE PROJECT

In 1993 a coalition of four national language organizations (the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Spanish and Portuguese, and the American Council on the Teaching of Foreign Languages) received funding from the federal government to develop standards for foreign language learning, grades K-12. Perhaps the most comprehensive cooperative undertaking in the foreign language field (the membership of these associations together numbers well over 35,000) appeared to be ending in March 1996 with the publication of *Standards for Foreign Language Learning: Preparing for the 21st Century*.

However, in an historic move, the coalition of the four original associations expanded to form the **National Standards in Foreign Language Education Collaborative Project** in fall 1996. The Collaborative includes the associations representing the other languages most commonly taught in American schools and colleges: American Association of Teachers of Italian, American Classical League (with the support and assistance of the American Philological Association), American Council of Teachers of Russian, Chinese Language Association of Secondary-Elementary Schools, and the National Council of Secondary Teachers of Japanese/Association of Teachers of

Japanese.

With the proceeds from the sale of the standards document, now in its third printing, the language-specific associations are expanding the generic standards by adding descriptions of the unique aspects of their specific language, its history, and usefulness. All eight language associations have agreed to parallel and build on the generic standards by enhancing the standards, learning scenarios, and progress indicators, for example, with language-specific examples.

The result will be the publication of a series of language-specific standards documents which will complement the generic standards and provide foreign language instructors K-16, for example, with information which is closer to their area of expertise and interest. It is intended that the language-specific documents will be used only in conjunction with the generic document, thereby eliminating the need for repetition of major sections of that document, such as the statement of philosophy, implication of standards, diverse learners, instructional approaches, organization and definitions, and organizing principles. Publication of this language-specific document is planned for spring 1999.

In addition, the collaborative is planning to develop standards for entry-level teachers, accomplished teachers, schools of teacher education and professional development over the next 4-5 years. Several individual associations will also develop specific materials to be used in implementing the standards.

CHANGES TO NASHVILLE PROGRAM

Please note the following time changes for the Nashville program as it appeared in the April *National Bulletin*.

**November 23, 1997
13:00-14:00**

**Ringin' their chimes:
Motivating students with
Le Bossu de Notre-Dame
La Femme dans le
roman maghrégin
Bandes dessinés et cinéma**

**TWO OFFICIAL DIPLOMAS
RECOGNIZED BY THE
FRENCH MINISTRY OF
EDUCATION AND BY THE
EUROPEAN CONSORTIUM
FOR LANGUAGES**

Diplôme d'Etude en Langue Française (DEL F) & Diplôme Approfondi de Langue Française (DAL F) are the only official diplomas offered to students of French as a foreign language and recognized internationally. They represent a major asset in your curriculum and your professional career.

The DEL F and the DAL F are adapted to every one: high school students, college students and adults in continuing education. Anyone interested (except French citizens) can register for these diplomas. There are no restrictions concerning the age or the level of the candidates. The units can be presented by the candidate in the order that he/she prefers, in the testing center of his/her choice. The candidates can take the units as they learn the language. Each unit acquired is permanent with no time limit. The units obtained are recognized by all of the testing centers in France and throughout the world. Each unit corresponds to about 100 hours of classroom and is sanctioned by a certificate of achievement. One must have passed DEL F level 1 in order to be allowed to take DEL F level 2. One must have passed DEL F level 2 or the placement test in order to be allowed to take the DAL F.

DEL F 1er degré:

one session in April

(4 units) This diploma corresponds to basic competencies in French.

Unit A1: General expression

Unit A2: Expression of feelings and ideas

Unit A3: Reading and written expression

Unit A4: Exercises in language use

Placement Test:

one session in October

This optional test is designed for candidates knowledge who wish to by-pass the DEL F of French

DEL F 2ème degré:

one session in May

(2 units) holders have a general knowledge of French civilization and are able to analyze a text and explain it.

Unit A5: Culture and Civilization

Unit A6: Expression in a particular field of studies (social sciences, law, economic)

**DAL F: two sessions in
May and November**

(4 units) This diploma corresponds to extensive

Unit B1: Written comprehension and expression

Unit B2: Oral comprehension and expression

Unit B3: Written expression in a particular field

Unit B4: Oral communication in a particular field

Cities in which the tests are offered

Tucson AZ, San Francisco CA, San Jose CA, Los Angeles CA, Denver CO, Washington DC, Miami FL, Tallahassee FL, Honolulu HI, New Orleans LA, Boston MA, Portland ME, Maryville MO, Missoula MT, Las Cruces NM, Reno NV, Geneseo NY, New York NY, Las Vegas NV, Salem OR, Philadelphia PA, San Antonio TX, Denton TX, Dallas TX, Pullman WA, Laramie WY.

For more information please contact the Consulat Général de France, Education Office (BCLE), 540 Bush St., San Francisco, CA 94108. Telephone: (415) 397-0321. Fax: (415) 397-0239. E-mail: [bcle@best.com].

**VOYAGE EN FRANCE
OFFERT PAR L'AMBASSADE
DE FRANCE AUX
LAURÉATS DU GRAND
CONCOURS**

À l'occasion de la **Coupe du monde de football**, le Service de Coopération universitaire, linguistique et éducative de l'Ambassade de France aux États-Unis offrira à un certain nombre de lauréats fédéraux du **Grand Concours**, âgés de 17 à 20 ans, la possibilité d'aller en France, pour une découverte sport et culture dans le cadre du concours **Allons en France 98** organisé par le Ministère des Affaires étrangères.

Pour plus d'informations, les organisateurs du Grand Concours sont invités à se renseigner auprès du Service culturel de l'Ambassade de France: tél.: (212) 439-1436.

**1998
JOINT CONFERENCE
SCOLT and FLAG**



**Foreign Language
Association of Georgia**



**Southern Conference on
Language Teaching**

Information

Liz Bouis, Executive Secretary
Foreign Language Association of Georgia
Wheeler High School
375 Holt Road
Marietta, GA 30068
LizBouis@aol.com
school: 770-509-6139

SCOLT Publications
Valdosta State University
Valdosta, Georgia 31698
lbradley@grits.valdosta.edu
phone: 912-333-7358

PROFESSIONAL DEVELOPMENT

Professional development, while always important, increasingly has become a pressing and significant concern with recent education reforms. The language community has begun to address professional development as a major priority regarding standards, teacher recruitment, certification, training, professional time, and funding. While Congress and the Administration are seeking to address such concerns nationally, language teachers are left wondering how broad-scale changes will improve their situation within their districts, schools, and classrooms. In a recent Labor and Human Resources Committee Hearing on Professional Development, Mr. Richard Wormeli, a teacher at Herndon Middle School, testified on the importance of giving teachers the opportunities and skills to address students' needs in the classrooms. "Throughout their careers, teachers need access to networks, universities, and new pedagogy. Teachers need sustained work on problems of practice, in-depth inquiry, peer coaching, and sharing knowledge." Gary Fenstermacher, a Professor for Education, asserted that "...it is more important than ever that teachers have the capacity to appraise their actions, evaluate their work, anticipate and control consequences, incorporate new theory and research into practice, and possess the skills and understanding needed to explain their work to other teachers..."

The question remains, how does legislative policy for professional development affect language teachers? To fully address this question, one must look at current policy on professional development, assess current trends from the field, and identify topics language teachers deem critical to the profession.

Legislation on Professional Development

Some of the most important current and pending legislation on professional development includes Goals 2000: Educate America Act, the Dwight D. Eisenhower Professional Development Program, The World Languages and Communications Act, and the Teacher Technology Training Act. The intent of professional development policy is to improve the performance of students and teachers by providing professional opportunities for teachers. Goals 2000, formerly America 2000, "...establishes a framework in which to identify world-class academic standards, to measure student progress and to provide the support students may need to meet the standards." Professional development components in this legislation shift the paradigms to improving inservice

programs, such as sustaining on-going professional development programs, providing training for the organization as well as the individual, using professional development as a tool to boost learning, permitting learning opportunities for teachers, allowing teachers to decide how professional time is used, and promoting communication among professionals.

The Dwight D. Eisenhower Professional Development Program has played a significant role in the current status of teacher training. While a majority of this year's competition is focused on Science and Mathematics, a small portion of the funding will go to other core subjects such as foreign languages. The underlying focal point remains the same — improving the quality of professional development programs for teachers. Objectives for teacher training provide for professional development activities in core curriculum academic subjects, development and provision of assistance to local education agencies, and improvement of teacher training programs in higher education. Successful proposals entail projects lasting over a year and include assessments of the effectiveness of the programs. The anticipated outcome is to create state-wide models for other districts to follow.

The most recent legislation involving professional development includes the World Languages and International Communications Act (WLIC), which will be offered by Congressman Sam Farr, and the Teacher Technology Training Act (T3), sponsored by Senator Patty Murray. Congressman Farr's bill authorizes local, state, higher education institutions, and language associations/ organizations to promote the quality of foreign language learning by funding professional development for language teachers. The four sections of the bill address foreign language professional development and teacher recruitment, grants to institutions of higher education for translators and interpreters, support for lesser-known and studied languages, and export education. Critical areas identified in the section on professional development include professional time, training for interactive technology, improving the language skills of elementary teachers, and programs abroad.

T3 specifically deals with professional development in terms of technology. Senator Murray saw a need for such training in her home state of Washington, which incidentally is the hub for Microsoft. During a visit to a local university, she was



In April former Executive Director Fred Jenkins (right) and current Executive Director Jayne Abrate (center) met with Illinois Senators Richard Durbin and Carol Mosely-Braun during legislative visits organized by JNCL-NCLIS. Also pictured is Wuanita Kinoshita (left) of the Illinois Council on the Teaching of Foreign Languages.

PARTICIPANTS SOUGHT FOR HIGH SCHOOL TO COLLEGE ARTICULATION PROJECT

appalled to find that higher education was not addressing technology training for new teachers and that it was possible for teachers not to have taken any computer courses prior to graduation. The proposed legislation would rectify this deficiency by devising content standards, requiring schools that receive federal funds to provide technology instruction for teachers, and require the core curriculum to include the use of technology. Higher education is also being encouraged to include the use of technology in teacher training programs.

The outcome of the last two bills will be defined by Congress. T3 was recently introduced in the House by Representative Connie Morella. Senator Patty Murray with the support of Senator John Warner will be offering the same version of the bill in the Senate in upcoming weeks. The World Language and Communication Act is still in the process of being drafted, and Representative Farr's office has issued a "Dear Colleague letter" calling for co-sponsors in June.

Literature on Professional Development Generated by the Field

Due to growing concerns, a number of associations have published articles and conducted formal and informal surveys to assess the extent professional development impacts educators. Attempting to build on the numerous studies, projects and surveys by the language associations that are its members, the Joint National Committee on Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) are assessing professional development and teacher shortages in this year's annual state survey. Anticipated outcomes of the survey are to obtain a snapshot of what is going on in the field and to address national policy.

When discussing professional development, educators are concerned with types of training available, addressing specific needs in their state, such as standards, teacher recruitment and certification, and access to resources that enable them to participate in professional development workshops, seminars, and meetings. Aside from keeping up with the literature, belonging to local, state, and national organizations is the most effective way to remain up-to-date on teacher training opportunities. Associations on all levels inform educators of trends, provide updates, and announce events dealing with professional development opportunities. New legislation such as T3 and WLIC, as well as changes in Title V of the Higher Education Act, will help create more opportunities.

Melinda Lucke
Policy Analyst for JNCL-NCLIS

On behalf of the Coalition of Foreign Language Associations, in which the AATF takes part, the Modern Language Association is organizing a two year project to promote articulation between high school and college foreign language programs. The coalition bases its work on the conviction that to take advantage of student accomplishments at prior levels and to prepare students for the demands of advanced levels, secondary and postsecondary language teachers and program administrators must understand one another's practices and conditions, assessment measures, and projected outcomes. The project, known as High School to College, has three goals to bring together leaders of ongoing local, state, and regional articulation projects to learn from one another; to disseminate information about articulation, providing foreign language professionals with descriptions and discussion of the variety and similarity of models, frameworks, philosophies, and applications; and to support new sites for articulation through mentoring and modest funding.

High School to College will hold a conference in February 1998 that will bring together teams from twelve ongoing articulation projects and teams from eight start-up articulation projects to discuss their experiences and concerns, establish personal and professional connections that will form the basis of a national electronic network for continued communication and support, and create a pool of information that will in turn be a resource for other articulation efforts and a publication. In recent decades a number of secondary and postsecondary institutions have established articulation collaboratives, based on coherent curricula, professional development meetings and communication networks, and clearly formulated goals and standards. But successful articulation is almost always local, so the conference High School to College will break ground in establishing a national discussion among locally focused projects. Also in attendance will be representatives of the twenty member organizations of the Coalition of Foreign Language Associations, representing both high school and college teaching and a wide variety of languages. Conference sessions will focus on assessment, building working relationships between secondary and postsecondary professionals, revising the curriculum at all levels to support and reflect articulated sequences, formulating exemplary language-specific curricular modules

(language specific break-out groups will meet to do this and then report back to the full conference), testing and placement, and changing institutional structures to support articulation.

Secondary or postsecondary faculty or administrators interested in organizing collaboratives or representing recently established collaboratives are invited to submit applications for the eight start-up project slots available. Effective articulation projects are usually concrete and practical, building contacts and connections between specific institutions or school systems. Representatives of ongoing projects will serve as mentors during the project and are encouraged to assist participants in start-up projects now in preparing their applications; applications prepared without the involvement of mentors from the ongoing projects will, however, receive unbiased consideration. Care will also be taken to insure that diverse languages are represented among single language projects chosen to participate. Mentoring relationships will support the new projects during their first year, through the application process, and continuing in reciprocal visits, electronic and traditional communication, and meetings during the February conference. Mentors will also be encouraged to confer with one another at regular intervals to discuss the progress of the start-up projects with which they are involved as the year of mentoring progresses, and evaluations of the mentoring process will form the basis of a special section of the publication as a guide to future participants in mentoring relationships. Funding is currently being sought to underwrite a second conference in 1999, which will review progress and complete plans for the publication.

Applications for start-up articulation project teams must be received by 12 November 1997 in order to be considered. Start-up teams are envisioned as comprised of a high school language teacher, a college of university language and literature teacher, and a college or university administrator, but applications are encouraged to designate teams that will best suit their specific needs. Please write for application materials to Project Codirectors Elizabeth Welles (elizabeth.welles@mla.org) or David Goldberg (david.goldberg@mla.org), at the MLA Office of Foreign Language Programs, 10 Astor Place, New York, NY 10003, or for information or questions regarding the project call (212) 614-6325.

CALENDAR OF EVENTS

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

WASHINGTON ASSOCIATION FOR LANGUAGE TEACHING: October 10-11, 1997, Hyatt Regency Hotel, Bellevue, WA. Information: Lauren Kiolef, 1801 Evergreen Pk. Ct. #17, Olympia, WA 98502. Telephone: (home) (360) 352-5498; (work) (360) 412-4800.

FULBRIGHT TEACHER EXCHANGE APPLICATION DEADLINE: October 15, 1997. Information: Fulbright Teacher Exchange Program, Attention: FCS, 600 Maryland Avenue, SW, Room 140, Washington, D.C. 20024-2520. Telephone: (800) 726-0479; E-mail: [fulbrigh@grad.usda.gov].

TWENTY-SECOND ANNUAL COLLOQUIUM ON MODERN LITERATURE AND FILM "Twentieth Century Retrospective: Critical Theory Examines a Hundred Years of Literature and Film": October 16-18, 1997. Information: Armand E. Singer, Colloquium Director, Foreign Languages, Box 6298, West Virginia University, Morgantown, WV 26506-6298. Telephone: (304) 292-2282; FAX: (304) 293-7655.

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

EIGHTIETH ANNUAL MEETING OF NEW YORK STATE ASSOCIATION OF LANGUAGE TEACHERS: October 17-19, 1997, Concord Hotel at Kiamesha Lake, NY. Information: Janine Manley, Annual Meeting Chair, 5416 State Highway 56, Potsdam, NY 13676. Telephone: (315) 268-9330; E-mail: [manleys@aol.com].

"UNITING THE WORLD THROUGH LANGUAGES" FLANC'S FALL CONFERENCE: October 25, 1997, Sacred Heart Cathedral Prep School, 1055 Ellis Street, San Francisco, CA. Information: Norman Litz, (415) 591-5041.

AMERICAN TRANSLATORS ASSOCIATION, 38th ANNUAL CONFERENCE: November 5-9, 1997, Hyatt Regency Hotel, San Francisco, CA. Information: ATA, 1800 Diagonal Road, Suite 220, Alexandria, VA 22314. Telephone: (703) 683-6100; FAX: (703) 683-6122.

THE 22nd ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: November 7-9, 1997, Boston University, MA. Information: Boston University, Conference on Language Development, 704 Commonwealth Ave., Suite 101, Boston, MA 02215. Telephone: (617) 353-3085. E-mail: [langconf@louis-xiv.bu.edu].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH in conjunction with ACTFL: November 21-23, 1997, Nashville, TN. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with AATF, AATG, AATSP: November 21-23, 1997, Nashville, TN. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275; URL [http://www.infi.net/~actfl].

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1997, Toronto, Canada. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863; E-mail: [convention@mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 26-28, 1998, Historic District, Savannah, GA. Information: Lee Bradley, Scolt, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7458. FAX: (912) 333-7389. E-mail: [lbradley@valdosta.edu]. Internet: [http://valdosta.edu/scolt].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 14-17, 1998, The Madison Hotel, Seattle, WA. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686, MN 55124. Telephone: (612) 953-0805; FAX: (612) 891-1800; E-mail: [aaaloffice@aaal.org]. Internet: [http://www.oise.utoronto.ca/AAAL98].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 17-21, 1998, Seattle, WA. Information: TESOL 1600 Cameron Street, 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].

FOURTH 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, 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 PICHOSIS: April 3-4, 1998, Vanderbilt University. Information: Patricia A. Ward, Department 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].

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: [www.carleton.ca/slals/trends_tendances98].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 27-31, 1998. Information: Mary Lynn Redmond, 6 Sun Oak Court, 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].

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1998. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863. E-mail: [convention@mla.org].

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2. *A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.* Gladys Lipton, Editor, July 1987. \$5.00.
3. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
4. *The People Factor in FLES* Programs.* Gladys Lipton, Editor. July 1989. \$8.00.
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6. *Implementing FLES* Programs.* Gladys Lipton, Editor. July 1991. \$8.00.
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9. *FLES* Methodology I.* Gladys Lipton, Editor, July 1994. \$9.00.
10. "Reaching All FLES* Students", Gladys Lipton, Editor, July 1995. \$9.00 (postpaid)
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