

FROM THE PRESIDENT . . .

January 1987: an education supplement of the Sunday *New York Times* features an article explaining "Why Foreign Languages are Relevant Again." You may be forgiven if you rub your eyes at such prominent and increasingly frequent publicity for language study: did you really survive the '70s or have you died and gone to heaven?

The post-Sputnik era, however, for those who can remember back that far, still gives us reason for caution. I think, and I hope, that the current surge is based on fewer outright illusions about how much can be accomplished, and how fast. Learning a language requires assiduous and continual effort, even if there are ways of mitigating that effort through inspired teaching. Telling people to learn languages is not enough unless we can create educational structures that encourage its sustained study and use.

The present day does not call for the imposition of a uniform approach. Overconfidence in methodological breakthroughs has sometimes in the past (one thinks of AV in particular) contributed to generalized overexpectation. Many methods now being regularly exposed at our professional meetings have much to contribute to the enrichment of our work, and we should all be paying attention. We might well be suspicious, however, of anyone who talks about a uniform agenda for everyone in the FL community. From all appearances, no method is as important as the student's motivation.

The survey on pedagogical needs to which many readers of the *National Bulletin* responded suggests how uneven is the distribution of resources (no surprise) and the extent of the undersupply in many quarters. There is not a single category of pedagogical aids that most respondents would not like to have their schools buy if they could (for a variety of video materials the response was nearly unanimous). The highest level of dissatisfaction with the currently available textbooks and other support materials is registered (again no surprise) in the area of FLES.

Perhaps an even more serious concern is that many people trained for other levels of instruction—or not trained at all—will be pressed into service in order to answer the renewed demand for FLES. Specialized training is still hard to find in the US; France and Québec are far ahead of us. Moral: we should be pressing everywhere for more FLES training, both in regular curricula and in summer

institutes. Teachers asked to take on FLES should insist on being sent first by their schools for such training.

Meanwhile, a xenophobic countercurrent is stalking the land in the form of "English first" amendments such as the one just passed in California. In a country so linguistically uniform that, despite the fact that almost everyone here came from somewhere else, the question of official language has never before been raised, such a movement can only be the expression of defensive and repressive insecurity. It is fundamentally opposed to the opening out of cultural perspectives for which we labor constantly. We must, when we can, make our voices heard against it.

Philip Stewart
Duke University

In this issue . . .

- Readers will find the rules for the *Français 2001* competition on page 5.
- On page 3 is an overview of the program for the **National Convention** in San Francisco, July 1-5.
- The list of subcommittees for **Moped**, the activities of these groups, and the identification of the committee chairmen is on page 7.
- Results of the **questionnaire on pedagogical materials** which appeared in the September issue are on page 11.
- On page 9, there appears an important draft of a **position paper** of the Joint National Committee for Languages.
- **Classroom Activities That Work** may be found on page 14.
- Your attention is drawn to **Members' Notes** on page 24.

CLOIS QUARTERLY SUMMARY JANUARY 1987

- Worked with Congressional staff to assess and evaluate departmental proposals to "reorganize" the ERIC Clearinghouse on Languages and Linguistics. This included passing "hold harmless" legislation and strong report language, as well as sending letters of inquiry.
- Assisted in numerous drafts of the policy statement on goals for the profession.
- Issued a new update on State Initiatives and Activities in foreign languages and international education.
- Completed a comprehensive legislative summary of the 99th congress, including all relevant legislation considered or passed.
- Participated in planning meetings with relevant Congressional staff members to consider drafting new legislation for economic competitiveness, a new Foreign Language Bill and a National Foundation. Also, discussed the revision of such existing legislation as the EESA, the ECIA, the Bilingual Education Act and various appropriations bills.
- Began planning, with members of the Congressional International Education Group, a series of information/briefing sessions to be held on Capitol Hill.
- Provided information and materials to the Southern Governors' Association, the Southern Legislators' Conference, and the Southern Growth Policies Board; to media contacts at NBC Nightly News, the *Kansas City Sun Times*, the *Florida Gazette*, the *Pittsburgh Press*, the *Washington Post*, the *Potomac Almanac*, the *Chronicle of Higher Education*, *Education Week*, the *New York Times* for the education supplement and their Philadelphia Bureau, and also to the Senate Committee on Labor and Human Resources for a hearing on educational goals.
- Interviewed by the Christian Broadcast Network and the Voice of America.
- Held two policy committee meetings and an executive committee meeting to discuss various proposals regarding national language and international studies policies.
- Made presentations to the MLA Executive Committee, the Society of Federal Linguists, the GWATFL-MFLA Joint Conference, the Minnesota Council on the Teaching of Foreign Languages, the Illinois Foreign Language Teachers Association, the annual meeting of Advocates for Language Learning, NASILP, the Middle States Association of Colleges and Schools, CIEE, ACTFL, NCSSFL and the State Title II Directors.
- Attended a reception to kick off National Literacy Week at the home of Vice President Bush.
- Attended meetings with ALL, NASULGC, COSSA, the Higher Education Group of Washington, D.C., the Congressional International Education Group, and the Liaison Group for International Educational Exchange.
- Met with the ERIC Clearinghouse Directors and with the new Director of the Office of International Education.
- Participated in the Shipboard Conference on an Agenda for International Education, sponsored by the Consortium for International Cooperation in Higher Education.
- Assisted in the creation of a Washington-area chapter of Advocates for Language Learning.
- Welcomed the Linguistic Society of America, the Experiment in International Living and the Georgetown University Roundtable on Languages and Linguistics as new members of JNCL and CLOIS.
- Consulted with a number of member associations in planning sessions and locating speakers for meetings.

SUMMER SEMINAR ON FRENCH LOUISIANA

From July 20 through August 7, 1987, the University of Southwestern Louisiana will offer a three-week intensive summer seminar on the history, culture, language, and literature of French Louisiana. This seminar will feature lectures and films on Louisiana French ethnicity and dialects, Cajun and Creole music, material culture and oral tradition, festivals and celebrations, and literature from the nineteenth century and from the contemporary Louisiana French renaissance movement.

The seminar will include bibliography, filmography, discography, and other materials of special interest to teachers and researchers. It will also present the opportunity to do fieldwork in the native French-speaking area surrounding Lafayette. Participants may register for three hours of academic credit through the university's *Entrée* Program. Accommodations on campus are available through Student Housing or through the University Conference Center. For more information, contact Dr. Barry Jean Ancelet, P.O. Box 4-3331, University of Southwestern Louisiana, Lafayette, LA 70504. Telephone: (318) 231-6811.

AATF NATIONAL BULLETIN

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January 1987

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AN INVITATION TO SAN FRANCISCO, JULY 1-5

All members, and especially those living in the West, are cordially invited to attend AATF's third only Convention in California on the above dates in San Francisco's beautiful Hôtel Méridien. Why not combine professional interests with a trip to one of the most cosmopolitan cities in the U.S.? Program Chair, Michèle Shockey, Regional Representative IX (West Coast), and a committee from our Northern California Chapter, have put together more than five days of practical and informative Workshops and Sessions, appropriate to all levels of instruction, FLES through graduate school. Below is the preliminary timetable for those of you who like to plan ahead. All 1987 members will receive this program, plus registration forms, hotel room reservation cards, and United Airline ticket information via first-class mail during the month of April. A final form of the Program, including exact times and presenters' names and affiliations, will appear in the May issue of the *French Review*.

A special feature of this meeting will be two drawings: (1) a free domestic flight on United, valid until December 1987, and limited to those registrants having come to San Francisco on United; (2) free airfare, courtesy of AATF, to the 1989 AATF Convention in Paris, open to all members who are active as of June 15, 1987. A second drawing for airfare to France in 1989 will take place at the July 1988 Convention in Boston.

There will also be about 25 exhibitors in attendance with booths set up in the Cabernet Ballroom. They will be showing the latest in French materials: books, software, trips abroad, etc. Exhibits will be open Thursday through Saturday from early morning until mid-afternoon.

Do not forget that there is still time to sign up for the joint AATF/Academic Arrangements Abroad Educational Seminar to Tahiti and Bora Bora which will begin just as the San Francisco Convention ends. For more details, contact National Headquarters (217) 333-2842, or Academic Arrangements Abroad in New York (212) 514-8921.

Registration for the Convention is \$40 if paid before June 20th; \$45 after that date and on-site. There are extra fees for Workshops (see below) and for optional activities (see end of this article).

Special Convention room rates at the Méridien will be \$70, single; \$85, double; \$90, triple; plus local taxes.

Pre-convention/Convention Workshops. Pre-enrollment required.

Tuesday, June 30: afternoon: AP FRENCH, under the leadership of Michèle Shockey, AATF Executive Council. Limited enrollment. Fee: \$35.

Wednesday, July 1: all day: LA PRESSE ET LA PUBLICITÉ: TECHNIQUES POUR L'ANALYSE ET L'USAGE EN CLASSE, under the leadership of Marie Galanti, *Journal français d'Amérique*. Limited enrollment. Fee \$50.

Thursday, July 2: 11:30-1:30: COMPOSING AUDIO TAPES FOR THE CLASSROOM, under the leadership of Lee Bradley, two-term AATF Executive Council member. In French. Limited enrollment. Fee \$25.

Thursday and Friday, July 2-3: ACTFL ORAL PROFICIENCY TESTING REFRESHER WORKSHOP (FRENCH), for those who have already had oral proficiency training in French but who need to be updated. Two

full days. Prerequisites: previous tester training and submission of 10 oral interviews to be critiqued prior to workshop. Limited to 12 people. Fee: \$295. [Register directly with ACTFL, 579 Broadway, Hastings-on-Hudson, NY 10706].

Saturday, July 4: 8:30-10:30, LE FRANÇAIS DES AFFAIRES, under the leadership of David O'Connell, who has given workshops on this topic at previous AATF Conventions. In French. Limited enrollment. Fee: \$25.

REGULAR SESSIONS will begin at 8:30 each day and end at 1:30, leaving the afternoons free for other activities. The following is a tentative schedule, valid as of mid-March only.

Wednesday, July 1: Teaching for Competency; FLES—Esprit français; The Pedagogy of Civilization: Three Approaches; Microcomputers in the FL Classroom; AATF MOPED Commission; Propositions pour un cours de culture à l'université; Les nouveaux auteurs: le cinéma français depuis la Nouvelle Vague; The Mastery of French Gender; Le Grand Concours (AATF National French Contest); Integration of Language and Culture Syllabi through Authentic Documents; La Collection Alouette (FLES); *New Yorker* cartoons celebrate French Culture and its American Connection; Le peuple et l'histoire au féminin (19^e siècle); Table ronde sur Ronsard; Classical theater; Plus ça change... six hundred years of French dialogues. **Early evening:** Reception for all registrants, courtesy of the *Journal français d'Amérique*.

Thursday, July 2: [Exhibits open, early morning]; Plenary Session, M. Perrin de Brichambaut, Conseiller culturel de France aux États-Unis; Table ronde sur le français des affaires; la sémiotique, outil d'apprentissage de la langue; Quelques bonnes raisons pour enseigner la civilisation; Phonétique pratique et compréhension orale; The Romantic Optic: 19th Century French Accounts of Life in Mexico and California; Mœurs françaises d'aujourd'hui au cinéma; Panel: The Family in French Literature; Seventeenth Century Literature; La rubrique du journal en cours de langue avancée. *Enfant riant—escargots*.

Friday, July 3: [Exhibits continue]; Total Immersion Summer Programs for JHS/SHS Students; Teaching French Culture through Novels of Robert Sabatier; Table ronde: L'américanisation dans les têtes: interprétation actuelle du mythe américain; AATF Commission on Professional Standards, Final Report; The French and France in the Quebec Novel; Children's Literature Workshop (elementary level); Quebec Coffee Hour/Informal Discussion of Quebec Literature; *Français 2001* (concours des Services culturels français); American Order of the Academic Palms; L'expérience d'écriture (3 à 15 ans); La Californie dans la littérature québécoise; Techniques for Developing Reading, Writing, Speaking at the HS Level; New Voices from the 19th Century (literature); Clos du Val (wine production); AATF FLES Commission.

Saturday, July 4: [Exhibits end early afternoon]; Table ronde sur Roland Barthes; An Innovative Method for Teaching Vocabulary at the Elementary School Level; Table ronde: Vivre la grammaire!; CLIP VAO (vidéo assisté par ordinateur); Patterns of Target Language Use and Needs in a French Summer Abroad Program; Including French Women Writers in the Curriculum; Contemporary Applied Linguistics [two sessions]; Teaching Literature in

a Foreign Language Course; A Rationale for the Integration of the Teaching of Culture in College; Roger Vailland and Louis Daquin: Two Communists at the Movies; Interactive Video using *Le Bourgeois Gentilhomme*; Français et Américains contre la famine: chansons et chanteurs sans frontières?; Scenarios as Language Texts: *Les mistons*, *Les 400 coups*, *L'argent de poche*; Teaching Culture through Folk Dancing.

Sunday, July 5: La cohabitation: 16 mois déjà! French in Action (Annenberg/CPB Project); Panel, Academic Alliances; Une approche linguistique à l'enseignement des temps verbaux; Le français technoscientifique; À la découverte du monde francophone: les séminaires de l'AATF, introduction à Tahiti; JNCL/CLOIS Update; AATF Assembly of Delegates (Business Meeting); AATF Chapter Officers Meeting; Changing One's Personality to Understand Language: An Experiment in Dialogue; Heinle & Heinle publisher's session.

Optional Activities during the Convention.

- Wednesday, July 1 and Sunday, July 5: Sonoma/Napa Wine Experience: wine tasting, lunch included. All day. \$65. Limited to 40 people per trip. Deadline for registration: May 15. **SPECIAL REGISTRATION FORM WILL BE SENT IN REGISTRATION PACKET** (do not return to AATF).
- Thursday, July 2, evening: Dinner at the famous "Stars" restaurant, with a special menu of French regional dishes prepared by chef Jeremiah Tower, who will comment on each course. Limited to 50 people. **SPECIAL REGISTRATION FORM WILL BE SENT IN REGISTRATION PACKET** (do not return to AATF).
- Saturday, July 4, evening: Cruise on San Francisco Bay with the Blue & Gold Fleet. Price to be determined. Sign up at the Convention registration table.
- Daily: Walking tours of Chinatown and other points of interest in San Francisco. Information at registration desk.

We hope to see all of you in San Francisco in July!

Fred M. Jenkins
Executive Director

FALL 1987 GILBERT CHINARD SCHOLARSHIPS

Two \$750 awards for maintenance (not travel) during research in France for a period of at least two months.

CANDIDACY: Final stage Ph.D. dissertation, or Ph.D. held no longer than six years before application deadline of January 1, 1988.

FIELDS: French history and literature.

APPLICATION: No application form. Applicants write two pages maximum describing research project and planned trip (location, length of stay, etc.), and giving curriculum vitae. A letter of recommendation from dissertation director is also required for Ph.D. candidates.

REPORT: Upon return of the awardee a brief report will be sent to the Institut Français de Washington.

Applications will be sent before **January 1, 1988** to Édouard Morot-Sir, President, Institut Français de Washington, Department of Romance Languages, University of North Carolina at Chapel Hill, Dey Hall 014A, Chapel Hill, NC 27514.

ROCKEFELLER FOUNDATION FELLOWSHIPS AVAILABLE TO HIGH SCHOOL FOREIGN LANGUAGE TEACHERS

In the summer of 1987, one hundred foreign language teachers will be given \$4,500 each to fulfill their dreams of studying a language according to their wishes. They will be recipients of Rockefeller Foundation Fellowships for Foreign Language Teachers in the High Schools, a major three-year, \$1.5 million program. Applications for 1988 Fellowships are now available.

The objective of the program is to recognize and encourage exceptional foreign language teaching in schools throughout the United States. The program, now in its second year, marks the first time that Rockefeller Foundation Fellowships have been awarded at the high school level. The program is administered by Academic Alliances at the University of Pennsylvania.

Project Director Claire Gaudiani notes: "School teachers of foreign languages are the most precious natural resource the nation has in its effort to internationalize education. These generous fellowships ensure that each year at least 100 teachers will receive recognition for their leadership and the opportunity to expand their knowledge of the languages and cultures they teach. We are all immensely grateful to The Rockefeller Foundation."

The Fellowships are intended to help teachers broaden their professional interests and to provide leadership within their schools and communities. Each recipient will use the Fellowship to support eight weeks of summer study in the United States or abroad.

In 1986, the first group of Fellows studied a total of eight languages on five continents. Their study plans varied according to their professional needs and desires. Fellows included a Latin teacher from Pennsylvania who traced the journey of Aeneas, a Spanish teacher from the state of Washington who studied in Peru, and a Chinese teacher who created a documentary on teenagers in Beijing.

Applicants should be full-time teachers with at least 3/5 of their schedule in a foreign language in grades 7 to 12. Official application forms for 1988 Fellowships are now available from most Academic Alliance collaboratives or from the central fellowships office:

Rockefeller Foundation Fellowships for Foreign
Language Teachers in the High Schools
Academic Alliances
University of Pennsylvania
3808 Walnut Street
Philadelphia, PA 19104-6136
Telephone: (215) 898-2745

The deadline for submission of completed applications for summer 1988 Fellowships is **October 31, 1987**. The central office welcomes inquiries from all interested teachers.

Concours international FRANÇAIS 2001, année scolaire 1987/1988

Comme annoncé dans le bulletin national de l'AATF de septembre, les services culturels français organisent durant l'année scolaire 1987/1988 un concours inter-scolaire afin de promouvoir la langue française auprès des jeunes Américains et de leur faire mieux connaître les régions de France au plan culturel, économique, et touristique. Ce concours étant basé sur le thème de «la connaissance des régions de France», chacune des neuf régions de l'AATF a été jumelée avec une ou plusieurs régions de France, comme indiqué ci-après.

Le concours s'adresse exclusivement aux élèves de 9^e au 12^e «grades» et la participation au concours s'effectuera sur le mode collectif **par groupes de trois élèves**, plusieurs groupes pouvant être constitués dans une même classe.

Les concurrents devront réaliser, avec l'appui de leur professeur de français, **un dossier sur la région de France** avec laquelle leur région AATF ou, dans certains cas, leur état est jumelé.

Il y a lieu de noter que la région V, South Atlantic, est jumelée avec trois régions de France et que la région IX, Pacific est jumelée avec deux régions, ce qui implique dans ces deux cas une subdivision par états.

Le dossier pourra prendre les formes suivantes:

- un reportage documentaire
- un journal de voyage
- un album de bandes dessinées
- une émission radiophonique sur cassette
- un montage audio-visuel
- une nouvelle ou un court roman.

Il s'agira, dans tous les cas, pour les participants, de rendre compte d'un voyage imaginaire dans la région de France choisie dans l'optique d'une présentation de cette région à un public de leur âge.

La nouvelle ou le court roman, qui pourront comporter des illustrations, peuvent imiter le genre «histoire dont vous êtes le héros», l'action se déroulant dans la région française jumelée.

Afin de préparer leurs dossiers, les écoles participantes pourront recevoir des documents sur les régions de France (brochures, dépliants, magazines, etc.) ou des adresses utiles pour en obtenir, auprès de représentant régional de l'AATF et du coordonnateur de l'opération FRANÇAIS 2001 au service culturel français de leur circonscription.

Ces documents seront toutefois disponibles en quantité limitée. Les participants devront donc faire preuve de qualités d'autonomie et d'initiative pour conduire leurs recherches et réaliser leur dossier.

Calendrier du concours

- **entre le 1^{er} mai et le 15 octobre 1987:** inscription des écoles participantes auprès du chapitre local de l'AATF et des services culturels français chargés de la coordination de l'opération.
- **entre le 1^{er} octobre 87 et le 28 février 88:** réalisation des dossiers puis transmission au président du chapitre de l'AATF avant le 28 février 88, dernier délai.
- **entre le 1^{er} mars et le 31 mars 88:** sélection des dix meilleures productions au niveau de chaque chapitre AATF et transmission par chaque chapitre des dix premiers dossiers sélectionnés au représentant régional de l'AATF.
- **entre le 1^{er} avril et le 30 avril 88:** sélection finale au niveau de chaque région AATF du meilleur dossier. Il y aura un groupe gagnant par région française étudiée. Dans les deux cas où la région AATF est jumelée avec plusieurs régions de France, il y aura autant de groupes gagnants que de régions différentes étudiées.

Jury

Les jurys porteront leur attention sur l'originalité de chaque projet, ses qualités linguistiques, la valeur communicative, la richesse d'information ainsi que les qualités de réalisation (soin, présentation).

Chaque chapitre AATF constituera un jury d'au moins cinq membres pour sélectionner les dix premiers dossiers. Lors de la sélection finale, chaque représentant régional de l'AATF constituera un jury d'au moins huit membres. Ces jurys pourront être composés d'enseignants, de spécialistes de la France, de personnalités américaines du monde de la presse, du tourisme, du commerce ainsi que, dans la mesure du possible, d'un Français originaire de la région de France étudiée.

Prix

Les lauréats accompagnés de leur professeur de français, ou à défaut, d'un membre de l'AATF, soient onze groupes de trois élèves, seront accueillis par la Région française qu'ils auront étudiée pour un séjour au cours de l'été 1988.

Au nombre autres lots récompenseront les autres participants tant au niveau de la sélection locale que régionale.

Les productions des candidats ne seront pas retournées aux candidats et seront utilisées pour réaliser des expositions qui circuleront dans les écoles en France et aux États-Unis.

Région de France et coordonnateur service culturel

1. Île de France

- Service culturel de New York
M. Albin Pasco
972 Fifth Avenue
New York, NY 10021
(212) 570-4437

Région AATF et coordonnateur

Région I & III—Greater New York

- Mme Joan L. Feindler
31 Beaumont Drive
Melville, NY 11747
(516) 643-8164
- M. Peter Flinders
74 W. Main Street
Honeoye Falls, NY 14472
(716) 624-4714

**Région de France et
coordonnateur service culturel**

2. Nord Pas de Calais

—Service culturel de Boston
Mlle Véronique Marteau
3 Commonwealth Avenue
Boston, MA 02116
(617) 354-3464

3. Poitou-Charentes

—Service culturel de Washington
M. Norbert Blanc
4101 Reservoir Road
Washington, D.C. 20007-2178
(202) 944-6000

4. Picardie

—Service culturel de Chicago
M. Gabriel Otman
444 North Michigan Avenue
Room 3170
Chicago, IL 60611
(312) 664-3525

5. Corse/Guadeloupe

—Service culturel de la Nouvelle Orléans
M. Jean Charpantier
3305 St. Charles Avenue
New Orleans, LA 70115
(504) 897-6385

6. Provence-Alpes/Côte d'Azur

—Service culturel de Miami
M. Sylvain Ledieu
One Biscayne Tower
Suite 3300
2 South Biscayne Boulevard
Miami, FL 33131
(305) 372-1615

7. Midi-Pyrénées

—Service culturel de la Nouvelle Orléans
M. Jean Charpantier
(voir ci-dessus)

8. Bourgogne

—Service culturel de Chicago
M. Gabriel Otman
(voir ci-dessus)

9. Rhones-Alpes

—Service culturel de Houston
M. Yvon Gousty
American General Tower
2727 Allen Parkway, Suite 951
Houston, TX 77019
(713) 528-2231

10. Aquitaine

—Service culturel de San Francisco
M. J.M. Cabanis
540 Bush Street
San Francisco, CA 94108
(415) 397-4330

11. Pays de la Loire

—Service culturel de San Francisco
M. J.M. Cabanis
(voir ci-dessus)

Région AATF et coordonnateur

Région II—New England

—Mme Karen Ulmer Dorsch
RFD 2, Box 413
Tilton, NH 03276
(603) 286-8350

Région IV—Middle Atlantic

—Mme Biruta Cap
3644 Magnolia Drive
Easton, PA 18042
(215) 253-7792

Région VI—East Central

—M. George Gauthier
8051 Harris Drive
Garrettsville, OH 44231
(216) 569-5156

Région V—South Atlantic: État de Louisiane

—M. Douglas Cardwell
Dept. of Modern Languages
Salem College
Winston-Salem, NC 27108
(919) 721-2745

Région V—South Atlantic: État de Floride

—M. Douglass Cardwell
(voir ci-dessus)

**Région V—South Atlantic: sauf états de Louisiane et
Floride**

—M. Douglas Cardwell
(voir ci-dessus)

Région VII—West Central

—Mme Dianne B. Hopen
250 Edgewood Lane
West St. Paul, MN 55118
(612) 455-0355

Région VIII—Southwest

—M. Maurice G. Elton
Dept. of Foreign Languages
Southern Methodist University
Dallas, TX 75275
(214) 692-2212/2316

Région IX—Pacific: États du Sud

—Mme L. Michèle Shockey
15 Adam Way
Atherton, CA 94025
(415) 369-7059

Région IX—Pacific: États du Nord

—Mme L. Michèle Shockey
(voir ci-dessus)

SUBCOMMITTEES FORMED FOR MOPED

The AATF Commission on *Mobilisation Pédagogique* made significant progress with the formation of subcommittees and the mapping out of the work of those subcommittees at the meeting in New York City in December.

1. Materials Subcommittee

Commission member Edward Knox, Vice President for Foreign Languages at Middlebury College, chairs this subcommittee. The group plans to work on several activities, tentatively set as follows:

- a. Evaluation of last September's questionnaires returned by *National Bulletin* readers
- b. Video cassettes. What is available? How do we use them? Break down by level of instruction and by age group.
- c. Audio cassettes. What is available? How do we use them? Break down by level of instruction and by age group.
- d. Computer-assisted instruction. Existing evaluations compiled, information on usage noted, reference to reviews elsewhere.
- e. Textbooks: French, Canadian, and American texts. What is available and what is not. It will not be a set of book reviews, but a section on textbooks that will help teachers decide how to determine whether texts on the market are appropriate for their situation.
- f. Newspapers and magazines. How can these be integrated into the different levels?
- g. Games and related materials. How can teachers use games — both those that require only the usual classroom materials (blackboard, paper, teacher) and those that involve commercial products? What other materials can be useful to the teacher of French at different levels for different age groups?

A possible result of this subcommittee's work and that of the others too may be a published volume. The exact format for results will be determined as time goes on.

Three people spoke of projects in which they were involved that will be helpful to the work of the subcommittee. Commission member and ACTFL project director Isabelle Kaplan is currently working on a project involving language teachers K-12 that will enable her to provide the committee with some materials information in French K-12 as it becomes available. Guest Richard Altman of the University of Iowa and Co-director of the multi-university Project for International Communication Studies spoke about video projects with which he is involved in France. Guest Laure Borgomano, on educational leave from the French Cultural Services, provided the group with a copy of her study *Situation de l'enseignement du français aux États-Unis*. Both guests will be working as part of the subcommittee.

Albin Pasco, Linguistic Attaché of the French Cultural Services, announced that the *valise pédagogique* and the *valise promotionnelle* are now in the hands of the AATF Regional Representatives. AATF members should contact their regional representative to schedule them for their area. These *valises* enable teachers and students to become acquainted with a variety of educational materials or products imported from France.

Many people volunteered for the Materials Subcommittee. The subcommittee chairman planned to contact those individuals during the spring. A more precise timetable for the subcommittee's work will be determined at the July meeting of AATF. Contact will be maintained with the French counterpart of the materials subcommittee and with representatives of the Cultural Services of France and Quebec.

2. Resource Information Subcommittee

Jack Kolbert of Susquehanna University will head this subcommittee. He and the Commission were grateful to receive from Professor Howard Nostrand of the University of Washington information on the work of an earlier AATF group that had looked at resources available to researchers. That information will serve as a point of departure for several of the subcommittee's endeavors. Activities include the following:

- a. Evaluate earlier work done, based on contacts provided by Professor Nostrand and others.
- b. List available databases in France and the United States.
- c. Describe organizations available to help those engaged in research in French studies.
- d. Evaluate the kinds of resources available. The subcommittee chairman planned to contact American volunteers after returning from France in February. While in France, he hoped to make initial contact with French colleagues. Commission chairman Pat Cummins planned to contact the Quebec Government House to determine the most appropriate collaborators in Quebec. Commission member and ACTFL representative Isabelle Kaplan agreed to provide what help she could from her ACTFL projects, as did commission observer Cheryl Demharter from her work with MLA.

3. Scholarships, Grants and Exchanges Subcommittee

Two commission members had worked extensively in this area, Jean Carduner of the University of Michigan and Josette Smith of the Baldwin School. They are involving AATF colleagues who volunteered to assist, and occasionally non-members of AATF, in the following activities that concern teachers and students of French:

- a. Identify existing publications that outline opportunities.
- b. Describe opportunities especially attractive to AATF members so that the material remains manageable.
- c. Work with the AATF vice president in charge of scholarships or exchanges to expand current AATF summer scholarship opportunities.
- d. Explore the establishment of business internships in France for faculty and students.
- e. Identify grant sources to support the above activities.
- f. Consider ways to serve university-level French students as we currently serve school students with *Le Grand Concours*.

continued on page 8

- g. Look into ways of informing and supporting members in their efforts to obtain exchanges, grants. This could involve interaction with the AATF Commission on Professional Standards.

Paris Chamber of Commerce representative and French group liaison Annick Michel promised assistance from her organization both in arranging unpaid business internships and in organizing faculty and student individual programs in the Paris area. She announced summer workshops on contemporary France (not just for business French) and the availability of scholarship assistance.

Members who volunteered to work with this group should be contacted this spring.

4. Français 2001

The French Cultural Services are sending 18 students and 18 teachers to France this year in conjunction with *Le Grand Concours*. Elsewhere in this issue the Cultural Services describes how this program works.

It is hoped that this project will gradually enable French regions and AATF regions to develop ties comparable to those of French regions with different countries in Europe.

If you are involved with a project that relates to an activity of one of the subcommittees, please feel free to write to a subcommittee chairman or to the commission chairman:

Edward Knox
Materials Subcommittee
Vice-President for Foreign Languages
Middlebury College
Middlebury, VT 05753

Jack Kolbert
Resource Information Subcommittee
Department of Foreign Languages
Susquehanna University
Selinsgrove, PA 17870

Jean Carduner
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Josette Smith
Scholarships, Grants, and Exchanges Subcommittee
125 Hamlet Drive
King of Prussia, PA 19406

Patricia W. Cummins
Commission Chairman
Department of Modern Languages
Northern Arizona University
Flagstaff, AZ 86011

STAGE INTERNATIONAL DE FORMATEURS du CIEP à Sèvres

Le stage international de formateurs du Centre International d'Études Pédagogiques (CIEP) à Sèvres reçoit pour une durée de 6 à 9 mois entre octobre et juin un public de formateurs ou futurs formateurs d'enseignants de français langue étrangère, des concepteurs de programmes, de méthodes ou de manuels, des responsables de formation et des conseillers pédagogiques.

Un programme «commun» et une formation complémentaire «à la carte» pour des petits groupes sont négociés chaque année avec les intéressés en fonction de leurs besoins professionnels. Programme et formation spécifique s'appuient sur l'analyse des matériels utilisés dans les pays d'exercice, des théories linguistiques et des théories d'apprentissage dont ils s'inspirent. À ce travail d'analyse succède une information sur les nouvelles tendances en didactique à partir d'une étude des matériels les plus récents et une recherche de transferts possibles qui permettraient d'aboutir à des solutions adaptées aux besoins et aux moyens propres à chacun des pays. On examine notamment les problèmes posés dans la pratique quotidienne par les publics contraints ou peu motivés, les classes à gros effectifs, l'absence de moyens techniques.

Citons, parmi les contenus modulés en tenant compte du choix des stagiaires pour leur permettre de mieux assumer leurs responsabilités de formateurs:

- Techniques de classe, jeux et créativité, activités orales et écrites
- Approche de textes littéraires
- Grammaire (analyse de micro-systèmes et création d'exercices)
- Conception de programmes, de méthodes et de matériels didactiques
- Évaluation en FLE et évaluation formative
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- Connaissance de la France actuelle à partir d'exposés, d'enquêtes et de documents divers
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- Rencontres avec des personnalités de domaines divers (culturel, scientifique, économique, etc.)
- Informations et activités culturelles

Le travail réparti sur l'année (700 heures environ) permet également aux participants de réaliser individuellement ou en sous-groupes, soit des documents d'enseignement pour différents niveaux d'apprentissage, soit du matériel utilisable dans des stages de formation initiale ou de formation continue. Certains de ces travaux sont validés, sous certaines conditions, par l'Université de Paris III (Institut de Linguistique et Phonétique Générales et Appliquées).

L'équipe pédagogique du Service de formation de formateurs est en outre fréquemment sollicitée pour apporter son assistance à l'élaboration et à la production de matériaux éducatifs (manuels de français par exemple) et pour participer activement à des colloques ou stages de formation hors de France. Pour tout renseignement supplémentaire, s'adresser au Service de formation de formateurs, CIEP, 1, avenue Léon-Journault, 92311 Sèvres Cédex; téléphone: (1) 45.34.75.27.

GLOBAL COMPETENCE: EDUCATION FOR THE FUTURE

The following proposed position paper of the Joint National Committee for Languages may undergo some revision during the Spring.

From the earliest years of their organization as a discipline, language teachers in the United States have understood the need to define their professional goals in terms of the public interest. During the Second World War, for example, linguists and language teachers served the nation by applying newly developed techniques to the training of military personnel in strategic languages. As America assumed its new leadership role in the postwar period, language professionals recognized that the rapidly growing demands of communication with other countries would require both an expanded definition of the goals of language study in American education and continued development of communicative teaching techniques. In the 1950s the field responded to its new mission by redefining its priorities to include:

- a reorientation of language instruction toward audiolingual skills and the teaching of contemporary culture;
- the development of language study in elementary schools;
- the development of instruction in the “critical” or less commonly taught languages;
- a revitalization of teacher education to ensure that all instructors were trained in techniques for teaching audiolingual skills.

In the 1970s, many language programs adapted successfully to the needs of career-oriented, nontraditional students. By the end of the decade a presidential commission once again recognized the importance of language study to the political and commercial interests of the nation, and the profession responded effectively to the concerns expressed by the commission. As articulated by the Joint National Committee for Languages, the profession’s goals for the next decade and for the twenty-first century have been clearly defined:

- open access for all students to language education;
- research into the learning of languages, and materials and methods for instruction in the less commonly taught languages;
- expansion of English teaching programs in the U.S. and abroad;
- the improvement of translation and interpretation services;
- adequate funding of language study programs by government and by the private sector.

A recent (1985) set of recommendations from the Council of Chief State School Officers has also been endorsed by the language teaching profession:

- effective national leadership in the field;
- improvement of teacher training programs and raising of standards for certification;
- research on assessment and evaluation criteria for students and teachers;
- expansion of programs for the less commonly taught languages;
- collection and analysis of data concerning language teaching and learning;
- development of elementary school and secondary school instruction with clear and careful articulation to the college level and beyond;

- exchange and study-abroad opportunities for language students and teachers.

In working to build effective language education programs for the future, the profession is guided by the following general principles:

- there can be no single overarching national agenda for language study, but policies and programs must reflect the multiplicity and variety of our students, our society, and our educational structures;
- the profession must be fully accountable to its students and to its colleagues and clientele throughout the educational enterprise;
- the profession must continue to monitor and cooperate with federal officials to ensure the enactment of strong and adequately funded programs to meet national needs.

Responding to the concerns expressed by the President’s Commission (1979), the Council of Chief State School Officers (1985), and other leadership groups, we offer a set of specific recommendations in five major categories.

I. National Leadership

1. Funding must be provided for the new provisions in Title VI of the Higher Education Act in support of teacher training, materials development, and educational research. Accordingly, we recommend that funds for Title VI be appropriated at authorized levels.
2. Funding for Title II of the Education for Economic Security Act should be increased to ensure support for foreign language study independent of funds for mathematics and science. Support for critical foreign languages under the Secretary’s Discretionary Fund should be extended to programs in elementary and secondary schools.
3. We recommend increased allocations for English instruction under Chapter 1 of the Education Consolidation and Improvement Act as well as passage of the proposed English Proficiency Act to serve adults in this country with limited English proficiency. Standards for determining English proficiency in these areas, and in recent immigration reforms, should be developed in consultation with language professionals.
4. We urge support for the inclusion of developmental language programs in the Bilingual Education Act. Such programs would place native speakers of English with speakers of other languages in classes designed to share the resources of both groups in the development of language learning.
5. We urge continued expansion of the Fulbright programs, particularly teacher exchanges, and we believe that funding must be expanded for new exchange programs: the Congress-Bundestag exchange, Fassel Fellowships, exchanges under the Soviet and East European Studies Act, and internships under Part B of Title VI of the Higher Education Act.
6. Noting the diminution of language skills among diplomats and foreign service personnel, we urge the federal government to reinstitute a language requirement for

continued on page 10

admission to the Foreign Service Institute, the Defense Language Institute, and the Agency for International Development; to explore the possibility of adding to the number of language competent embassies; and to include language training as a standard for promotion in federal service.

II. Foundations for the Future

1. We recommend that the language resource centers newly authorized under Title VI concentrate on the major issues of concern to the profession, including adult language learning; early childhood learning; the relationship among foreign language, bilingual, and ESL education; proficiency-based evaluation; instruction and curriculum; and testing.
2. Continued research and development are needed in the area of standards and proficiency testing, particularly for the less commonly taught languages.
3. Up-to-date materials and appropriately used technology are indispensable to the work of skilled teachers. Professional teachers cannot be replaced by technology, but need access to it. Federal assistance in developing materials and uses of technology is especially necessary for specialists in the less commonly taught languages.
4. The work of the ERIC Clearinghouse on Languages and Linguistics continues to be indispensable to the work of the field. We oppose any attempt to reorganize the ERIC system that would diminish the effectiveness of the Clearinghouse.

III. Incentives for Excellence

1. Recognition for the work of teachers of science and mathematics now exists in the form of presidential awards from the National Science Foundation. To give similar recognition to foreign language professionals, we recommend the creation of State Foreign Language Teachers of the Year awards.
2. To attract qualified individuals into the field, we recommend incentives such as loan forgiveness for students pursuing careers as language teachers. We further recommend that opportunities for continuing education and skill maintenance be provided as well as financial incentives for pursuing them.
3. We recommend the development of pre- and in-service training programs to provide teachers with opportunities for intensive language study either through study abroad or in immersion programs located in the U.S.
4. Language professionals should be fully involved in all efforts by state agencies to review teacher certification standards. New standards should not be fully implemented until solid teacher training programs are well in place.

IV. Language Competence

1. The importance of foreign language study as a basic element of general education should be recognized by all concerned with the education process.
2. Language requirements should be established at all levels of education. However, they should be implemented gradually over a period of several years, so that proper curricula can be developed, materials found, and qualified teachers trained and recruited. In all cases requirements should be based on standards of competency rather than seat time.

3. In view of the growing movement to establish foreign language programs in elementary schools, efforts to assure careful articulation between educational levels have assumed greater importance. Cooperation among language professionals, educational organizations, and policy makers is essential to develop recommendations for national standards of articulation.

4. As part of the reauthorization of the Education Consolidation and Improvement Act, provisions should be added to encourage model programs, reward superior programs, and encourage innovative teaching of foreign languages in the elementary and secondary schools. Properly articulated school programs will provide the "pipeline" for the development of students with advanced skills at the college and university level.

V. International Education for Economic Competitiveness

1. To enable Americans to cope with a more interdependent world, schools, colleges, and universities must expand the international dimensions of their curricula. Foreign language and international studies instruction should be included in interdisciplinary programs in business education and social studies. To accomplish this, we recommend the continued development of international high schools, the reintroduction of world geography and world history courses, and the addition of an international focus to other appropriate areas of the curriculum.
2. Special summer courses, continuing education programs, and immersion courses for community outreach and global awareness should be encouraged and promoted. Specific attention should be given to developing such programs with emphasis on languages, economics, and cultural awareness to address the needs of businesses engaged in international commerce. Institutions should seek federal support for such programs, in cooperation with economic education councils and bureaus of trade and tourism. Teacher and citizen exchanges, international schools, and sister cities programs should be expanded.
3. Either through an expansion of Part B of Title VI or through a new program to encourage economic competitiveness in trade, federal assistance should be provided to business schools to internationalize their curricula. Programs should be encouraged which develop language proficiency and cultural awareness within the context of training in basic business skills and economics.



RESULTS OF QUESTIONNAIRE ON PEDAGOGICAL MATERIALS

This article attempts to summarize the results of the questionnaire on pedagogical materials that was published in the December *National Bulletin*. In all, 228 AATF members responded, including 158 secondary level teachers (junior and senior high) and 60 post-secondary; a rather good response for this kind of inquiry.

First, taking all responses relating to the elementary course level together, there is almost unanimity (close to 90% and above) in favor of the following items, in order: geography of France, a good accompanying cassette series, complimentary desk copies, English-French glossaries, integration of grammar and culture, and exercises that reinforce grammar and other content. At the intermediate course level, those respective preferences hold relatively well, with some decrease in preference for cassettes and still more with respect to geography, and marked increase in preference for authentic materials, and particularly for literary excerpts, historical references, art and music references.

Conversely, there is, overall, 50% or less interest in songs in the text, an accompanying software package, or—at the elementary level—literary excerpts. “Proficiency goals defined by ACTFL and ETS” found favor with between two-thirds and three-quarters of the respondents for both course levels. Approximately 60% have heard of and/or would like information concerning FACSEA, and over 90% expressed interest in the *valises pédagogiques* being prepared by the French Cultural Services.

Differences between secondary level and post-secondary *desiderata* center on a somewhat greater secondary preference for art, music, and geographical information, literary excerpts (intermediate) and video materials, and less interest in authentic materials at the elementary level (the reverse is true at intermediate). On balance, the differences are less great than one might have supposed—presumably asking about the first two levels of instruction conflates them somewhat. Secondary schools would apparently purchase in large proportions primarily low-price or free films on French history and geography if they were available (90%), and slides on regions of France (over 70%), with a little over half interested in slides of other areas and software for textbooks and culture capsules, less than half for literature. Finally, two-thirds of the FLES teachers (20-25 responding) find every type of material to be insufficiently developed for their needs.

Additional comments, which are extremely difficult to summarize, address primarily the kind of content desired, and the arrangement of materials, activities and tests within the textbook.

As in any survey, one's ultimate reaction is to rethink how it might have been constructed to produce more closely focused results: the initial attempt is, in a sense, a trial run for the definitive version. In this particular instance, respondents were asked to choose from a relatively long list—18 items. They were not asked to pick the three or four most important elements from the list. Also, the questions were not “open”, that is, “What three characteristics do you look for when adopting a textbook?” *Mais ceci est une autre histoire...*

Edward C. Knox
Middlebury College
Chairman, MoPed Subcommittee
on Materials

CAVEATS FOR STUDENT PROGRAMS ABROAD

Ed's Note: The following article has been received as a follow-up to the recent article (see NB, November, 1986) summarizing responses to the “Student Travel Abroad Survey”.

After leading a month-long study program abroad, I would like to share with colleagues some suggestions on improving arrangements with tour agencies. Even when an agency has a long and successful record of arranging study programs abroad, problems arise due to a group's size, a leader's inexperience, an agency's desire for profit or acts of God. The following suggestions may help to avoid problems when dealing with an agency.

1. Make sure that your contacts abroad will be available during the entire program, unless you have *carte blanche* to act for the agency.
2. Make certain those contacts are empowered to make financial decisions for the agency, especially during emergencies.
3. Find out the agency's contingency plans for severe weather, hotel and flight cancellations, and transportation strikes abroad.
4. Stick to your original itinerary. Do not let an agency convince you of the need to attract participants through an expanded or diminished version of your program. An agency's revision may alter an important aspect of your course or create transportation and accommodation inconveniences.
5. Do not allow an agency to include last-minute registration for your program. Even if an agency can make arrangements for a student who registers late, the student may feel isolated because family stays and hotel accommodations and seating for plays, etc. separate him or her from the group.
6. Be sure that the agency requires formal medical examinations for students so that, before the trip begins, you are aware of any serious illness that may present problems.
7. Emphasize the need for a conference room to conduct classes abroad. Hotels frequently do not appreciate turning the breakfast room into a classroom. It is important to impress the academic aspect of the program on the agency since the agency's major concern is the touring arrangements, not the course itself.
8. Verify family stay arrangements carefully with the agency. Make sure that letters have not only been written by the students to the families, but that such letters have been delivered by the agency and its contacts abroad.
9. At the end of the program, make sure that your comments are sent in written form to the agency and are then discussed by you with the agency. Such a discussion is invaluable in order to avoid future problems and may result in even more enjoyable experiences in the future.

Harold Slamovitz
Gustavus Adolphus College

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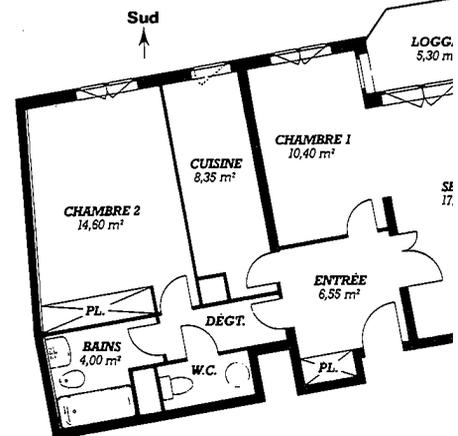
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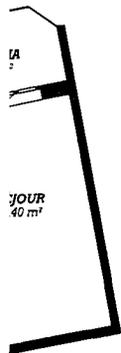
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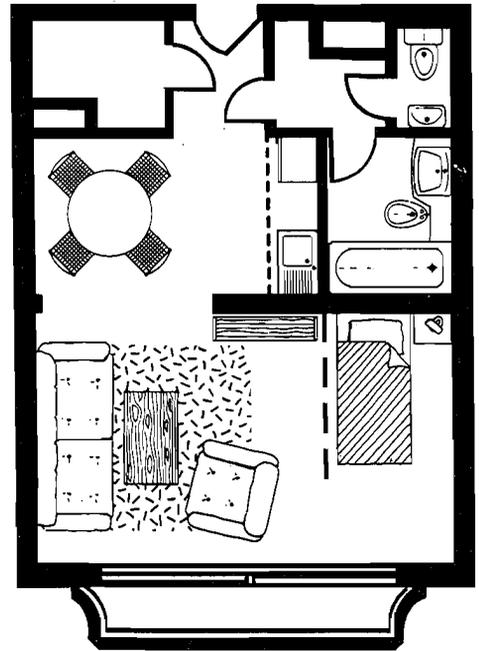
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Leurthe & Associés

Read the notices of apartments for sale.

1. What view does one have from the apartment on the Île St-Louis? How large is this apartment in square meters?
2. One apartment overlooks a large garden or park in Paris. What is the park? How much does this unit cost? How many rooms are there in this apartment? Compare its size to the apartment on the Île St-Louis.
3. Is the apartment in the Gobelins area newly built? How many rooms or areas does it have and what are they?
4. Only one of listings for apartments indicates there is an elevator in the building, although most of these apartments are on upper floors. In which section of Paris is this particular apartment located?
5. Which apartment has the greatest space of the ones listed here? How many bedrooms does it have? How many baths? What other apartment has more bedrooms? Does it have more bathrooms? What do you think "chambres de service" refers to?
6. Which is the smallest apartment indicated here? What is its size in square meters? What type of apartment is it? How many rooms does it have?
7. There is one house listed among these notices. When was it built? What is the size of the living room? What is the size of the lot on which it is located? What do you think "clos de murs" means? Is that a common situation for houses in your area?

Look at the floor plans of two new apartments in Paris.

8. In addition to the rooms indicated on the larger floor plan, what other spaces (not shown) are included in the price of the unit? When a unit is listed as "three rooms" what rooms are generally meant? What other areas are there in this unit that are not included in the "room" count?
9. What is near the "studio" advertised as being centrally located? What is the *rue de Paradis* known for throughout France? Label the areas on the floor plan of the "studio."
10. Using a meter stick or tape, measure your classroom and give its dimensions in square meters.
11. Again, using a meter stick or tape, measure your bedroom, your kitchen, your bathroom, and your living room. Give their dimensions in square meters. Compare them to the rooms on the apartment plan "trois pièces."
12. Look in your local newspaper for apartments for sale or for rent. What might a French student learn about life in your town from these notices?

J.B.G.

CLASSROOM ACTIVITIES THAT WORK

Interviews

Kevin: Bonjour, madame. Je m'appelle Kevin et je suis reporter du Main Line Times. Je voudrais vous poser quelques questions sur les Américains qui passent leur retraite en Bretagne.

Mme Hemery: Je suis disponible à présent et très contente de passer quelques temps avec vous . . .

Reverse Interview: Conversation au restaurant . . .

Mme Hemery: Bonsoir, monsieur. La semaine passée j'ai lu l'article que vous avez écrit sur les Bretons américains.

Kevin: Nos lecteurs nous ont écrit plusieurs lettres favorables. Ils s'intéressent beaucoup à votre petit-fils Marcel qui vient de recevoir son diplôme de Kings Point . . .

Writing interviews is an excellent exercise for improving both the students' written and oral skills in advanced language courses beyond the intermediate level. The interviews can be as varied as the individuals who write them and as different as the topics selected and the persons interviewed. They can be simple or complicated depending on the level of the class or the students writing them. When assigned as homework and presented in class, the interviews have proven to create interest as the students feel they are in control of the material.

Having students do interviews can be a very useful tool in courses that emphasize the practical side of language such as Commercial French, Business French, and Practical French. This usefulness has proven especially true in Practical French, a combination of business French with French economics, science, and sociology, and other areas of interest. The teacher assigns an article to read, usually taken from magazines such as *L'Express*, *Paris-Match* or *Le Figaro*, among others. The choice of material generally depends on the interest of the students and the potential of the article to stimulate a good interview. The selection of the articles depends upon the fields in which the students are majoring; for example, if most students are science majors, then more articles are selected on scientific topics. After students have read the assigned article they discuss the theme, the point of view, the author, and any other appropriate topics. Finally, students are asked to choose one of the persons in the article and to develop an interview of that person. The article serves as a model to build vocabulary and to improve writing skills.

In class, some students read their interviews. As all students are familiar with the article, they feel comfortable questioning their classmates on the interview. The interviews are corrected and returned to the students with the suggestion that they write a "reverse interview" or "conversation with . . ." in which the interviewer becomes the interviewee. The grades of these two compositions are averaged as the second interview allows the students to correct previous mistakes without considering the second composition repetitive work.

The excerpts of the interview at the beginning of this article were based on a piece from *L'Express* on French immigration to America. Three Americans, now retired in their native towns in Brittany, talk about their life in the United States and their retirement. Such articles provide material for student discussions of cultural similarities and differences in both countries as well as provide a rich resource for composition.

René-Guy B. Mongeau
Villanova University

"Rédaction" and Collective Rubric

As an Honors English teacher in addition to being a teacher of French, I am constantly striving to teach effective writing across the curriculum. One method that has worked successfully for me at all levels is my approach to the transition between highly-directed and semi-directed creative writing. I call it the "Rédaction" and Collective Rubric.

At the end of every unit (approximately three weeks) I assign a "Rédaction" topic, incorporating the vocabulary, grammar, and cultural theme studied. For example:

Describe your favorite outfit from head to toe.

Where did you purchase it?

Whose money was used?

Do your parents like you in this outfit?

Do your friends find it appealing?

Is it *à la mode*?

Why do you consider it your favorite?

How do you feel while wearing it?

The above questions are suggestions that may be incorporated into the composition, due the following day. The paper is to be artistically rendered with construction paper, computer graphics, magazine pictures, sketches, etc. Evaluation is based on accuracy, inventiveness, and thoroughness. The short overnight time span allowed for completion serves to encourage fluency, creative risk-taking, and immediate focus on revision. I am liberal in assessing the 0-20 possible points.

When the "Rédactions" are displayed and discussed, a rubric of commonly-occurring errors becomes an on-going collaborative effort on the part of the class. That which has already been mastered is not rehashed, while that which remains elusive is explained. The students are not overwhelmed by a detailed French-composition rubric in September and as a result they look forward to this activity and to more creative writing.

Sarah Berk
North High School
Creve Coeur, MO

FRENCH AND AMERICAN TEACHERS' ALLIANCE: CREATING COMMUNICATION LINKS

Teachers of French from southeast Ohio and teachers of English from Toulouse and Albi, France, met on the campus of Ohio University this summer for an immersion weekend entitled "Teachers Helping Teachers: Using Media Technology to Improve Language Skills, Cultural Knowledge, and Teaching Techniques." While speaking only French, the teachers developed activities for using television in the classroom, made plans for exchanging student-produced video and audio projects, and explored ways that teachers can help each other throughout the year. Seventeen middle and high school teachers from Ohio and five secondary teachers from France are involved in the innovative project, which is supported by a \$5340 grant from the Martha Holden Jennings Foundation.

Need for such a project became evident in meetings of the Ohio Valley Foreign Language Alliance, a collaborative group that brings together foreign language teachers from over forty middle and high schools in southeast Ohio, two colleges (Muskingum and Marietta) and Ohio University. The purpose of the group is to improve foreign language teaching at all levels, foster better articulation among language programs, and create professional development opportunities for teachers. Many high school teachers in the region are isolated geographically and culturally, rarely have the occasion to talk with native speakers, and need to develop new teaching techniques. Also, these teachers indicated that because of family responsibilities and financial constraints, they could not leave home for an extended period of time to perfect their language skills and cultural knowledge. Although opportunities exist to study abroad, to participate in NEH institutes, and to enroll in graduate school, many teachers need training programs of shorter duration provided by institutions close to home. The "Teachers Helping Teachers" project was designed to bring native speakers to the local area and to establish communication links through human contacts and through media technology.

The selection of secondary English teachers from France involved the cooperative effort of university professors at Ohio University and Université de Toulouse-Le Mirail. For several years the two institutions have exchanged English professors. Dr. Lois Vines, director of the "Teachers Helping Teachers" project at Ohio University, worked with a professor of English at Le Mirail who is in charge of the continuing education program for secondary school teachers of English in the Toulouse area. Selection of the teachers from France was based on their experience in using media technology in the classroom and their willingness to exchange materials with an American colleague throughout the year. The teachers from France were to establish partner schools for each of the Americans participating in the project so that exchanges would take place between individual teachers and classes.

Approximately one month before the immersion weekend in June, the Ohio teachers of French met for a workshop on the Ohio University campus. The purpose of the workshop was threefold: (1) to acquaint the participants with the goals of the immersion weekend; (2) to include their ideas in the planning and structuring of specific activities; and (3) to distribute articles dealing with pedagogical techniques and the broadcast media in France. The teachers were asked to read the materials and acquire an active

use of the vocabulary in order to participate in small group discussions throughout the weekend.

In addition, plans were made for each Ohio teacher to interview their colleagues from France on videotape during the immersion weekend. The teachers came prepared with questions understandable by students at different levels so that the video can be used in class to reinforce what they have learned in their textbooks. The students will enjoy seeing their own teacher conversing with a native speaker at a level they can understand.

The English teachers from France arrived on campus the day before the summer workshop began. While recovering from jet lag, they met with the director to go over details of the weekend. As most of them have been involved in teacher training programs in their own country, they came well prepared with videotapes, slides, cassettes, and activity sheets for techniques they planned to demonstrate. The goal was to work in small groups (one native speaker for every three Americans) so that each participant would have the opportunity to speak French as much as possible. Even meal partners were planned in advance so that a different combination of Americans would eat with a different French colleague at each meal. Such detailed planning was necessary because of the short, intensive format of the workshop. All the participants were housed in a small dormitory with an inner courtyard, creating the illusion of actually being in France.

The teachers from France demonstrated techniques for using videos and TV in class and then had the Ohio teachers prepare similar activities for their students using French TV. An Ohio teacher brought a student-produced video in French and slides with a narrative recorded on a cassette by her advanced French students. She had received a small grant from Kodak to cover the costs of film and developing. After the students had completed the project, the teacher was unable to make contact with a teacher in France with whom she could exchange audiovisual materials. The "Teachers Helping Teachers" program has provided the communication link she needs to continue the project with her students. Her materials demonstrated the possibilities for future exchanges between foreign language classes in the two countries. When students can see videotapes of teenagers in the target cultures, hear them speak, see their schools and activities, and then share similar aspects of their own lives, the study of a foreign language comes alive. The goal of the program is to make use of technology and human resources to overcome the sense of isolation often felt by both teachers and students.

In the area of technology, there is an inconvenient but not insurmountable obstacle. Because of the different TV standards used in France and the United States, special equipment is needed to view homemade videos and programs recorded directly from TV. One solution is to use a multistandard VCR (priced at about \$1600) to view tapes recorded on a different standard. This equipment is more common in France than in the U.S. Our local teachers have access to multistandard VCR's in the Ohio University Language Laboratory. The other solution is to convert the videotapes from one standard to another using a standards converter, which is quite expensive (about \$40,000). The

continued on page 16

Ohio University Modern Languages Department recently purchased a converter with the support of a grant. Ohio teachers exchanging videotapes with their colleagues in France have their tapes converted in our lab before sending them and upon receiving tapes from France.

During the evaluation session at the end of the weekend, the Ohio participants cited five major benefits of the "Teachers Helping Teachers" project. (1) Speaking only French while updating their cultural knowledge and learning new teaching techniques was both time-efficient and stimulating. Several teachers mentioned that even while visiting France or Quebec, they had not had the opportunity to speak French so intensively. (2) Working with native speakers who are also foreign language educators was highly rewarding. The Ohio teachers valued the opportunity to share ideas with native speakers in the same profession. They found that whether one teaches English in France or French in the United States, the challenges and problems are the same. (3) The use of taped French television programs offers the possibility for teachers in isolated areas to keep up-to-date in both language and culture. Local French teachers can borrow videotapes of French TV through the Materials Center in the Language Laboratory at Ohio University. The programs have been converted so that teachers can use them on their own VCRs. (4) Plans to exchange audiovisual projects between students of English in Toulouse and students of French in southeast Ohio will motivate teachers and students to continue communicating throughout the year. After students become acquainted through slides or videotapes, several teachers are convinced that student exchanges will take place. (5) Getting to know a teacher from France on a personal basis will assure continuing exchanges in the future. Professional and personal contacts are the most important aspects of the "Teachers Helping Teachers" program.

After the immersion weekend in French on the Ohio University campus ended late Sunday afternoon, the teachers from France spent four days in the homes of their Ohio colleagues perfecting their English and learning more about American culture. Their Ohio homestay was followed by a three-day visit in the homes of New York teachers who belong to the Tarrytown-Lakeland Foreign Language Teachers Association. Our French colleagues especially enjoyed getting to know a fellow teacher, living with a family, participating in local cultural activities, and exchanging pedagogical ideas and materials. The teachers from France have invited their Ohio colleagues to participate in an immersion weekend in English to be held in Albi this summer. They plan to evaluate the communication activities between their students during the past year and explore ways to improve them. The American teachers will also be offered a homestay during which they will speak French and learn more about French culture. The Ohio teachers plan to record interviews and local events on videocassette, which they can use in their own classrooms. The opportunities for mutual benefit place the "Teachers Helping Teachers" program on a firm foundation.

Lois Vines
Ohio University

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS

As reported in the September 1986 *National Bulletin*, the FIPF will hold its VIIth World Congress in Thessalonika, Greece from July 10 through 16, 1988. The theme of the congress is "Le français pour demain." Members of the AATF are automatically members of the FIPF, an organization that brings together teachers of French from the entire world.

Registration materials are available now for this congress, including hotel reservations. The hotel prices range from \$12 to \$27 per day for a single room including breakfast and from \$20 to \$36 per day for a double including breakfast. In addition to the congress, several excursions are available. Please note that registration fees are 250 F.F. prior to January 1, 1988 and 375 F.F. after that date. To obtain registration materials (it should be noted that the FIPF sends materials boat mail, so it takes a considerable time to receive them) write to:

Comité du VII^e Congrès FIPF
1, avenue Léon Journault
92310 Sèvres, France

You are encouraged to attend the meeting in Greece where you will be able to share interests and concerns with colleagues from other nations who teach French as a foreign language.

STAGE F.A.I.I.S.

The French American Institute for International Studies, publisher of *Pages d'écritures*, the magazine for American teachers of French, is sponsoring a two-week summer seminar in France from July 15 through July 29, 1987. This seminar, designed for teachers of French as a foreign language, will combine teaching workshops and conferences with recreation and entertainment.

Except for airfare, everything (room and board, workshops, and entertainment) is included in a special package that will cost subscribers only 130 F. (approximately \$20) a day per person. Registration is limited and priority will be given to subscribers. The rate for nonsubscribers is 200 F. per day per person. For additional information, write to:

F.A.I.I.S.
Attention: Christine Bryant
5151 San Felipe, suite 1500
Houston, TX 77056
Telephone: (713) 439-6502.

Editor's Note

It is time to wish all our readers a refreshing and productive summer. We hope that you will find time to send us your interesting and successful classroom activities and other articles of interest to our colleagues. We particularly wish to receive more material related to FLES as it is a very neglected area.

Chapter officers are reminded to send their chapter news. It is interesting and helpful to hear what other chapters are doing. Often new program ideas are derived from another chapter's activities.

We wish to thank all our readers who have contributed to this year's volume and invite them to contribute again. To all our readers, we express our hope to see you in San Francisco July 1-5.

STUDY PROGRAMS IN FRANCE

This article is a followup of the similarly titled article in the January 1987 issue of the *National Bulletin*. Jeannine Feneuille, Director of the Centre International d'Études Pédagogiques at Sèvres and Inspecteur général de l'Éducation nationale, has provided this additional information received from institutions that responded to her request after our publication date. The programs are listed alphabetically by the city in which they are located.

Cannes

LE CENTRE D'ÉTUDES DE LANGUE ET DE CIVILISATION FRANÇAISES POUR ÉTUDIANTS ÉTRANGERS du Collège International de Cannes/Université Libre de la Côte d'Azur est ouvert toute l'année et offre des cours à tous les niveaux. Une méthode active d'enseignement est utilisée faisant appel à la participation des étudiants au moyen de travaux sur des diapositives, des films, des disques, des journaux, des émissions vidéo, des émissions de radio, des journaux de classe, des enquêtes, etc. Il y a aussi des cours spécialisés de phonétique corrective et d'expression théâtrale qui sont offerts en parallèle aux cours de langue. Il y a la possibilité d'être hébergé sur le campus ou dans des familles. Les dates des trimestres et des sessions 1987-1988 sont:

1^{er} trimestre: du 27 septembre au 19 décembre 1987

- Session 1: du 27 septembre au 24 octobre
- Session 2: du 25 octobre au 21 novembre
- Session 3: du 22 novembre au 19 décembre

2^e trimestre: du 3 janvier au 26 mars 1988

- Session 1: du 3 janvier au 30 janvier
- Session 2: du 31 janvier au 27 février
- Session 3: du 28 février au 26 mars

3^e trimestre: du 4 mai au 25 juin 1988

- Session 1: du 4 avril au 30 avril
- Session 2: du 1^{er} mai au 28 mai
- Session 3: du 29 mai au 25 juin.

Les étudiants de niveau complètement débutant ne peuvent commencer le cours qu'en début de trimestre. Les étudiants aux autres niveaux peuvent commencer le cours à n'importe quelle session de leur choix. Pour tous renseignements, s'adresser au Secrétariat du Collège International, 1, avenue du D^r Pascal, F-06400 Cannes.

Clermont-Ferrand

SERVICE INTERUNIVERSITAIRE DES ÉTUDIANTS ÉTRANGERS de l'Université de Clermont-Ferrand II offre des programmes d'études françaises pour étrangers pendant l'année scolaire d'octobre à février et de février à juin. Il y a des cours pour débutants et faux-débutants; de premier, deuxième, et troisième degrés avec préparation partielle (dans la mesure de ses moyens) aux nouveaux diplômes de français-langue étrangère, le D.E.L.F. et le D.A.L.F. D'intérêt particulier sera le diplôme supérieur d'études françaises, 3^e degré qui est reconnu comme équivalent de l'examen de fin de 1^{re} année du DEUG de Lettres pour les titulaires du baccalauréat français ou d'un titre admis en équivalence. Pour tous renseignements écrire à: Service Interuniversitaire des Étudiants Étrangers, 34, avenue Carnot, 63006 Clermont-Ferrand.

Paris

LE CLUB DES 4 VENTS à Paris organise des séjours en France pour les jeunes de 12 à 20 ans (séjours en famille avec ou sans cours; avec options sportives; séjours à la ferme dans les régions d'Amiens et d'Agen) au printemps, en été ou toute l'année. CLARIA (le Centre Lyonnais d'Accueil et de Rencontres Internationales de l'Arbresle) organise des séjours près de Lyon pour les jeunes et pour les adultes en été et toute l'année. Pour de plus amples informations, s'adresser au Club des 4 Vents, «Service Information», 1, rue Gozlin, 75006 Paris.

Vaulx-en-Velin

Près de Lyon, l'École Nationale des Travaux Publics de l'État (ENTPE) propose une formation en français langue étrangère à des scientifiques. Ces stages s'adressent à des étudiants, des chercheurs, des ingénieurs, des enseignants en génie civil, aménagement, transport, environnement, architecture, géologie. Des stages peuvent être organisés pour des groupes ou pour des individus. Dans tous les cas, il s'agit de stages intensifs de 20 à 30 heures par semaine. En 1987, les stages destinés aux individus commenceront aux dates suivantes: le 6 juillet et le 5 octobre. La durée minimum pour laquelle une inscription est acceptée est de 4 semaines à un tarif de 800 FF par semaine. Pour les groupes, les stages sont organisés à la demande. La date limite de l'inscription est 4 semaines avant le début des cours. Pour tous renseignements, s'adresser à: Odile Minary, ENTPE, Service Linguistique, rue Maurice Audin, 69120 Vaulx-en-Velin.

Vichy

Centre Audio-Visuel de Langues Modernes (CAVILAM) organise des stages pour les professeurs de français langue étrangère. Pour tous renseignements, écrire au CAVILAM, 14, rue Maréchal Foch, B.P. 164, 03206 Vichy Cédex.

Villefranche-sur-Mer

L'Institut de Français offre des stages de 4 ou de 8 semaines à plusieurs niveaux du 1^{er} juin jusqu'à la fin d'août (en effet il y a des stages qui commencent toutes les 4 semaines sauf à la période de Noël). Pour des renseignements plus détaillés, écrire à: Institut de Français, 23, avenue Général-Leclerc, 06230 Villefranche-sur-Mer.

1987 GILBERT CHINARD LITERARY PRIZE

The Institut Français de Washington has established an annual prize of \$1000 for work in the history of criticism of French literature. The prize will be awarded to a North American scholar for a book in its manuscript form, written in English or in French. Manuscripts should be recent and unpublished, or accepted for publication and not yet printed.

The 1987 award will be attributed in February 1988 by a committee chaired by Édouard Morot-Sir, President of the Institut Français. Manuscripts should be addressed to Édouard Morot-Sir, 141 Dey Hall, the University of North Carolina, Chapel Hill, NC 27514, before **October 15, 1987**.

LE BUS PÉDAGOGIQUE: UNE NOUVELLE DIMENSION

Deux séminaires de formation de professeurs de français aux États-Unis en août 1987

En 1984 la MICEFA organise ses premiers stages de formation de formateurs en France. En 1986 elle lance le Bus pédagogique sur les routes américaines. En août 1987 elle propose deux séminaires de formation aux États-Unis pour les enseignants de français.

Ces séminaires de quinze jours chacun s'adressent aux enseignants qui ne peuvent consacrer quatre semaines aux stages de formation en France. Ils s'adressent également à ceux qui souhaitent organiser le passage du Bus pédagogique dans leur école.

Ces stages visent à donner, en marge des stéréotypes, une image de la France d'autant plus réelle qu'elle est aussi imaginée. Ils privilégient les documents authentiques que l'on apprend à identifier, fabriquer et surtout à exploiter dans les classes. Ils se veulent incitateurs — l'objectif étant de former des formateurs qui prendront le relais sur le terrain.

Les objectifs sont linguistiques, culturels et pédagogiques. Il s'agit: (1) d'améliorer la compréhension et l'expression écrite et orale des participants; (2) d'actualiser leur connaissance de la France contemporaine; (3) d'apprendre à exploiter les documents authentiques qui leur sont distribués.

Pour atteindre ces objectifs, l'équipe de la MICEFA, constituée par deux enseignants français, spécialistes de FLE, se propose: (1) de créer, aux États-Unis, l'équivalent d'un bain linguistique en France (présence, en plus des deux animateurs français, d'un ou deux jeunes Français pendant les repas; dîner une fois au moins dans une famille française de la région; environnement sonore de Radio France Internationale; projection de films et vidéos français; distribution de documents); (2) de centrer les ateliers sur l'exploitation pédagogique des matériaux authentiques dans les classes. C'est en groupe de 20, ou en sous groupe de 10, que ces techniques seront présentées sur un mode interactif. Un des objectifs est d'apprendre à utiliser les mêmes matériaux de façon différente avec des élèves de niveaux différents; (3) de mettre en place, chaque jour, des classe-laboratoires où les enseignants américains pourront mettre en pratique les acquisitions méthodologiques auprès d'élèves invités.

Les ateliers pédagogiques sont organisés sur les thèmes suivants: la vidéo; l'expression écrite; la chanson; l'image publicitaire; l'évaluation formative; les stratégies de transfert (exploitation des ressources à différents niveaux); la civilisation vue au travers de média multiples (vidéo, chanson, publicité, bande dessinée, etc.).

Les matériaux authentiques mis à la disposition des stagiaires incluent: des vidéos (en particulier *Minibus et maxi-french*, une série spéciale conçue pour le Bus pédagogique); des journaux, magazines, livres, vidéo-clips, publicités, affiches, photos, livres d'art; la «valise pédagogique» et la «valise promotionnelle», conçues par le ministère des Affaires étrangères; des méthodes d'enseignement tels que *Avec plaisir*, *Cartes sur table*, etc.

Les séminaires sont organisés sur une base régionale en coopération avec des universités et des associations professionnelles d'enseignants. Le premier est organisé du 19 au 31 juillet à Boston et destiné aux enseignants du nord-est. Il

est proposé en liaison avec la Bibliothèque française de Boston. Le second est prévu du 2 au 14 août dans le centre ouest à Ypsilanti (Michigan) en liaison avec Eastern Michigan University.

Pour le séminaire de formation de professeurs de français au Michigan s'adresser directement à Dr John Hubbard (313) 487-0130 ou 487-1498 et Dr Stanford Dugan, (313) 487-0130 ou 487-4081, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197.

Pour le séminaire de formation de professeurs de français à Boston s'adresser directement à Ms Mary Schipa, (617) 266-4351, Bibliothèque française, 53 Marlborough Street, Boston MA 02116.

L'ASSOCIATION FRANCE-LOUISIANE

L'Association France-Louisiane a été créée en 1977. Ses objectifs étaient de resserrer les liens entre la Louisiane et la France, de mieux faire connaître la Louisiane aux Français et d'encourager la pratique de la langue française dans cet état américain. Lors de son assemblée générale du 15 novembre 1986, France-Louisiane a décidé d'étendre son action aux francophones des États-Unis. Dans ce but, elle a modifié ses statuts et ajouté à son titre «Défense et développement de la francophonie américaine». Désormais, ses objectifs s'étendent à tous les francophones des États-Unis, particulièrement à ceux de la Nouvelle Angleterre, outre évidemment les habitants de la Louisiane.

La Commission des échanges scolaires de l'association, fort active, s'occupe de recevoir gratuitement des adolescents américains dans des familles françaises et d'envoyer des jeunes Français dans des familles louisianaises ou franco-américaines. Ces échanges ont lieu l'été et chaque séjour dure un mois.

Outre cela, la Commission essaie d'organiser des échanges de classe à classe pour 15 jours ou 3 semaines avec des établissements scolaires de la Louisiane ou de la Nouvelle Angleterre. Si elle a de nombreuses demandes d'établissements français, elle rencontre des difficultés du côté des États-Unis. Les professeurs de français enseignant dans des établissements américains peuvent aider France-Louisiane à réaliser ces échanges qui permettent aux jeunes des deux pays et à leurs parents de mieux se connaître.

Pour information, signalons que France-Louisiane organise chaque année, avec l'appui du ministère de l'Éducation nationale française, un concours, ouvert à tous les élèves des établissements scolaires français, dont le premier prix est un séjour d'un mois en Louisiane. Ce concours a porté sur une dissertation puis sur les arts plastiques.

Pour tous renseignements, les personnes intéressées par ces activités ou désireuses de les aider à se réaliser peuvent s'adresser à France-Louisiane, 17, quai de Grenelle, 75015 Paris; téléphone: (1) 45 77 09 68.

WORD PROCESSING IN FRENCH: A POSTSCRIPT

Recent articles in both the *French Review* and the AATF *National Bulletin* have discussed a variety of issues relating to text production in French with several different word processors. Such articles are invaluable to the novice who is anxious to familiarize himself with a scholarly tool that is on the verge of being considered absolutely indispensable by most writers. I would like to offer several thoughts of my own which I hope will be useful to the AATF membership.

When I first became intrigued with the potential of computer-generated text production, I was eager to determine its adaptability to foreign languages. Foreign characters on the IBM PC keyboard led me to believe that the computer was capable of producing most of the characters and diacritical marks that we in the Romance field would need. I soon discovered that my assumption may have been hasty; case in point: the keyboard has an *accent grave* already embossed on one key, but no hint of an *accent aigu*. And while a circumflex is prominently displayed on the same key as the number 6, getting it to appear on the screen and print out above the vowel as opposed to alongside the vowel was apparently not possible. Instinctively, I felt that there must be a way around these obstacles, knowing full well that IBM does business in France.

I then proceeded to question computer dealers, including several IBM product centers, as to the mechanism by which I could produce French. No one was able to give me any information about the foreign language capabilities of computers. One IBM technician I spoke with by phone indicated he thought that the solution to my problem lay with the software I was using, but he was unable to give me any more specific advice or information. A couple of Apple dealers I met assured me that their computers could indeed reproduce the foreign characters, but none was able to demonstrate or explain this capability.

Then one computer-buff acquaintance of mine told me he thought the *WordPerfect* program could satisfy my requirements. At roughly the same time, a flyer from the Modern Language Association arrived, advertising the capabilities of another program for foreign language and literature scholars, *Nota Bene*. My suspicions were confirmed: most computer hardware, at least all Apple and IBM products, along with their compatibles, can generate and display all required accented and special characters for the Romance languages, provided the proper software is used. However, this will normally involve a software-driven internal reconfiguration of the keyboard layout, so that the key you depress does not necessarily correspond to the foreign character that is displayed.

While reaching this level of understanding did indeed represent a major accomplishment, it still left the question as to which of the available software packages was most suitable for my needs, and more important, which computer I should acquire for my personal use. As our college is fully committed to IBM hardware, it seemed logical to have at home an instrument that would be fully compatible with IBM so that files on disk could be transported between home and office. My decision was, in a sense, already made. Native curiosity impelled me, nevertheless, to further examine the Apple MacIntosh and to talk with a colleague

who owns one. I am at this point firmly convinced that for someone needing a computer for foreign language word processing, the capability of both machines is roughly equivalent. However, the MacIntosh is far less overwhelming to the novice and can be mastered in less time than the IBM. Its keyboard is noticeably simpler, and its footprint takes up less desk space, thereby making it ideal for home installations. Further discussion of the MacIntosh will best be left to one of its experienced users, allowing me to highlight some further considerations of interest to potential users of the two premier foreign-language word processing programs for the IBM, *Nota Bene* and *WordPerfect*.

My aim here is not to provide a complete review and comparison of these two packages, but rather to permit the reader to understand how the foreign characters are accessed within the scope of each program.

WordPerfect, by far one of the best known full-featured word processing packages, is geared to a population of users that does a considerable amount of writing of any sort; it is equally well-suited for the journalist, the scholar, the editor or even the casual letter-writer. *WordPerfect* is available in several foreign language versions, most notably French and Spanish. However it is not necessary to acquire a foreign language version in order to produce foreign characters. The foreign versions differ from the English version in that the manual is written in either French or Spanish; additionally, the spell-checker will check spelling in the language of the version being used. The disadvantage of the foreign versions is that they are not as readily available as the English one, they may not be obtainable at discount, and finally, they cannot spell-check a document written in English. Moreover, the French version contains no thesaurus, a notable feature of the English-language version. The latter is therefore to be recommended.

In order to access the foreign characters in any version of *WordPerfect*, one can customize the keyboard configuration via Ctrl and Alt key mapping. The user can thus at will modify the program so that, for example, holding Ctrl while striking "e" will result in "è" while keeping Alt depressed instead of Ctrl will result in "é." It would seem logical to allocate all vowels with grave accents to the Ctrl key, and those with circumflex accents to the Alt key. However, what does one do with the acute? As there are only two options available per vowel, it is necessary to designate arbitrarily some other key in combination with Ctrl or Alt to access an acute accent. For example, one might decide that Ctrl plus "y" would yield "é." Ctrl "c" might designate "ç" and Alt "c" would yield "Ç." The only problem with this approach is that it is somewhat arbitrary and totally non-standardized, since each user can map the keyboard to suit his own needs. A more serious issue arises when one needs to do word processing in more than one Romance language; alternating among French, Spanish, and Italian creates havoc with the keyboard configuration, as there are so many permutations of accents and vowels that it becomes almost impossible to recall which Ctrl and Alt key combination is required for which accented vowel.

An easy solution to this problem and one which surprisingly few users are aware of, is to map the keyboard using a

single DOS command before entering the word processing program. All DOS versions 3.0 or higher include with them a series of foreign language keyboard commands, the one for French being [keybfr.com]. Entering the command converts the keyboard configuration to one not unlike a foreign typewriter keyboard. Interestingly, the Spanish keyboard command [keybsp.com] is, for the needs of most of us, more suitable than the French keyboard, for the following reasons:

- it modifies the keyboard layout only minimally compared to that of an American typewriter, whereas the French keyboard command involves more substantive changes, making it harder to learn;
- it allows one to access all of the special characters of the most commonly taught Romance languages (French, Spanish, Italian);
- it makes use of a "dead key" mechanism for inserting all diacritics; this is a procedure that most of us who own international-style typewriters are already familiar with, and is in a sense easier to use than having to remember the location of numerous vowels already bearing accents.

In short, the [keybsp.com] configuration does everything the French keyboard command does and more, is simpler to master, and is better adapted for use with more than one language.

Nota Bene is the other extremely powerful word processing program that many of us will be using. In some ways its capabilities for the foreign language and literature scholar exceed those of *WordPerfect*, but it is more expensive to acquire and somewhat more challenging to learn. *Nota Bene* also allows for customization of the keyboard or selection of a foreign language configuration from within the program; it is not necessary to access the foreign keyboard from DOS nor is it necessary to work with a DOS version above 3.0. (Lower versions may be used.) *Nota Bene's* foreign keyboards match for the most part those of DOS, and again, the Spanish layout is here also to be recommended for those working in French. No spell-checker is available, but one small advantage of *Nota Bene* is the ease with which the user can toggle between the foreign keyboard and the standard American keyboard (one keystroke required compared to three when using the DOS-accessed keyboard configurations in *WordPerfect*).

Professor Diller raised the question of printers in his article in the April 1986 issue of the *National Bulletin*, stating that "in nearly every case users have found satisfaction with all major brands" (p.6). I myself have found few manufacturers of dot-matrix printers who fully support the French character set; while a given printer may provide all the foreign characters in one font or typeface, this is rarely the case with all the fonts of which a printer is capable.

Moreover, some printers require the word processing program to resort to "sleight of hand" in accessing certain diacritical marks. All Epson models I have checked, for example, might have one vowel, "è," for example, already in their character set and it prints out clearly, whereas the "e" + acute accent is jerrybuilt, requiring the printer to execute "e" + backspace + apostrophe. (è instead of é). The same procedure holds for "ç" which is constructed from a "c" + backspace + comma. Makeshift characters with superimposed look-alike diacritics may satisfy some users, but I find them objectionable, particularly for cam-

era-ready copy or the preparation of duplicating masters. One printer manufacturer, NEC, is to be commended for its commitment to providing full capability for the proper printing of texts in the Romance languages; its line of Pinwriter dot matrix printers are the only machines I am aware of that can beautifully print every necessary diacritical mark that we are likely to need, and they do so in every font (italics, double width, proportional, etc.) of which the printer is capable. As for daisy-wheel type letter-quality printers, there is less of a problem printing foreign characters correctly and clearly, provided the appropriate French printwheel is installed. Most any brand providing the foreign printwheel should produce acceptable accented characters.

Some users of other word processing packages may find that their printer does not handle foreign characters at all. A bit of detective work may be required, for not all word processors convey the print commands for the non-English characters. One such program, not to be recommended for our needs, is *Writing Assistant*, itself an IBM product. By using the DOS foreign language keyboard commands, one can easily access all foreign characters via *Writing Assistant*, and they do appear correctly on the screen, but no printer that I know of can print them. Switching to one of the above-recommended programs should solve that problem.

One final consideration that is almost never discussed but is of great importance is the quality of the monitor. For word processing in general, a monochrome display is to be highly recommended over a color display for the simple reason that color monitors most often offer poor resolution, resulting in the inability to discern on the screen the difference between an acute and a grave accent. The few high-resolution color displays that are available are very expensive and not worth the cost. Aside from better resolution, monochrome offers another advantage: when working in *Nota Bene*, for example, a monochrome monitor will display underlining and bold on the screen exactly as it appears on the printed page, whereas a color monitor will result in various color codings for these features; underlining may appear as yellow, bold as red, etc. From my vantage point, this is a less than desirable mechanism in that it is again totally non-standardized and may easily result in the commission of print-mode errors and oversights.

Armed with the information presented above and in other similar articles, the uninitiated in our field should feel confident that they too can join the computer revolution.

Mark S. Weinberg
Gallaudet College

BACK ISSUES

THANKS FROM NATIONAL HEADQUARTERS to those members who have been responding to our recent appeals for back issues of *The French Review* which are in short supply in Champaign. We are now well supplied with Volume 58, Number 3 (February 1985) so that you need not send us any more. We will, however, now accept up to the **first 25 copies** of **Volume 58, Number 5, (April 1985)** sent to us in unmarked condition and we will reimburse accordingly (\$3, plus \$.69, 4th class postage).

Fred M. Jenkins
Executive Director

NEW FLES NETWORK BORN

The renewed interest in foreign language education, coupled with the growing awareness of the importance of introducing young children to foreign languages, are but two factors that led to the birth of a much-needed network for educators involved in early foreign language education.

The National Network for Early Language Learning (NNELL), born on February 1 of this year, has two main purposes:

(1) to facilitate communication among early language teachers, teacher-trainers, parents, program administrators and policymakers;

(2) to improve public awareness and support for the field.

This non-dues-paying organization is open to individuals or groups interested in fostering foreign/second language acquisition among children.

During the first year, the main activities of the Network will be to publish a newsletter (2 or 3 issues); to investigate funding possibilities for the Network and other FLES (Foreign Language in the Elementary School) projects; and to encourage information-sharing meetings of FLES educators.

If you wish to be added to the mailing list to receive your free copy of the National Network for Early Language Learning newsletter, *FLES NEWS*, please write, providing the following information: name, address, telephone, institution, position, language(s) taught, and list of other professional organizations to which you belong (ACTFL, AATSP, AATG, AATF, AATSEEL, MLA, State FLA, ASCD, NAESP, State AESP, Delta Kappa Gamma, Phi Delta Kappa, or other). Send correspondence to: Nancy Rhodes, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037.

Carolyn Andrade
Cincinnati Public Schools

FOCUS ON FLES

Elsewhere on this page is information on obtaining the new report of AATF's FLES/Exploratory Commission entitled *A FLES Sampler: Learning Activities for FLES, FLEX and Immersion*, edited by Gladys Lipton. The commission will begin work shortly on next year's report and invites anyone interested in serving on the FLES/Exploratory Commission for 1987-88 to write to Dr. Lipton.

In Fall 1986 the U.S. Department of Education funded the project "A Foreign Language Showcase: A Model for Stimulating Interest in Foreign Language," co-directed by Dr. Lipton and Dr. Robert Sloane, both of the Department of Modern Languages and Linguistics at the University of Maryland-Baltimore County Campus. Highlights of the project include:

- funding of a FLES/Exploratory/Immersion course and a national FLES Information Center (see below)
- a FLES International Camp for children to be conducted at UMBC
- teacher language immersion days
- teacher methodology discussion days
- high school student language immersion and career days.

A video tape/publication featuring the highlights of these teacher and student activities will be produced to assist other institutions of higher education in their outreach activities.

A national FLES/FLEX/Immersion Information Center has been established at the University of Maryland-Baltimore County Campus. The purpose of this center is to help parents, teachers, school administrators, students and others to familiarize themselves with the current literature and information about elementary school and middle school foreign language programs. The Center is seeking samples of curriculum, learning units, teacher-made materials, student-made materials, photographs, teaching aids, motivational and reinforcement games, etc. Anyone willing to share such materials with the Center is invited to send them. The materials will receive wide use and generate publicity for the contributors.

To contribute materials to the Information Center, for further information on the "Showcase" project, or to indicate interest in participating in the work of the FLES/Exploratory Commission, please contact Dr. Gladys Lipton, University of Maryland-Baltimore County Campus, Department of Modern Languages and Linguistics, Catonsville, MD 21228; telephone (301) 455-2109 or (301) 593-1654.

FLES/FLEX/IMMERSION

COMMISSION

FLES/FLEX/Immersion Commission issues its second report. Following its successful initial report entitled "Fles, Flex, and Immersion—The Many Faces of Foreign Language in the Elementary School" (November 1985), still available from National Headquarters for \$5, postpaid, the Commission, under the Chairmanship of Gladys Lipton, now has made available an accompanying volume completely oriented towards practical advice in the classroom: "A FLES Sampler, Learning Activities for Foreign Language in the Elementary Classroom" (1987). Subjects discussed are: colors, oral communication skills, reading readiness, time & numbers, TPR, verbs, vocabulary, and writing skills. Available at the same price, \$5, from AATF, 57 E. Armory Avenue, Champaign, IL 61820.

John B. Garvey
Pedagogical Aids Bureau

COMPETITION OPENS FOR FULBRIGHT COLLABORATIVE RESEARCH GRANTS

The United States Information Agency and Institute of International Education announce the May 1, 1987 opening of the competition for collaborative research grants abroad for teams of two or three U.S. graduate students or recent postdoctoral researchers under the Fulbright Program.

The Fulbright Collaborative Research Grants will be available to all countries in the world, (except most East European countries, the U.S.S.R., and Indochina), for academic year 1988-89. There are no restrictions on fields of study. Prospective applicants should check with IIE regarding country availability, prior to applying.

Applicants must be U.S. citizens at the time of application and must hold a B.A. degree or equivalent before the beginning date of the grant. Applicants with a Ph.D. at the time of application may have obtained the degree no earlier than June, 1986. All applicants must have sufficient proficiency in both the written and spoken language of the host country to carry out the research.

The statement of proposed research submitted by team members may be identical, complementary to, or present a different dimension of the team's research. It is preferable that applications be submitted through a U.S. academic institution or professional entity. In addition, evidence of affiliation abroad with a host country institution or on-going project that will oversee the research must be presented with the application.

Grants will normally be for 6-10 months and will provide monthly fixed sum awards to each member of the team. Grantees also receive basic health and accident insurance coverage as part of the research award. It is expected that each member of the team will carry out their research in one country abroad for a minimum of six months during the same academic year, although all members of the team do not necessarily have to be in the host country conducting research.

Additional information and application forms may be obtained from U.S. Student Programs Division at the Institute of International Education, 809 United Nations Plaza, New York, NY 10017 or call Theresa Granza (212) 984-5329.

Completed applications from all team members must be submitted to IIE's New York headquarters by January 16, 1988.

UNIVERSITIES, ARE YOU INTERESTED IN COOPERATIVE VENTURES IN FRANCE?

The École Normale des Hauts de Seine in Antony (just outside Paris) invites American universities to join the school in cooperative ventures. They would like to explore (1) student or faculty exchanges, (2) courses of *stages* in cooperation with American programs in the Paris area, or (3) other cooperative ventures. This school has special strengths in the pedagogical applications of video and computers. If interested in discussing the possibilities of cooperation, contact Mr. Bruno PLISSON, 96, rue A. Pajeauel, 92160 ANTONY, France. Telephone 46.66.21.90, Poste 239.

SCHOOL EXCHANGE SERVICE OFFERS PARTNERSHIPS ABROAD

The School Exchange Service, jointly sponsored by the National Association of Secondary School Principals and the Council on International Educational Exchange, offers the possibility for a school-to-school partnership in a choice of eleven countries: Austria, Canada, Costa Rica, France, Great Britain, Germany, Spain, Italy, Venezuela, Israel, and Japan.

Each year approximately 10 to 15 students and a faculty adviser travel to the partner school abroad. The students live with host families, attend school, and learn about the foreign community. At another time during the academic year, the foreign groups visit the United States for a similar exchange.

The three to four week exchange opens an academic opportunity to a wide range of students because it may be conducted with minimal disruption to the regular academic year; does not interfere with the obligations of students with outside interests such as music, sports, or the arts; and costs are relatively low. Different students travel each year, but the linkage or partnership between the schools remains, allowing for the growth of a vibrant and flexible program.

Both students and faculty members gain from SES participation. Foreign language skills are strengthened; curriculum ideas are exchanged; and student-faculty relations deepen as each works towards the common goal of cultural understanding. To learn more about the School Exchange Service, write to: SES, 1904 Association Drive, Reston, VA 22091; telephone: (703) 860-0200.

WORKSHOPS FOR ADVANCED PLACEMENT TEACHERS

In conjunction with the Middle States office of the College Board, workshops for Advanced Placement teachers of French, Spanish and Latin will be held August 3 to 7, 1987 at Manhattan College in the Riverdale section of New York City. Tuition and fees are \$595 for each workshop offered for three graduate credits in education. Room and board is available on campus at a cost of \$150 per week for double room accommodations, and \$200 for a single room. Registration deadline is June 15. For more information, write to Brother William Batt, FSC, Director of Advanced Placement Programs, Manhattan College, Riverdale NY 10471, or call 212-884-2933.

COLLOQUE INTERNATIONAL ET INTERDISCIPLINAIRE À REIMS

L'université de Reims (section lettres et sciences humaines) vient de nous transmettre des renseignements concernant un colloque international et interdisciplinaire qui se tiendra dans leurs locaux en novembre 1987. Le thème de ce colloque sera «Lecture de R. Vailland».

L'organisateur de ce colloque est le professeur Michel Picard, directeur du Centre de recherche sur la lecture littéraire. Pour toutes informations supplémentaires, on s'adressera au professeur Michel Picard, UER Lettres et Sciences Humaines, 57 rue Pierre-Taittinger, 51096 Reims Cédex.

CALENDAR OF EVENTS

EASTERN MICHIGAN UNIVERSITY SIXTH ANNUAL CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS: May 7-9, 1987 (pre-conference workshops, May 7), Ann Arbor, MI. Information: John Hubbard or Geoffrey Voght, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-0178 or 2283 or 0130.

FRENCH COLONIAL HISTORICAL SOCIETY: May 7-10, 1987, Indiana Univ.-South Bend, South Bend, IN. Information: William I. Shorrocks, Dept. of History, Cleveland State Univ., Cleveland, OH 44115.

PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (in conjunction with WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS), May 8-9, 1987, Seattle, WA. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State Univ., Corvallis, OR 97331-2289. Telephone: (503) 754-2289.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: May 8-9, 1987, Seattle, WA.

SEVENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1987, Univ. of Cincinnati, OH. Information: Gisèle Lorient-Raymer, Dept. of Romance Languages, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES: SEMINAR EAST: June 4-6, 1987, Charlottesville, VA. Information: Cheryl Demharter, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 614-6320.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES: SEMINAR WEST: June 18-20, 1987, Park City, UT. Information: Cheryl Demharter, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 614-6320.

BLAISE CENDRARS AND/IN ENGLAND: June 28-30, 1987, Univ. of Lancaster, England. Information: Susan Taylor Horrex, Dept. of French Studies, Lonsdale College, Univ. of Lancaster, Bailrigg, Lancaster, LA1 4YN England.

EIGHTH WORLD CONGRESS OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 16-21, 1987, Sydney. Information: J. Nivette, Vrije Universiteit, Pleinlaan 2, B-1050 Brussels, Belgium.

QUATRIÈME CONGRÈS RÉGIONAL DE LA NOUVELLE-ANGLETERRE DE L'AATF: October 2-3, 1987, Rivier College, Nashua, NH. Information: Ellen Munley, Dept. of Foreign Languages, Rivier College, Nashua, NH 03060. Telephone: (603) 888-1311, ext. 238.

DEUXIÈME COLLOQUE DE L'ASSOCIATION POUR LA RECHERCHE INTERCULTURELLE (ARIC): October 7-9, 1987, Fribourg, Switzerland. Information: ARIC, Institut de Psychologie, Université de Fribourg, Route des Fougères, CH-1700 Fribourg, Suisse.

FOREIGN LANGUAGE ASSOCIATION OF MISSOURI ANNUAL MEETING: October 9-10, 1987, Central Missouri State University, Warrensburg, MO. Information: Dena Bachman, Secretary FLAM, 1804 Lion Road, St. Joseph, MO 64506.

STENDHAL PALIMPSESTE: October 9-11, 1987, Queen's Univ., Kingston, ON. Information: Jean-Jacques Hamm, Dept. of French Studies, Queen's Univ., Kingston, ON K7L 3N6 Canada.

1988-89 FULBRIGHT TEACHER EXCHANGE PROGRAM: Application deadline, October 15, 1987. Information: Fulbright Teacher Exchange Program E/ASX, U.S. Information Agency, 301 Fourth St., S.W., Washington, D.C. 20547. Telephone: (202) 485-2555.

THE MEDIEVAL CITY AND ITS IMAGE: October 16, 1987, New York, NY. Information: Frederick Goldin, Program in Comparative Literature, Graduate Center, City Univ. of New York, 33 W. 42nd Street, New York, NY 10036.

SEVENTIETH ANNUAL MEETING OF THE NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: "COLLABORATING FOR SUCCESS": October 16-18, 1987, Kiamesha Lake, NY. Information: Nancy McMahan, Cazenovia High School, Cazenovia, NY 13035.

NINETEENTH-CENTURY FRENCH STUDIES ANNUAL COLLOQUIUM: October 22-24, 1987, Evanston, IL. Information: Michal Ginsburg, Program in Comparative Lit. and Theory, Northwestern Univ., Evanston, IL 60201. Telephone: (312) 491-5672.

TWELFTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 23-25, 1987, Boston University. Information: Conference on Language Development, Boston Univ., 605 Commonwealth Ave., Boston, MA 02215. Telephone: (617) 353-3085.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 29-31, 1987, Peoria. Information: Dennis Gilliom, Glenbrook North High School, 2300 Shermer Rd., Northbrook, IL 60062.

YOUNGSTOWN CONFERENCE FOR FOREIGN LANGUAGE TEACHERS: October 30-31, 1987, Youngstown State University, OH. Information: Renée Linkhorn, Dept. of Foreign Languages, Youngstown State Univ., Youngstown, OH 44555.

1988 ROCKEFELLER FOUNDATION SCHOLARSHIPS DEADLINE: October 31, 1987. Information: Rockefeller Foundation Scholarships, Academic Alliances, Univ. of Pennsylvania, 3808 Walnut Street, Philadelphia, PA 19104-6136. Telephone: (215) 898-2745.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: November 6-7, 1987, Newton Marriott, Newton, MA. Information: Charles Finn, Conference Chair, 12 Pioneer Rd., Hingham, MA 02043.

SEVENTH BIENNIAL SYMPOSIUM ON INTERNATIONAL CULTURAL PERSPECTIVES IN LITERATURE AND LANGUAGE: November 6-7, 1987, George Mason Univ. Information: Jeffrey T. Chamberlain, Dept. of Foreign Languages and Literatures, George Mason, Univ. Fairfax, VA 22030.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) in conjunction with SCOLT: November 20-25, 1987, Atlanta. Information: ACTFL, 579 Broadway, Hastings-on-Hudson, P.O. Box 408, NY 10706. Telephone: (914) 478-2011.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) in conjunction with ACTFL: November 18-19, 1987, Atlanta. Information: James Gates, Spelman College, Atlanta, GA 30314.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1987, San Francisco, CA. Information: MLA, 10 Astor Place, New York, NY 10003.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DES LANGUES VIVANTES: January 3-8, 1988, Canberra, Australia. Information: Congress Organizers, G.P.O., Box 989, Canberra, A.C.T., 2601

SOUTHEAST CONFERENCE ON FOREIGN LANGUAGES AND LITERATURES: February 25-27, 1988. Information and abstracts: Dr. Ruth M. Mésavage, Chair, SCFLL-SMCLL, Rollins College, Box 2616, Winter Park, FL 32789.

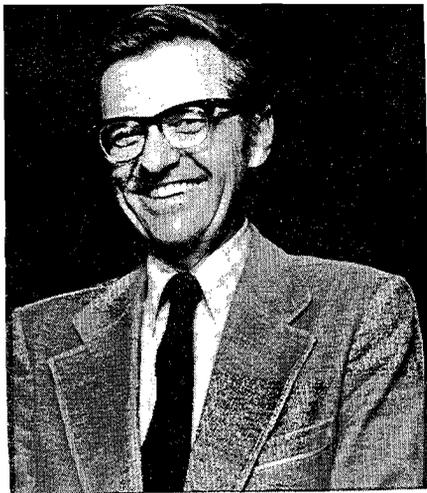
THIRD INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS & PRACTICAL APPLICATIONS: March 18-19, 1988, Chicago, IL. Information and abstracts: Dr. Rosemarie A. Benya, East Central University, Ada, OK 74820-6899. Telephone: (405) 332-8000.

ANNUAL CONFERENCE OF THE POPULAR CULTURE AND AMERICAN CULTURE ASSOCIATIONS: March 23-26, 1988, New Orleans, LA. Information and Abstracts: Helen L. Ryan, Area Chair, Modern Language Department, Olin Hall 304, University of Akron, Akron, Ohio 44325.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the COLORADO CONGRESS OF LANGUAGE TEACHERS and the SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 13-16, 1988, Denver. Information: Gerard L. Ervin, Slavic Dept., 232 Cunz Hall, The Ohio State Univ., Columbus, OH 43210.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS, VII^e CONGRÈS MONDIAL: July 10-16, 1988, Thessalonika, Greece. Information: FIFP, 1, avenue Léon Journault, 92310 Sèvres, France.

MEMBERS' NOTES



Fred M. Jenkins
Executive Director, AATF

Three AATF officers have been named recently to the order of the *Palmes Académiques*.

Fred M. Jenkins, Executive Director of AATF and professor of French at the University of Illinois-Champaign, has been recognized for his contributions to the study of French culture and civilization. Under Professor Jenkins' able leadership AATF has expanded its membership and its activities.

Joan L. Feindler, Regional Representative-I and teacher at The Wheatley School, Long Island (NY), has also been recognized. Ms. Feindler, in addition to serving AATF, has been active in developing total immersion programs for students in five Long Island school districts and in setting up academic exchange programs with schools in France.

Michèle G. Shockey, Regional Representative-IX, serves as Instructional Supervisor for Foreign Languages at Gunn High School in Palo Alto, CA. Ms. Shockey has been very active in developing Advanced Placement tests in French as well as presenting seminars on Advanced Placement for teachers. Currently, she is responsible for the program at the July AATF convention in San Francisco.

Congratulations to all three recipients who have been appropriately honored for their efforts in fostering the promotion of the study of French language, literature, culture, and civilization.

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