



FROM THE PRESIDENT:

NEW ORLEANS CONVENTION HIGHLIGHTS

The AATF returned to New Orleans for its 63rd annual meeting, its first visit to that delightful city since 1975, when the AATF met jointly there with the Fédération Internationale des Professeurs de Français. This year's was also a joint meeting, since AATF met simultaneously with the Colloque International sur la Culture et l'Enseignement du Français that is sponsored by the French Education Project and the Centre d'Études Françaises et Francophones of the Louisiana State University. By agreement between Robert Lafayette (well-known to AATF members) and myself, all culture proposals and sessions were handled and organized by the Colloque International. We shared speakers: at Monday's opening session, our lead speaker was the Director of the Centre d'Études Françaises et Francophones, the distinguished Martiniquais writer, Edouard Glissant. His topic, "Paysages de la Francophonie," was a dense, rich analysis that will eventually be available for perusal in the *French Review*. This set the tone for the theme of the meeting, which was naturally, given the venue, *la Francophonie*. After the lunch break, we returned to hear a stimulating address by Claire Kramsch of UC Berkeley on "Culture et discours—un enjeu didactique."

New Orleans was less of a draw than Paris in 1989, but the nearly 450 members who joined us found much to interest them. Over 30 exhibitors' booths (nearly as many as Paris) displayed enticing books, videos, games, the inevitable t-shirts, study abroad information, computer applications, and free coffee between sessions. As in Paris, sessions were held in the mornings in order to allow attendees to participate in a variety of afternoon activities, which ranged from outings to workshops. Chief among the latter was the highly successful two-afternoon *atelier* on "L'Utilisation du Minitel" organized by Townsend Bowling of University of Texas at San Antonio. As a result of this workshop, and because of ongoing interest generated by the videotex phenomenon, Professor Bowling now heads the newly formed AATF Commission on Telecommunication. One of the AATF's goals will be the training of at least one *miniteliste* per chapter. Outings included trips to plantations in Cajun country and a literary walking tour of the French Quarter. On Monday evening, with the support of the Services Culturels Français, the Bureau de Québec en Louisiane, and the Communauté française de Belgique, the AATF and the Colloque International hosted a reception in the hotel. Late Tuesday afternoon, members were treated to a lively concert by The Psaltery (a vocal instrumental duo of traditional French, French-Canadian, and Cajun songs). And

every evening, the shops, restaurants, and bars of the French Quarter beckoned from across Canal Street.

Though it would be impossible to cite all the sessions offered at the convention, a sampling will give an idea of the range of our presentations: "Images of the Cajuns in Literature," "Nouvelles Approches à l'enseignement de la lecture," FLES*, "Littérature québécoise féminine," "Aspects du créole louisianais," "French for the Professions," "French for Business," "The Videotex Phenomenon in France and the U.S.," "Model Francophone Curricula for Self-Instruction," "Mother-Daughter Relationships in French Art and Literature," "Comment préparer vos étudiants à l'examen de AP langue," "French Cinema of the 1980s," "Louisiana French Music," "Translations and Interpretation," "Tailor-Made Authentic Video Material for Your Classroom" and a number of workshops and literary sessions. (Programs are available from National Headquarters. Please include a 5" x 7" self-addressed, stamped envelope with your request.)

The Executive Council met on June 30 and July 1 in advance of the convention proper. A full account of its actions, as recorded by the busy pen of John Garvey, will appear in the "Minutes" in a forthcoming issue of the *French Review*, but a few items may be mentioned now.

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FROM THE PRESIDENT

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As most members are aware, the AATF will be conducting another presidential election this fall. This comes about because of the change in our Constitution which created the new office of President-Elect. The President-Elect will join the Executive Council meetings in Minneapolis next July, and accede to the presidency in 1992, the year of our Strasbourg convention.

Among the ongoing projects of interest to our members are our efforts to bring to the testing (credentialing) stage the Professional Standards of the AATF. After preliminary discussions with the National Board for Professional Teaching Standards last November, the Commission on Standards chaired by Joseph Murphy of West Virginia University has had promising contacts with Educational Testing Service. A representative of ETS, Ms. Florence Cucchi, spoke to the Executive Council about ways in which the French NTE (National Teacher's Exam) might be used as a component in testing professional standards. This would involve doing first a comparison of AATF standards and the ETS test, then a validation study of the current French NTE.

Vice-President Pat Cummins, who has been heavily involved in the work of the AATF Pedagogical Commission (which gave impetus to the Minitel workshop noted above), reported on the various projects undertaken by her groups: a soon-to-be-available video (see page 20, this issue), and a database project developed with Howard Nostrand of the University of Washington.

Newly-elected Vice President Margot Steinhart could stay for only one day of the Executive Council meetings before flying off to Paris with this summer's *stagiaires*. She is preparing a brochure entitled "Why Study French" that will soon be printed and available to the membership. Thanks to the continuing generosity of the French and Québec governments, 10 summer scholarships were awarded for study in Québec, and 30 for France. After a frank discussion involving the Executive Council and MM. Kieffer and Oriano of the Services Culturels, it was agreed that the summer scholarship criteria may incorporate a new flexibility that should be reflected in the 1991 selection process. (See page 5 in this issue.) Also, the AATF will increase the travel stipends from \$300 to \$400 per participant, with the possibility of an additional \$100 for each *formateur*.

Finally, a new working group has been formed as a result of the debate arising from Rebecca Valette's article in the November 1989 *Bulletin*. This group will be known as the AATF Task Force on French Proficiency, and will be chaired by Gladys Lipton of the University of Maryland Baltimore County. (See the preliminary report page 17 in this issue.) The Task Force will next meet in November at the ACTFL meeting in Nashville.

The National French Contest continues to set new records. A small number of technical problems besetting the contest administration have been resolved, and the Executive Council had only to approve a series of fine-tuning measures offered by National Director Sidney Teitelbaum. Because of the fires near his Santa Barbara home, Editor Ronald Tobin of the *French Review* was unable to attend the Executive Council meetings, but his report shows a strong *French Review* and substantial savings in the costs of producing the association's journal of record. The Council also heard from Jane Black Goepper,

Editor of the *National Bulletin*. Executive Director Fred Jenkins reported on activities handled by National Headquarters: the Placement Bureau, the Bureau de Correspondance Scolaire, Small Grants, status of chapters (our newest is Bermuda). The Endowment Fund is healthy. The Regional Representatives reported at length on AATF activities in their areas. At each Executive Council meeting I am amazed and grateful for the amount of work put in by these dedicated individuals. As I have written before, here is the *travail de base* without which the AATF could not exist.

Our deliberations ended with a discussion of future convention sites. After Minneapolis and Strasbourg, our plan is to meet in either Los Angeles or San Diego in 1993, Philadelphia in 1994, and Quebec City in 1995.

Mark your calendars now:

AATF National Convention, July 3-6, 1991 in Minneapolis. Proposals for papers, sections, and workshops may be submitted to Stirling Haig, President, AATF, Dept. of Romance Languages, CB#3170, University of North Carolina at Chapel Hill 27599-3170. Volunteers and suggestions from Minneapolis/Minnesota/Region VII members are most welcome.

Stirling Haig
President

AATF NATIONAL BULLETIN

Volume 16 Number 1

September 1990

Editor: Jane Black Goepper, Holmes High School, Covington, Kentucky.

Editorial Assistant: Josiane Leclerc-Riboni, University of Cincinnati.

Reading Committee: Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, Utah; Therese C. Clarke, Williamsville Central School District NY; Gisèle Lorient-Raymer, University of Louisville; Elizabeth Miller, Phillips Brooks School, Menlo Park, CA; Pierre Sotteau, Miami University, Oxford Ohio.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 431 Collins Avenue, Cincinnati, Ohio 45202. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, *The French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Second class postage paid at the Champaign, IL Post Office. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

Postmaster: Send address changes to AATF, 57 East Armory Avenue, Champaign, IL 61820.

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IMMERSION WEEKEND PLANNED IN REGION VI (EAST CENTRAL)

AATF members from the states of Michigan, Indiana, Kentucky, West Virginia, and Ohio will have the opportunity to participate in an immersion weekend in October. Attendees will speak French with other adults, including native speakers from Friday evening till Sunday afternoon. The program will include events of linguistic, cultural, and pedagogical interest, offered in a pleasant setting and a relaxed atmosphere.

Because of the size of the region, two weekends will take place at different sites, so that everyone will have a better chance of participating. Church-related facilities are being used in an effort to keep costs down.

The immersion weekend in the northern part of the region will be held October 12-14, 1990, at Camp Dainava in Manchester, Michigan, south of Ann Arbor. In the southern part, the event will take place the following weekend, October 19-21, at Marydale in Covington, Kentucky, just across the river from Cincinnati. For further information, contact the Region VI Representative: George Gauthier, Dept. of Foreign Languages, Hiram College, Hiram, Ohio 44234 (Telephone: 216-569-5154).

LA JOURNÉE DE BELGIQUE

Belgium will be the theme of the Chicago/Northern Illinois Chapter's fall meeting on Saturday, November 10, 1990. Chapter members are committed to broadening their expertise on the Francophone world in order to motivate and enthuse students as well as to improve students' global perspective. This program is a unique opportunity to provide American teachers of French direct contact with authentic cultural and pedagogical materials from Belgium. Presentations stressing Belgium's role in the European economic community as well as its roles in Francophone culture will include sessions on history, art, dance, literature, and linguistic and cultural issues.

These presentations are possible through the participation and cooperation of Jacques Botteman, Vice Consul, and Muriel Turgeon, Attaché Culturel, Consulat de Belgique in Chicago, as well as Peter Kelly, Assistant Professor, Université de Namur, and the local Belgian community. Chicago/Belgian merchants, community members, Rizzoli Books, and Sabena Airlines will provide information on their services and display Belgian products.

For more information on this program, contact Anne Hebert, 2040 N. Bissell, Chicago, IL 60614, or telephone (312) 427-4545.

1991 AATF SUMMER SCHOLARSHIPS

SEE FINAL INSTRUCTIONS PUBLISHED IN DECEMBER *FRENCH REVIEW*

AATF will award a number of scholarships, made available to AATF members by the French and Québec Governments, for study in Paris and in Québec during July 1991. The summer scholarships include:

(A) approximately THIRTY scholarships (tentative) funded by the French Government, through the French Cultural Services, and by AATF, for summer study in Paris during four weeks in July;

(B) approximately TEN scholarships (tentative) offered by the Government of Québec for study at Université Laval in Québec City (Ste-Foy) during the summer of 1991 for a period of four weeks in July.

FRANCE

The organization TRIADE will be responsible for two four-week stages: (1) *stage de formation des formateurs*, (2) *stage de perfectionnement de langue*.

Both stages will take place in Paris during the month of July and will include a nine-day stay with families in the provinces. Transportation costs to and from France are incurred by the scholarship recipients, who must arrange their own flights. To help defray the cost of transportation, a stipend of \$400 is awarded by AATF in the Fall upon completion of all program requirements and evaluations. The scholarship includes tuition, lodging, most meals, and round-trip transportation between Paris and the host family.

Stage de formation des formateurs

The goal of the *stage de formation des formateurs* is to enhance the skills of teachers who are already linguistically competent teachers of French, to supplement their understanding of Francophone culture, and to prepare them to train other teachers. The ideal recipient will probably have spent time in France and will be prepared to experience French culture in more depth than the French teacher who goes to France as a tourist. The *formateur* should also be open to new experiences and people and be able to interact with colleagues and to sustain conversations and discussions with the French family with whom s/he stays, and be able to function with a good measure of independence and self-initiative. The *formateur* should also have an appreciation of the theoretical as well as the practical applications of pedagogy and culture. The experience in France should be seen as a global view of a variety of topics, which require the participant to reconsider and to reshape the experience in terms of an American context.

In applying for the scholarship, the *formateur* is asked to design a project which will be undertaken or completed in France. The applicant is free to propose a project with linguistic, pedagogical, or cultural implications. The statement prepared as part of the application should define the

nature of the project as well as the process for carrying it to fruition. The *formateur* may be asked to submit a copy of this project to AATF for distribution to other Association members.

The *stage des formateurs* is designed for teachers in a training position at the elementary, secondary, or college/university level, i.e., supervisors, student teacher trainers or in-service leaders. Acceptance of the scholarship commits the recipient to conduct at least two training workshops and/or to speak at foreign language conferences at local, state, regional, or national levels within the next year. An additional stipend of \$100 will be awarded by AATF to *formateurs* upon completion of this requirement.

Stage de perfectionnement de langue

The *stage de perfectionnement de langue* is offered to teachers who wish to improve their own language skills and to expand their knowledge of contemporary French culture. The ideal applicant is one who has spent little or no time in France or who has not been to France for a number of years. The linguistic level of the scholarship recipient should be adequate to permit an active exchange of ideas with the host family in France. In addition to an emphasis on language, the recipient will have an opportunity to visit or to experience important Paris attractions.

The applicant is asked to design a project which would enhance the teaching of French language and culture within his/her classroom. In the application, the nature and scope of this project should be clearly defined. The scholarship recipient may be asked to submit a copy of this project to AATF for dissemination to other Association members.

QUÉBEC

The purpose of these ten scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take three courses at Université Laval in a suburb of Québec City, Ste-Foy, (cours de langue, de civilisation québécoise, et de pédagogie du français langue seconde). Their tuition is covered for the full session, as well as their room and board (minus lunches) with families in Québec City, plus some cultural activities. Academic credit is awarded upon completion of the four-week program.

Transportation costs to and from Québec are incurred by the scholarship recipients, who must make their own travel arrangements.

GENERAL GUIDELINES FOR ALL SCHOLARSHIPS

The scholarships for the three summer programs are intensive in nature and are designed to immerse the recipient in the language and culture of the selected country.

Therefore, family members may not accompany the recipient during the four-week program. The recipient should be in good health and be willing to accept significant demands on her/his time and energy level. The programs are not designed as a holiday and do not permit much free time. The recipient should be prepared to attend all classes and activities and to participate in individual and group projects.

While the scholarships cover most of the expenses in the host country, the recipient should be prepared to supplement the allowance for food, perhaps \$100 in France. Because of the unparalleled opportunities to participate in cultural events and to procure materials and books, the recipients should budget for these additional expenses as well as transportation costs. The *formateurs* in particular, are advised to consider taking a video camera to France. All recipients should have a camera, several rolls of slide film, a high-quality cassette recorder and a number of blank audio cassette tapes for their *stage*.

In the course of the selection process, scholarship applicants may be asked to participate in a telephone interview in order to assess their level of oral communication. This will place the applicants in an informal and unscripted conversation with a member of the selection team. It is an objective of the scholarship program to provide opportunities for our Association members to present themselves to their advantage and to reduce the level of anxiety that this on-the-spot interaction might engender.

A number of factors will be weighed in the selection process: level of linguistic competence, geographical representation, clarity and specificity of the statement of benefits to the applicant, evidence of professional commitment (local, state, regional, and national), future career plans in education, letters of recommendation, teaching assignment (number of classes in French and number of students), and past travel, study or residence in a Francophone country. For those applying for a scholarship to France, the statement of a project to be undertaken or completed in France will also be considered.

ELIGIBILITY FOR FRANCE AND QUÉBEC

Applicants **must be** teachers of French in elementary or secondary schools or at the college/university level, up to and including the rank of full professor for the 1991 scholarship year. Applicants must be engaged currently in teaching and plan to continue teaching French during 1991-92 and beyond. Applicants must be US citizens by birth or by naturalization. Finally, applicants must be members of AATF in good standing, as of January 1, 1991. Everything being equal, preference will be given to applicants who have been members for at least **two** consecutive years, i.e., since January 1, 1989. Candidates for France and Québec must not be older than 50 years of age by January 1, 1991.

INELIGIBLE FOR ANY SCHOLARSHIP ARE:

- (1) current Chapter Presidents;
- (2) recipients of previous AATF and/or French Government summer study scholarships or *stages*;

- (3) native speakers of French from any Francophone country (exceptions will be made only for those who came to the U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native);
- (4) recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad;
- (5) non-U.S. citizens.

APPLICATION

Teachers interested in applying for any of these scholarships should use the blank printed in the September 1990 issue of the *National Bulletin* or they may obtain the necessary form from their AATF Chapter President, their Regional Representative, or from National Headquarters. The completed form must be accompanied by **two** letters of recommendation: one from the school principal or from the department chairman; and the other from someone who knows the candidate and her/his work well. Since these letters of recommendation are taken into very careful consideration during the selection process, they should contain a serious evaluation of the applicant's professional and personal qualities (see application form for details).

The application form, a recorded audio tape (see application form for instructions), and the two letters of recommendation must be returned to the Chapter President not later than **January 7, 1991**. **Late applications will not be accepted.** Each chapter will submit the applications from all qualified candidates to its Regional Representative who will, in turn, send all qualified nominations to the National Chairman.

DEADLINES

- | | |
|--------------------------|--|
| January 7, 1991 | Applications must reach Chapter Presidents |
| February 4, 1991 | Chapter deadline to Regional Representatives |
| February 25, 1991 | Region deadline to National Chairman |
| April 5, 1991 | Date by which winners are to be notified |

Additional information may be obtained from Margot M. Steinhart, AATF Vice President in charge of Summer Scholarships.

2535 Bel-Air Drive
Glenview, IL 60025

(708) 724-3749

or
Barrington High School
616 West Main Street
Barrington, IL 60010
(708) 381-1400, Ext. 223
FAX: (708) 304-1847

MMS: JBG 8-90

APPLICATION FORM FOR AATF SUMMER SCHOLARSHIPS 1991**

Note: Only U.S. Citizens by birth or naturalization can be considered. The age limit is 50 years of age by January 1, 1991. Please read description before completing this form. Please type or print clearly all information on form. When completed, return to your Chapter President, not later than **January 7, 1991.

Name _____ U.S. Citizen Yes No
last first middle

Maiden Name _____ Date of Birth _____
(if pertinent to verification of AATF membership)

Address _____
Number & Street City State Zip

Telephone: Home _____ Office _____
Area Code Area Code

Best time to call: _____

School/College/University _____

Address _____

Level of French taught: Elem. _____ Sec. _____ Coll/Univ. _____

Rank _____ No. of French classes _____ No. of French students _____

Other subjects taught _____

AATF Chapter _____ President _____

Continuous member of AATF for _____ years **including 1991** (preference given to those with two or more years of consecutive membership).

Scholarship Desired: **Please make only ONE choice of desired scholarship**

FRANCE: A. Formateurs _____ B. Perfectionnement de langue _____

QUÉBEC: _____

Have you ever received an AATF Summer Scholarship? Yes _____ Year _____ No _____

Have you ever received a scholarship from the French government? Yes _____ No _____

(If yes, year _____ and place _____)

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

(If yes, year _____ and country _____)

Have you ever applied for an AATF Scholarship? Yes _____ Year _____ No _____

I. ACADEMIC BACKGROUND: Please answer the following questions on a separate sheet.

- A. Institution (list **all** colleges/universities attended) Credit Hours in French Degree (indicate type and major) Inclusive Dates
- B. Travel, study, and residence in Francophone countries (list **all** such experiences) Inclusive Dates Location

II. TEACHING EXPERIENCE: Please answer the following on a separate sheet.

Years (inclusive dates) School State

III. ESSAYS: On a separate sheet, supply a statement on each of the following topics.

- A. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.
- B. Describe your professional plans for the future as a teacher of French or supervisor. Answer in English.
- C. (Applicants for a scholarship to France only.) Describe a linguistic, pedagogical, or cultural project that you envision undertaking or completing during your stay in France.
- D. (Optional) Add any additional information that you think might enhance your application for an AATF Scholarship, i.e., *curriculum vitae*, including professional contributions. Please be succinct.

IV. RECOMMENDATIONS:

- A. Request **two** recommendations, one from your principal or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:
1. your contributions to your institution and to the profession;
 2. your interaction with students, colleagues, and others;
 3. your flexibility and openness to new experiences, increasing demands, and change;
 4. your linguistic competence, if applicable.
- B. Have your letters of recommendation sent directly to your Chapter President by your recommendors.

V. AUDIO CASSETTE RECORDING:

On an audio cassette tape (standard size), include the following information at the beginning: your name, address, AATF region number, and AATF Chapter. Also write this information on the cassette. Record a statement **in French** on why you are applying for this scholarship and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. (5 minutes maximum.)

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

Signature of Applicant _____ Date _____

N.B. All materials, application form, essays, letters of recommendation, and audio cassette recordings are to be sent to the Chapter President. *However, members of the Chicago/Northern Illinois Chapter are to send materials to Mrs. Jane Castle, 402 Stanton Lane, Crete, IL 60417.*

WHAT IS NADSFL?

NADSFL, the National Association of District Supervisors of Foreign Languages, was founded several years ago by a group of foreign language supervisors who felt the need for a nation-wide organization that would concern itself with the many aspects of administering language programs. Its members run the gamut from department chairs of single buildings to state supervisors.

Myriam Met of Montgomery County, Maryland, was instrumental in getting NADSFL rolling and was its first president. Currently, NADSFL has as co-presidents Paul Garcia of Kansas City, Missouri and Erwin Petri of Millburn, New Jersey.

NADSFL has annual meetings in conjunction with ACTFL every November. In addition, there are meetings at each of the regional language associations around the country.

Three times each year the organization publishes a newsletter. In it are articles of interest to its members including reports of association meetings, letters from the president, unusual programs from districts around the country.

NADSFL is currently undertaking a large project that will attempt to identify the attributes of good language teaching. The members at last year's annual meeting felt that many non-language administrators such as building principals don't know what to look for when observing and evaluating language teachers. A first draft of a document has been prepared by a committee headed by Jules Mandel of Los Angeles. The draft will be discussed at a number of regional meetings and will then be refined at ACTFL in Nashville. A copy of the draft will be published in the May issue of the newsletter.

In addition to the officers already mentioned above, the Vice-President is Therese Clarke of Williamsville, New York; Donna Myers of Savannah, Georgia serves as Secretary; and Deborah Corkey-Corber of Fairfax County, Virginia is the Treasurer.

Membership is open to all those who supervise language programs from the smallest department to the largest district. Individual memberships are \$10; institutional memberships are \$20. For additional information and for membership application form, contact Debbie Corkey-Corber, Treasurer NADSFL, 4614 No. 33rd Street, Arlington, VA 22207.

SPECIAL ANNOUNCEMENT TO 1991 ROCKEFELLER FELLOWSHIP APPLICANTS

The Sony Communication Products Company will sponsor an additional fellowship for a foreign language teacher in the summer of 1991. This fellowship, **THE SONY-ROCKEFELLER FELLOWSHIP**, will be awarded to a teacher presenting an outstanding project for 8 weeks of study/research abroad, that incorporates into its proposed outcome the use of some aspect of current communications technology in the teaching of foreign languages.

Eligibility: Teachers with three years of foreign language teaching experience (**ESL not included**) may apply. The program welcomes inquiries from all foreign language teachers who think they may merit funding.

Applications: You must submit an official 1991 application including biographical data, two letters of recommendation, and a 750-word project plan.

DEADLINE: October 31, 1990

For 1991 application form, contact: Rockefeller Fellowship Program, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. Telephone: (203) 447-7800.

30 AATF MEMBERS AWARDED ROCKEFELLER FELLOWSHIP

The following members of AATF have spent the summer 1990 studying and researching in order to increase their linguistic and cultural proficiency and/or developing innovative curricular materials. Their research and study was subsidized by the Rockefeller Foundation. Congratulations are due these teachers who spent their vacation time preparing for future academic terms.

Nina Bassman	Woodside, NY
Margaret O. Beckner	Norfolk, VA
Janet Berry	Madison, WI
Marlies U. Black	Strong, ME
Lynne R. Bowler	Laguna Beach, CA
Colleen Champion	Roslindale, MA
Jean J. Dalsant	Arcata, CA
Karen U. Dorsch	Tilton, NH
Judith W. Failoni	St. Louis, MO
Nina S. Frola	Camp Hill, PA
Lyle B. Gilbertson	Minneapolis, MN
Christine M. Graf	Algona, IA
Rowena F. Green	Lexington, KY
Marie Guillet	Copiague, NY
Clare A. Hanrahan	Milwaukee, WI
Marjorie S. Haug	Huntington Station, NY
Judith M. Henderson	Lawrence, KS
Carole R. Hull	Danbury, CT
Dena R. Lake	Philadelphia, PA
Dianne Lane	San Jose, CA
Roberta R. Mercier	Jacksonville, FL
Carol L. Mulhall	Louisville, KY
Randee Sue Pellegrino	Coral Springs, FL
Kathleen M. Pohndorff	Olympia Fields, IL
Barbara B. Reeback	Albuquerque, NM
Joseph A. Reiter	Exeter, NH
Dorothy A. Schultz	Omaha, NE
Miriam C. Slipowitz	Livingston, NJ
Theresa K. Wittmeier	Birmingham, AL
David E. Wolfe	Philadelphia, PA

If you are interested in finding out more about the Rockefeller Fellowships, please read the articles on page 11 of this issue of the *NB*.

AATF PROFESSIONAL TEACHING CERTIFICATE QUESTIONNAIRE:

The following questionnaire seeks to determine whether AATF members wish the organization to create a professional teaching certificate. Unlike state licensure, which is required for employment, an AATF certificate would indicate that its holder had met the standards described in the AATF syllabus of competence.

AATF involvement with standards is a response to the call for professional autonomy and accountability. Certification by AATF would encourage consistency in teacher evaluation and facilitate reciprocity from state to state. It would provide content and skill guidelines for teacher development efforts. Above all, it would identify teachers who measure up to the profession's highest standards. Being *voluntary*, it would not replace state certification nor would it cause problems for those who meet existing state requirements.

During the past year, the AATF Commission of Professional Standards has initiated contacts with other language-teaching organizations to coordinate work on standards-based reforms in teacher education. The Commission chairman also conducted a seminar for Educational Testing Services (ETS) personnel on the standards movement. More importantly, AATF and ETS have taken first steps toward the creation of an AATF certificate. State coordinators have been asked to identify key personnel in teacher education in their states and to help identify programs which already "deliver" exemplary service related to the five AATF competency areas. Now it is up to you the members of AATF to express your views on (1) whether you indeed want such a professional certificate and (2) the kinds of assessment procedures you deem appropriate. If the standards are to have an impact on the educational environment, we need maximum involvement in their implementation. This is a good place to begin.

Please return the questionnaire to:

Joseph A. Murphy, Chairman, AATF Commission on Professional Standards, Department of Foreign Languages,
116 Chitwood Hall, West Virginia University, Morgantown, WV 26505.

1. Please rank the *three* most important goals or benefits of professional certification by writing 1, 2, or 3 next to the stated goal.

a. uniformity of standards _____	f. audio tapes Yes ___ No ___
b. nationalization of standards _____	g. oral proficiency interviews Yes ___ No ___
c. professional development _____	h. work samples (lesson plan, constructed unit of study, etc.) Yes ___ No ___
d. expanded membership _____	i. written testimony from peers Yes ___ No ___
e. professional goals _____	j. written testimony of a superior Yes ___ No ___
f. retention within the profession _____	k. student evaluations Yes ___ No ___
g. improved professional performance _____	l. Other: _____
h. encouragement of self-assessment _____	m. Which <i>combination</i> would you like to see in an overall assessment plan? In answering, please use the letters above. _____
i. raising standards within the profession _____	
j. improved public support for education and for French in particular _____	

2. Which of the following components should be included in any AATF certification requirements?

a. oral proficiency Yes ___ No ___	f. literature Yes ___ No ___
b. listening comprehension Yes ___ No ___	g. methodology Yes ___ No ___
c. reading skill Yes ___ No ___	i. oral proficiency Yes ___ No ___
d. writing skill Yes ___ No ___	j. teaching performance Yes ___ No ___
e. culture Yes ___ No ___	k. Other: _____

3. Which of the following types of evidence do you believe appropriate if AATF does create a professional certificate?

a. standardized (discrete-item) tests Yes ___ No ___	
b. essay/problem questions Yes ___ No ___	
c. course work Yes ___ No ___	
d. direct observation of teaching performance Yes ___ No ___	
e. videotaped lessons Yes ___ No ___	

4. What is your view on the desirability of creating a *voluntary* AATF teaching certificate? Mark your choice with an X.

I do <i>not</i> favor such a certificate. _____	
I definitely favor such a certificate. _____	
I am not sure at this time. _____	

5. At what level(s) would you like to see such a certificate?

a. for the beginning (Basic)-level teacher _____	
b. for advanced teachers _____	
c. for both beginning and advanced teachers _____	

6. How often, if at all, should teaching competence be re-assessed in order for someone to retain AATF certification? Mark your choice with an X or write in a personal preference.

a. It should be a permanent certificate. _____	
b. Re-assessment should occur every 5 years. _____	
c. Other: _____	

Comments are most welcome. Please write them on a separate sheet. Thank you for cooperating in this survey.

THE AATF TELEMATICS COMMISSION: MINITEL AND DATABASE PROJECTS

During the 1990 AATF Annual Meeting in New Orleans, the Executive Council approved formation of a Telematics Commission (*Commission Télématique*) to be chaired by Townsend W. Bowling, Associate Professor, University of Texas at San Antonio. The new commission will take over responsibility from the Pedagogical Commission for the ongoing projects related to Minitel and databases.

Minitel

The *Minitel* workshop held during the New Orleans annual meeting was attended by over sixty AATF members. Those who were unable to come to New Orleans will have another chance this fall to attend a one-day workshop, co-sponsored by the Telematics Commission and the French Cultural Services, on November 20, 1990, during the ACTFL Convention in Nashville (for more information, contact ACTFL, P.O. Box 1077, Yonkers, NY 10703 and register early). Another workshop is planned tentatively for the 1991 AATF Annual Meeting in Minneapolis.

Twenty-two of the thirty-two *Minitélistes* already named by their chapters attended the New Orleans workshop. Thus the network of trained consultants who will be able to provide support on the local level is starting to take shape. Chapters that have not yet designated their *Minitéliste* are urged to do so. Please send nominations to the Telematics Commission chairman at the address given below. *Minitélistes* will be instrumental in the maintenance of the AATF online-Minitel service as well as in providing liaison with the Telematics Commission.

Plans to establish electronic mail and information services for AATF on the *Minitel* network are continuing to develop. Details will be published in the *National Bulletin* as soon as arrangements are final. In the meantime, members who are already using *Minitel* services are encouraged to communicate through the "City-Link" service (code CTL on the MSC network, \$.17 per minute; code 3615 CTL in France). Two features of this service, which are currently under development and not advertised to the general public, are of particular interest. "Educators Forum" (code TEACH within the CTL service) provides a bulletin board for an open exchange of ideas and questions and answers. "City Pro" (code CITYPRO within the CTL service), a professional electronic mail service which requires online registration and issuance by mail of a password, uses real names (not pseudonyms) and provides facilities for sending longer than usual messages, distribution to mailing lists, and teleconferencing. Experiences gained and shared by members using these services will help to perfect the structure of AATF's future online service.

For those already well-versed in *Minitel* who would like to establish an online service for their school or campus student organizations, a unique opportunity has been made available to AATF. G.R. Haas Limited in New York, in conjunction with COGITEL Forum in Paris, will put online — free of charge (and with an opportunity for revenue sharing) — a bulletin board and message service listed in France under the school's name on the service "Bureau des Elèves" (P5 level on MSC, code BDE, \$.37 per minute; code 3615 BDE in France). Students can solicit and attract correspondence from French schools as well as post a calendar of events for their local audience, thus learning about the functioning of a *Minitel* service as an "information provider." Anyone interested should contact G.R. Haas Limited, P.O. Box 967 Knickerbocker Station, NY 10002. Telephone: (212) 941-6134, FAX: (212) 941-6135.

A number of printed materials including a basic guide to the *Minitel*, prepared by Adam Steg, Director of Media Services, Services Culturels Français, New Orleans, will be made available to AATF members in the near future. Other anticipated

publications include resource guides to hardware, software, networks, and online services. Further details about availability and distribution will be provided in future editions of the *National Bulletin*. It is hoped that some of these materials can be made available also through AATF's online *Minitel* services.

Databases

Another major project of the Telematics Commission will be to provide AATF members with information and guidance about use of the online professional research databases relevant to French studies. Some are now available in videotex format on the *Minitel* network, while others can be accessed through a variety of vendors in the United States. Most can be consulted by anyone who has access to a micro-computer equipped with a modem, but finding ways to make such consultations cost effective and easy is a formidable task.

While working with the Pedagogical Commission, Howard L. Nostrand, Professor Emeritus, University of Washington, accepted the challenge of this task and prepared a document containing a guide to useful databases as well as a thought provoking charge to our profession. The document, "Databases: Our Next Technical Revolution," will be available on demand this fall from AATF National Headquarters. The Telematics Commission will be assuming responsibility for continuing work on this project. Help is urgently needed! As pointed out in Howard Nostrand's document, much remains to be done, and some vital issues should be addressed without delay. Any members who have experience working with online databases and who are interested in assisting the commission with this endeavor are invited to contact the chairman.

Please address all replies and comments to Townsend W. Bowling, Chairman, AATF Telematics Commission, Division of Foreign Languages, University of Texas at San Antonio, San Antonio, Texas 78285.

A REMINDER: SUMMER 1991 ROCKEFELLER FELLOWSHIPS AVAILABLE TO TEACHERS OF FOREIGN LANGUAGES

The Rockefeller Foundation will award \$5,000 each to 100 foreign language teachers of grades 7-12 for eight weeks of summer study leading to increased linguistic and cultural proficiency and/or innovative curricular materials. The Rockefeller Foundation has already committed a total of 3.2 million dollars to this effort to broaden teachers' expertise in the languages and cultures they teach.

French teachers are encouraged to apply for these awards. In summer 1990 awards were made to approximately 30 teachers of French. All teachers in private or public schools who meet the eligibility requirements, including three years full-time teaching of a foreign language will be considered. FLES teachers may also be eligible but must consult the program office prior to applying. ESL is not considered a foreign language for the purposes of this program.

Teachers should request applications from the central fellowship office at this address: Rockefeller Fellowships for Foreign Language Teachers in the High Schools, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. Telephone: (203) 447-7800.

The deadline for submission of completed applications for summer 1991 Fellowships is **October 31, 1990.**

**ANNOUNCING...
A NEW REPORT TO THE
PROFESSION FROM
THE NATIONAL FLES*
COMMISSION OF AATF
INNOVATIONS IN FLES*
PROGRAMS**

This new report from the 1989-90 NATIONAL FLES* COMMISSION explores a variety of innovations in FLES* (Sequential FLES, FLEX and Immersion) programs which have worked. Innovations in administration of programs, in methodology, in teacher recruitment and training, in public relations, parent involvement and technology are included.

Members of the NATIONAL FLES* COMMISSION represent a wide range of geographical areas, including Connecticut, Massachusetts, New York, Missouri, Illinois, North Carolina, and Maryland.

The new report is available from:

AATF \$7.50, postpaid
57 E. Armory Ave.
Champaign, IL 61820

For further information about the work of the NATIONAL FLES* COMMISSION OF AATF, get in touch with the Chair:

Dr. Gladys Lipton
UMBC — MLL
BALTIMORE, MD 21228
301-455-2109 or 301-231-0824

**NEW SCHOLARSHIP TO BE
AVAILABLE**

In its *Final Report*, The American Committee on the French Revolution has announced that it has established the Bicentennial Fellowship Fund "dedicated to further strengthening the bonds of scholarship between France and the United States." Contributions have been made to this fund by individuals, foundations, and corporations, among them being Shell Oil Company Foundation, General Electric Foundation, Corning Glass Foundation, and Thomson CSF. The fellowship fund will be administered by the French-American Foundation on behalf of the American Committee. The Foundation indicated its intentions to formalize the application procedures and to establish its selection committee by mid-summer 1990.

Fellowships will be awarded to individuals who have completed graduate studies and who are pursuing original research in one of the following academic areas: economics, political or intellectual history, political science, sociology, technology or the history of technology, business or finance. Selection will be made in the spring of each year, beginning in 1991. It is expected that the fellowship recipients will be at an officially recognized institution of higher learning in France for at least one semester, and up to two semesters of the academic year following selection.

For more information on these fellowships, contact the French-American Foundation, 41 East 72nd Street, New York, NY 10021.

**CONSEIL INTERNATIONAL
D'ÉTUDES FRANCOPHONES**

The *Conseil International d'Études Francophones (CIEF)*, which met this year in Martinique, will hold its next World Congress in Tucson, Arizona, from 13 to 20 April 1991, at the Radisson Suite Hotel.

The CIEF welcomes proposals to read papers, in French, or to organize and chair sessions or panels relating to all French-speaking areas world-wide (including France) and in all disciplines.

In addition to over sixty multidisciplinary sessions, the Congress will feature gala receptions, special cultural events, a book exhibit, and excursions (Grand Canyon, Painted Desert, Oak Creek Canyon, Sonora Desert Museum, Flagstaff, Tombstone, Kitt Peak, San Xavier Mission, Patagonia). Honored guest speakers, Francophone authors, and representatives of Francophone agencies and organizations will be present.

For complete details, contact Professor Maurice CAGNON, Executive Director, CIEF, Department of French, Montclair State College, Upper Montclair, New Jersey, 07043, USA. Telephone: (201) 893-5143 or 4283. FAX: (201) 893-5455.

To join the CIEF, please send dues of \$25.00 (US) to the office of the Secretary-Treasurer. For all colleagues residing outside the United States, an international money order or banker's foreign draft is obligatory, with indication of US currency **printed** and not typed or handwritten. Money order or draft should be made out to "CIEF" and sent to Professor Claude FOUILLADE, Secretary-Treasurer, CIEF, Foreign Language Department, New Mexico State University, Las Cruces; New Mexico, 88003, USA. Telephone: (505) 646-2942 or 4541. FAX: (505) 646-6096.

Dues include two yearly issues of the CIEF's learned journal, the *Revue Francophone*, to which all members are invited to submit articles and book reviews.

PLAN AHEAD TO TEACH ABROAD

Do you want an opportunity to teach abroad? Would you like to exchange your job for one academic year as Stephanie Maupin is doing this year? (See "Members' Notes" page 13 this issue.) The Fulbright Commission provides opportunities for qualified foreign language teachers and ESL teachers to teach English in various countries around the world. American teachers participate in a direct exchange of teaching assignments with foreign teachers during the 1991-92 academic year.

The American teacher must obtain a leave of absence with pay from school authorities. In addition, the American school authority agrees to accept a foreign teacher to replace the American who will teach abroad. The foreign teacher will have obtained a leave with pay also.

The program is limited to secondary school teachers, college instructors, assistant, associate and full professors of a foreign language with current full-time employment.

Requirements for the program include U.S. citizenship, an earned bachelor's degree, three-years' full-time teaching experience in appropriate subjects, and proficiency in the language of the host country.

Application packets for the 1991-92 academic year will be available in late spring, 1991. Applications must be postmarked on or before October 15, 1991 to be considered.

For more information, contact Fulbright Teacher Exchange Program E/ASX, Washington, D.C., 20547. Telephone: (202) 485-2555.

Plan ahead now for an exciting 1991-92!

CLASSROOM ACTIVITIES THAT WORK

USING COLLABORATIVE LEARNING TO INCREASE COMMUNICATION SKILLS

The use of groups has always been an aspect of our classrooms and with a slight variation on the theme it is possible to implement certain co-operative learning techniques that will greatly enhance our students' oral capabilities.

Most of us usually can never find enough drills to re-enforce grammatical constructions. After the introduction of a particular grammar point, language teachers then provide an opportunity to use the structure through a question and answer period. For example if the subjunctive has been taught, the teacher then provides class time to do certain activities. These would include a series of questions such as: "Qu'est-ce qu'il faut que tu fasses pour être un bon élève?" to which the student would reply: "Il faut que je fasse mes devoirs," or "Que veux-tu que tes parents t'offrent pour ton anniversaire?" to which they would respond "Je veux qu'ils m'offrent une voiture," etc. Other drills have included completions, such as "Je suis content que mes amis..."

Both of the activities are excellent, but the overall technique of the teacher asking the students has two drawbacks — the students don't get practice asking questions, which is the most used skill when one is in a foreign country, and students' attention span is such that they will not always be paying attention when it is someone else's turn to answer. The Learning Pyramid (National Training Laboratories: Bethel, Maine) has shown that the retention rate with teacher lecture is 5% while practice by doing is 75% and immediate use of learning is 90%. Therefore, it would be far better to do the above-mentioned activities in groups. I usually put two or three students in a group. The group is made up of students of varying ability — 1 average, 1 good, and 1 below average. Each group receives a card. On the card there are six directions in English. Here is a sample card for the Subjunctive Instructions:

The first person in the group is to ask the second person a question. The second person is to respond and ask the third person the next question on the card. The third person is to respond and ask the first person a question. The first person will respond. You are to continue in this manner until all the questions have been asked and answered. When you finish you may exchange your card with another group's card.

Ask the person next to you, in French:

1. What would you like your parents to give you for your birthday?
2. What do you have to do to be a good student?
3. When is it impossible for your father to go to work?
4. When is it important for you to have money?
5. When is it possible for you to sleep late?
6. Why is it better for you to be at school early?

In this activity we have concentrated on the subjunctive with impersonal expressions. The students are totally involved during the activity and they are practicing both question and answer skills. It is important to preface the activity (if you have not done much group work with the class previously) by an explanation of the activity and the goals you hope to achieve with it. Almost any activity and grammar point can be used in this similar setting. It can also be used at any level language class as grammar is usually done on all levels. It can be expanded to include vocabulary. It can also be used in AP classes to do conversation but the format is somewhat different. It is important also for

the teacher, once she has implemented the activity to CIRCULATE and LISTEN to what the students are doing. Most students cannot wait to do group work. It is one of their favorite activities and one in which everyone is totally involved. Co-operative learning is outstanding. I have always done it, but recently after reading the works of Slavin (John Hopkins University) and Johnson & Johnson (University of Minnesota), I have implemented it in a more structured manner and have modified some of their ideas for the language classroom.

Sandra Evin

Northern Highlands Regional High School
Allendale, N.J. 07401

MEMBER NOTES

Thanks to Jeanine Pelikan President of the Greater St. Louis Chapter, the NB has received the following information concerning two of its members:

Jacques Chicoineau, retired Professor of French from Webster University has more than one string to his bow! In addition to teaching French, he created a company of puppets called "The Frenchettes" through whom he has told French folk and fairy tales over the past 30 years while touring schools, colleges, and universities. In June 1990, he traveled to Lyon to present the five puppets and all the props and scenery from his most popular show, "The Legend of St. Nicholas," to the Musée international des marionnettes. Last year for the Bicentennial of the French Revolution, he created 17 special puppets and four stage sets for a video project called "The Spirit of Liberty: The French Revolution as Seen by American Children." This 45-minute video was sponsored by the French Cultural Services of Chicago, the University of Chicago, and Columbia College in Chicago. The video has shown on television in both France and the United States and in schools in France.

Stephanie Maupin, teacher of French at Oakville Senior High (Greater St. Louis area) and 1987 recipient of a Rockefeller Fellowship to Senegal, has been awarded a position teaching English in Dakar during the 1990-91 academic year. She will be teaching at the Lycée Mixte Maurice Delafosse through the Fulbright Teacher Exchange program while Professor Bounono Dieye will replace her at Oakville. Teachers in the Greater St. Louis area may want to meet Professor Dieye in order to learn more about this very interesting Francophone area.

Le calendrier de 1991 **LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA** (8-1/2 x 11) est en vente. Bien fait et instructif, il plaira à tous ceux et celles qui s'intéressent à l'histoire et à la vie françaises sur ce continent.

Prix: \$6.50 l'exemplaire (frais d'envoi inclus).

\$5.00 l'exemplaire (frais d'envoi inclus) pour une commande minimum de cinq calendriers 1991 envoyés à une même adresse.

Écrire à: R. Mikesell, 1155 East 56th Street, Chicago, IL 60637.

ROCKEFELLER FELLOWS SHARE MATERIALS

One of the aims of the Rockefeller Fellowship Program is to encourage the sharing of curricular materials produced through the fellowship experience. Over the five years of the existence of the program many Fellows have developed texts, audiotapes, slides, videos, and other products to supplement the teaching of foreign languages, literatures, and cultures at many levels. Dr. Doris Meyer, Program Director, and Steve Collins, Rockefeller Fellow, 1987, have put together a *Directory* of available materials in Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish.

The costs of most materials are generally between \$10 and \$40. To obtain materials, write to the Program office to request a copy of the form filled out by the Fellow which contains further details. The Rockefeller office will send you the form and it will be your responsibility to contact directly the Fellow to obtain the material. You are requested to be judicious in soliciting forms so as not to tax the good will of the Fellows. The address of the Program office is: Rockefeller Fellowship Program, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. Telephone: (203) 447-7800.

The materials indicated below were developed by members of AATF who have received Rockefeller grants in the past. For a complete list, as well as an indication of the appropriateness of the level of the materials, write to the preceding addresses to obtain the complete *Directory*.

Denis Asselin	Teacher's Manual for Teaching Quebec Studies	Sharon Goodrie	Audiotape and Script of Popular French Music from 1987-89
Mimi Attleson	Van Gogh in Provence: Slides with Descriptions and Excerpts of Letters	David Greenberg	Video and Student Booklet on the Island of Orleans, Quebec: Focus in Its Villages and People
Alice Bartholomew	Video of Interviews from France and Francophone Countries	Melinda Jones	France, Mauritania, Ivory Coast: Comparative Cultural Lessons in Print, Videos and Slides
Anna Boller	Authentic Video sources in French: Ideas for Use	Linda Keller	Audiocassette and Slides: French Teenagers, Description of Alsace
Suzanne Capozzo	Video of Different Types of French People and Their Occupations	Christopher Kendris	Ideas to Stimulate Conversation and Creativity in French and Spanish
Carolyn Childers	Written Units on Family Structure, Transportation, Education, and Leisure Time in France	Nancy Kroonenberg	Booklet of Communicative, Cooperative Activities for all Languages
Betty Clough	Video Slides to Illustrate the Importance <i>Minitel</i> has on French Culture	Helen-Louise Lawrence	Video of Belgium Yesterday and Today
Elaine Danford	Slides of Senegal with Tips for Teaching its Literature and Culture	Jo Ella Manalan	Slides and Audiocassette of Quebec Culture
Elizabeth Doering	Communication and Culture through French Commercial: Slides, Tapes, and Texts	Stephanie Maupin	Francophone African Cultural Package: Bibliography, Excerpts from Novels, Literature, and Realia
Blynn Field	Video of Six French Regional Dances	Donyce McCluskey	Printed Material with Slides and Activities of French Bicentennial
		Diana Moen	French Business Course on Global Economy and French-US Trade
		Harvey Morrow	Videocassettes of Interviews with French Teenagers: Daily Lives and Attitudes
		Olga Musacchio	Videotapes of Formal and Informal Interviews with French Teenagers
		Helen Payne	The French Presence in the Indian Ocean: Study of Life and Languages on Three Francophone Islands
		Bonnie Quinn	Worksheets Based on Jacques Fiot's Adaptation of <i>Gargantua</i>
		Diana Regan	An American Student Conducting Interviews with French Teenagers on Language and Culture

Michele Shockey	Information and Lesson Plans for AP Readings on Ronsard, Molière and Others
Geraldine Sklarz	Renaissance Versus Today's France: Text of Lecture in French for Use at AP Level
Peter Thompson	French Culture Packet and Three Text Units on New Calendonia
Charlotte Touati	Literature, Cinematic Production, and Music Produced by French Children of North African Immigrants in France
Thomas Welch	Audiotapes of Student Interviews, Popular Music, Recorded Stories and Poems Read by Students in Rural Alsace, France

CALLS FOR PAPERS

Wichita State University Conference

The Eighth Annual Wichita State University Conference on Foreign Literatures is scheduled for April 11-13, 1991. The topic of the conference will be "Continental, Latin American, and Francophone Women Writers."

For those interested in presenting a paper, the deadline for a one page abstract is **November 15, 1990**. Complete paper (8-10 pages) must be sent by December 15, 1990 postmark. Papers may be written in English, French, German, or Spanish.

For French, Francophone and German literature send to Ginette Adamson; for Spanish and other languages send to Eunice Myers; Department of Modern and Classical Languages and Literatures, Box 11, The Wichita State University, Wichita, Kansas 67208. Telephone: (316) 689-3180. Selected papers are published by University Press of America.

Caribbean Studies Association 1991

Jolita Kavaliunas (U. Akron), Andres Bansart (U. Simon Bolivar), and Lauren Yoder (Davidson C.) would like to organize three complementary panels on literature for the CSA Conference in May, 1991:

Literature I: Mythical/Mystical Dimensions in Caribbean Literature (esthetic and thematic approaches)

Literature II: Literature and Society (Interdisciplinary approaches)

Literature III: A Possible Caribbean Literary System (interlinguistic approaches)

Following these three panels, we plan to hold a roundtable discussion on perspectives for Caribbean literary studies.

Please send a 1-page abstract by December 15, 1990 to: Lauren YODER, P.O. Box 1719, Davidson College, Davidson, NC 28036. FAX: (704) 892-2005.

University of Cincinnati Conference

You are invited to submit an abstract of a paper on any aspect of French, Hispanic, Italian or Portuguese literature. We also welcome papers on the teaching of any Romance language or literature, or literary translation.

Please submit 3 copies of a 300 word abstract along with one 3x5 card indicating title of paper, your name, academic affiliation, address and telephone number.

Send submissions or inquiries to Carmen Domínguez, Conference Chair, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, Ohio, 45221-0377.

Loyola College in Maryland Conference

The Department of Foreign Languages at Loyola College in Maryland invites your participation in a conference, "Bridging Theory and Practice in the Foreign Language Classroom," October 18-20, 1991.

The deadline for abstracts is **March 15, 1991**. Send a one-page abstract to the address below. On a **separate** sheet, provide name, address, phone number(s) and BITNET address if applicable. Electronic submissions are accepted. Notification of abstract selection will be May 20, 1991.

Papers are encouraged in (but not limited to) the areas of applied linguistics, second language acquisition, curriculum, empirical research on teaching and learning, pedagogy, and methodology and **MUST INCLUDE** classroom considerations. All levels of language and all languages are welcome. All language instructors (including graduate students) are urged to submit proposals. Papers should last 20 minutes **MAXIMUM**.

For further information on the Conference, or to be placed on the mailing list, please write: Committee for the Conference on Language Learning, Dept. of Foreign Languages, Loyola College in Maryland, 4501 North Charles St., Baltimore, MD 21210-2699. Telephone: 301-323-1010 extension 2780 (leave a message). e-mail MORGAN@LOYVAX1.BITNET

Turn of the Century Literature Conference

On May 21, 22 and 23, 1992, the departments of Germanic and Romance Languages of the University of Antwerp (U.I.A.) will organize an international comparative literature conference on modernism with the title **THE TURN OF THE CENTURY**. From modernism to the Avant-garde in European Literature and the Arts/*Le Tournant du siècle. Du modernisme à l'avant-garde dans la littérature et les arts européens.*

The aim of the conference will be to shed new light on the existing terminological and theoretical confusion in the study of modernism, one of the central concepts for the study of contemporary culture and literature.

Three topics will be addressed: 1. Theoretical discussions and theory-formation: definition and position of the phenomenon of modernism. 2. Practical readings: the relationship to modernism of periods (Fin-de-siècle), movements (naturalism, symbolism), currents (avant-garde), but also of individual authors or works. 3. Interdisciplinary aspects: a comparison with modernist currents in other art-forms.

The proposed length of the papers — in English or French — is thirty minutes. Please send an abstract of one to two pages before September 1, 1991 to the conference secretary: Luc Herman, Department Germaanse Filologie, Universitaire Instelling Antwerpen, Universiteitsplein 1, 2610 Wilrijk, Belgium. Fax: 820.22.44.

JNCL—NCLIS QUARTERLY SUMMARY

March, 1990

- Continued to work with congressional staff in developing strategies to promote, seeking members to co-sponsor, and generating considerable grassroots support for, S. 1690 and H.R. 2188, the Foreign Language Competence for the Future Act.
- Assisted in the creation and promotion of H.R. 4144, the Global Elementary Education Act of 1990, stressing the recruitment and education of elementary teachers in foreign languages, geography and other cultures through teacher institutes, pre-service training, teacher exchanges and material development.
- Worked with staff in the development, tracking and passage (99-0) of Senator Simon's National Literacy Act, S. 1310. Tracked, consulted with and offered suggestions to Rep. Sawyer's staff on the House bill, H.R. 3123, the Adult Literacy and Employability Act.
- Worked with staff in developing and monitoring the provisions for minority teacher recruitment and bilingual enhancement in S. 1675, the Excellence in Teaching Act, and the provisions for teacher recruitment and teacher academies in literacy and foreign languages in S. 1676, the National Teacher Act. Monitored S. 2039, the National Writing Project Act.
- Worked with House staff on re-authorization of the Vocational Education Act's new bilingual technical training provisions and in assuring eligibility of LEP individuals for all programs in the Senate version.
- Engaged in continuous advocacy for increases in appropriations for compensatory education, bilingual education, English literacy, developmental bilingual education, education exchanges and foreign language programs.
- Researched and wrote a legislative summary of the first session of the 101st Congress including all relevant national legislation on languages, literacy and international education. Responded to numerous media and member requests for information. Provided regular legislative alerts and informational mailings about regulations, policies and national activities.
- Met with new federal appointees in Postsecondary Education, Foreign Languages and Area Studies, the Office of the Secretary of Education, the Budget and Planning Office, the Office of Bilingual Education and Minority Language Affairs (OBEMLA), the Fund for the Improvement and Reform in Schools and Teaching (FIRST, Fund for Innovation in Education (FIE), and literacy programs.
- Provided materials and assisted the National Governors' Association in developing their recommendations for National Education goals. Tracked the development and announcement of the education goals of the administration and Secretary of Education.
- Continued to staff the English Plus Information Clearinghouse (EPIC), and to edit, write and produce the newsletter, *Epic Events*. Monitored and served as an informational resource for a variety of ethnic, civil rights, church, education and women's groups concerned with this issue. Responded on behalf of and with the assistance of the Board of Directors to disassociate JNCL-NCLIS from the Coalition for the Advancement of Foreign Languages and International Studies' (CAFLIS) support for the cen-

trality of a National Foundation to achieve progress in foreign languages.

- Assisted Ohio TESOL in testifying before the Ohio Senate Education and Retirement Committee against SB 141, an English-Only bill. Supported the New York Board of Regents' new eligibility requirements. Assisted groups in Massachusetts, Maryland, Ohio and New Mexico fighting state English-Only provisions.
- Planned and co-sponsored with the House/Senate International Education Study Group a program on "Foreign Language Competence for the Future" to stimulate interest in National Foreign Language Week among policy makers. Provided informational packets to participants and the press. Provided materials for a "Dear Colleague" mailing to every Member of Congress by Senators Dodd and Simon and Representatives Panetta and Sangmeister.
- Attended and gave presentations at TESOL, the Central States Conference, a Virginia ESL/Bilingual Conference and the Ohio Foreign Language Association.

July, 1990

- Executive Director departed on a 3-1/2 month sabbatical.
- Staff attended and/or gave presentations at: Gonzaga High School International Day, Louisiana Foreign Language Teachers Association, ACTFL Board of Directors, and National Advisory Board for International Education Programs.
- Sent alerts on appropriations for the Foreign Language Assistance Act, English Literacy Grants Program and Title VI of the Higher Education Act.
- Wrote letters to House and Senate Appropriations Subcommittees requesting funding for the English Literacy Grants Program, Foreign Language Assistance Act and Title VI of the Higher Education Act.
- Sent alert on the possible expansion of the National Assessment of Education Progress.
- Continued to work closely with staff for Sens. Dodd and Simon and Reps. Panetta and Sangmeister on inclusion of Foreign Language Competence for the Future Act and the Global Elementary Education Act in House education bill and Senate teacher education bill.
- Drafted report language for inclusion in House education bill and Senate teacher education bill.
- Worked with staff for Sens. Hatfield and Cochran on funding for the Foreign Language Assistance Act.
- Assisted Policy Committee in developing a response to the National Governors' Association's National Education Goals and in answering an NGA staff request for comments on their proposed "Ten Principles for Change."
- Completed a summary of recent education reports, a supplement to the December 1989 Legislative Update, the Political Action Handbook and the JNCL-NCLIS FY 1989 Financial Report.
- Continued work on Congressional Opinion Poll and State Activities Update. Began preparations for Foreign Language Week 1991.

Continued on page 17

- Gave interviews and provided information to: *The New York Times*, *The Los Angeles Times*, *ABC World News Tonight* (American Agenda), *Newsweek*, *Kiplinger Washington Letter* and *MacLean's Magazine* (Canada).
- Continued to provide staff support for the English Plus Information Clearinghouse (EPIC) in the form of production of EPIC Events.
- Assisted staff at the National Education Association in updating information booklet on the English-Only movement.
- Worked with staff of Mexican American Legal Defense and Educational Fund in preparing survey of status of state English-Only initiatives.

AATF PROFESSIONAL STANDARDS WORKSHOPS

As part of its multi-faceted implementation program, the AATF Commission on Professional Standards would like Chapter officers and members-at-large to consider doing papers and workshops relating to the Standards. If you will be doing such professional activity inspired, totally or in part, by the Standards, please notify the Chairman at the following address so that a record may be kept of implementation activities. If you would like the Commission or any of its members to contribute to your conference work, please let us know. Please write to: Professor Joseph A. Murphy, Chairman, AATF Commission on Professional Standards, 116 Chitwood Hall, WVU, Morgantown, WV 26506.

ANNOUNCING A NEW AATF TASK FORCE

The **TASK FORCE ON FRENCH PROFICIENCY** (See *National Bulletin*, April 1990, p. 15) held its organizational meeting on July 3, 1990 at the New Orleans AATF Conference. President Stirling Haig appointed Gladys Lipton to chair this new TASK FORCE. Attending the first meeting were:

Pearl Chiari (FL), Pat Cummins (NY), Estella Gahala (NM), Stirling Haig (NC), Ann Tukey Harrison (MI), Mary Kimball (OR), Gladys Lipton (MD), Joe Murphy (WV), Michele Shockey (CA), and Raymond Tourville (IL).

After a far-ranging discussion of possible goals and activities, the group decided to concentrate its efforts on the following areas:

1. collection and dissemination of information on model programs, effective testing, feasible curriculum guidelines and successful articulation.
2. review of the status and role of proficiency in our profession.
3. recognition and establishment of appropriate teacher-training programs to assist teachers in attaining their goals. AATF's **Commission on Pedagogy**, chaired by Pat

Cummins, would be willing to work with the Task Force on French Proficiency, to that end.

The task force views French Proficiency as encompassing the four skills and Culture. However, the purpose of the Task Force is not to promote a particular methodology, but to identify and share resources which will promote professional growth at every level.

The next open meeting of the Task Force will take place in Nashville during the ACTFL conference in November. Those interested in assisting with the work of the Task Force may write to the Chair, Gladys Lipton, University of Maryland/Baltimore County, Baltimore, MD 21228.

AND THE WINNERS ARE... THE JOURNAL FRANÇAIS D'AMÉRIQUE HOLDS "CONCOURS SPÉCIAL" ÉCRIVEZ À LA RÉDACTION

Que pensent vos étudiants de l'actualité française? Such was the question asked of French teachers throughout the country by the bi-weekly *Journal Français d'Amérique*, America's largest-selling French language newspaper.

From September 1989 to April 1990, students were invited to put pen to paper and submit — in the form of a letter to the Editor — their reactions to any aspect of the coverage provided in the *Journal*. The response was staggering. Editor-in-Chief Anne Prah-Perochon received more than 1,000 student letters from Dallas to Detroit, from Sarasota to Santa Barbara.

The names of all students whose letters were published in the newspaper were entered in a drawing for a trip to France and a two-week homestay with a family. Our lucky student winner Meena Moon, a junior at Mission San Jose High School in Fremont, CA, spent two sun-filled weeks in Nîmes this past summer.

And what about the teachers who were responsible for getting their students involved in this beneficial exercise? The names of all teachers whose students submitted letters (even those unpublished) were entered into a second drawing for a round trip ticket to Paris. Jo Ella Manalan of Forest Hill High School in West Palm Beach, FL, was fortunate to have been chosen and will make her trip during the 1990 Christmas holidays. *Félicitations aux gagnantes!*

The *Journal Français d'Amérique*, published by France-Press Inc. in San Francisco, CA, covers all the latest news from France including politics, the economy, arts and literature, sports, the weather, and much more...all in French. The "Écrivez à la Rédaction" contest is one in a series of contests designed to work with teachers to encourage active participation from students and help make learning French a rewarding and enjoyable experience.

Another valuable resource for teachers found in the *Journal* is our ongoing series "Les Régions de France," in which Dr. Anne Prah-Perochon unlocks the history, culture, industry and people that make up each unique region of France. Among the areas recently covered are Provence, Val de Loire, and Bretagne. For information on obtaining reprinted supplements on these regions, or for subscription information, please contact the *Journal Français d'Amérique* at (800) 272-0620.

CALENDAR OF EVENTS

AATF REGION VI (EAST CENTRAL) IMMERSION WEEKEND—NORTHERN SECTION: October 12-14, 1990, Camp Dainava, Manchester, MI. Information: George Gauthier, Region VI Representative, Department of Foreign Languages, Hiram College, Hiram, OH 44234. Telephone: (216) 569-5154.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL STATE MEETING: October 12-15, 1990, Pasco, WA. Information: Susan Redd, Mount Vernon High School, 314 North 9th Street, Mount Vernon, WA 98273. Telephone: (206) 428-6100.

MINNESOTA CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: October 18-19, 1990, Bloomington. Information: Lyle B. Gilbertson, St. Thomas Academy, 949 Mendota Heights Road, St. Paul, MN 55120.

FLORIDA FOREIGN LANGUAGE ASSOCIATION: October 18-20, 1990, Sheraton-St. Johns, Jacksonville. Information: Pearl Bennett Chiari, 15890 Kilmarnock Drive, Miami Lakes, FL 33014. Telephone: (305) 558-0249.

MIDWEST REGIONAL TESOL CONFERENCE: October 18-20, 1990, St. Paul, MN. Information: Lynne Ackerberg, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.

TEXAS FOREIGN LANGUAGE ASSOCIATION: October 18-20, 1990, Fort Worth. Information: Eugenia Simmons, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

ADVOCATES FOR LANGUAGE LEARNING: October 18-22, 1990. Information: Advocates for Language Learning, P.O. Box 4964, Culver City, CA 90231.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 19-20, 1990, Durham. Information: Wayne Figart, Executive Director, 204 North 16th Street, Wilmington, NC 28401.

FOURTH PENNSYLVANIA SYMPOSIUM ON MEDIEVAL AND RENAISSANCE STUDIES: "MIND AND BODY IN THE MIDDLE AGES AND THE RENAISSANCE:" October 19-20, 1990, Pennsylvania State University. Information: Gerhard F. Strasser, Department of German, Pennsylvania State University, University Park, PA 16802. Telephone: (814) 865-5481.

AATF REGION VI (EAST CENTRAL) IMMERSION WEEKEND—SOUTHERN SECTION: October 19-21, 1990, Camp Marydale, Covington, KY. Information: George Gauthier, Region VI Representative, Department of Foreign Languages, Hiram College, Hiram, OH 44234. Telephone: (216) 569-5154.

FIFTEENTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 19-21, 1990, Boston University. Information: Conference on Language Development, 138 Mountfort Street, Boston, MA 02215. Telephone: (617) 353-3085.

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 24-28, 1990, Bismarck Hotel, Chicago. Information: Illinois Council on the Teaching of Foreign Languages, P.O. Box 5633, Springfield, IL 62705. Telephone: (217) 782-2826.

SOUTH CENTRAL MODERN LANGUAGE ASSOCIATION: October 25-27, 1990, San Antonio, TX. Information: Richard Critchfield, Department of English, Texas A & M University, College Station, TX 77843.

FOURTEENTH ANNUAL CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 26-27, 1990, Youngstown University, OH. Information: Foreign Language Conference, Department of

Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 26-27, 1990, Indianapolis. Information: Harry Reichelt, Indiana University, Department of German, Cavanaugh Hall, 425 Agnes Street, Indianapolis, IN 46202.

KANSAS FOREIGN LANGUAGE ASSOCIATION: October 26-27, 1990, Shawnee Mission, KS. Information: Jim Bartelli, Girard High School, 401-15 Summit, Girard, KS 66743.

TENNESSEE FOREIGN LANGUAGE TEACHERS ASSOCIATION ANNUAL MEETING: October 26-27, 1990, Music City Sheraton, Nashville. Information: Jeff Mellor, President, TFLTA, Department of Germanic and Slavic Languages, 708 McClung Tower, The University of Tennessee, Knoxville, TN 37996.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 1-3, 1990, Kansas City. Information: Maria A. Duarte, 302 English and Philosophy Bldg., University of Iowa, Iowa City, IA 52242-1408.

TWENTY-FIFTH MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION CONFERENCE: November 2-3, 1990, Boston Marriott, Burlington. Information: Robert E. Courchesne, Conference Chair, 56 Stagecourt Drive, Marshfield, MA 02050. Telephone: (617) 834-7229.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL CONFERENCE: November 2-3, 1990, Paper Valley Conference Center, Appleton. Information: Frank Grittner, DPI, P.O. Box 7841, Madison, WI 53707. Telephone: (414) 652-9982.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: November 3, 1990, Denver. Information: Ron Walker, 2312 Valley Forge Court, Fort Collins, CO 80526. Telephone: (303) 221-4991.

SEVENTH BIENNIAL CONFERENCE, AMERICAN COUNCIL FOR QUÉBEC STUDIES: "1960/1970/1980/1990: Marking Three Momentous Decades," November 15-18, 1990, Fairmont Hotel, Chicago. Information: Jane Moss, ACQS Secretary, Modern Foreign Languages, Colby College, Waterville, ME 04901. Telephone: (207) 872-3118.

INTERNATIONAL CONFERENCE ON TRANSLATION: November 16-18, 1990, New York. Information: Serge Gavronsky, Department of French, Barnard College, New York, NY 10027.

ACTFL ANNUAL MEETING in conjunction with SCOLT: November 17-19, 1990, Opryland Hotel, Nashville, TN. Information: ACTFL Annual Meeting, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; FAX: (914) 963-1275.

SOUTHERN COUNCIL ON LANGUAGE TEACHING in conjunction with ACTFL: November 17-19, 1990, Opryland Hotel, Nashville, TN. Information: C. Lee Bradley, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1990, Chicago. Information: MLA, 10 Astor Place, New York, NY 10003-6981.

SOCIAL AND POLITICAL CHANGE IN LITERATURE AND FILM: January 31-February 2, 1991, Tallahassee. Information: Richard Chapple, Dept. of Modern Languages and Linguistics, 362 Diffenbaugh Building, Florida State University, Tallahassee, FL 32306-1020. Telephone: (904) 644-3727.

Continued on page 19

LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES: February 22-24, 1991, Santa Barbara. Information: Coordinators, Linguistic Symposium on Romance Languages, University of California, Santa Barbara, CA 93106.

CITADEL CONFERENCE ON LITERATURE: THE POETRY, PROSE, AND DRAMA OF THE MIDDLE AGES AND RENAISSANCE: February 28-March 2, 1991, Charleston. Information: David G. Allen, Dept. of English, The Citadel, Charleston, SC 29409.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: February 28-March 2, 1991, Colorado Springs. Information: Ron Walker, 2312 Valley Forge Ct., Fort Collins, CO 80526-1652. Telephone: (303) 221-4991.

SECOND LANGUAGE RESEARCH FORUM: February 28-March 3, 1991, Los Angeles. Information: Constance Gergen, Dept. of Linguistics, University of Southern California, Los Angeles, CA 90089-1693. Telephone: (213) 743-2003. FAX: (213) 747-4167. BITNET Gergen@USCMVSA

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: March 14-16, 1991, Schaumburg. Information: IFLTA, P.O. Box 2244, Glen Ellyn, IL 60137.

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS: March 21-24, 1991, New York City. Information: AAAL, 1325 18th St. N. W., Suite 211, Washington, D.C. 20036-6501.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: March 21-24, 1991, Indianapolis. Information: Jody Thrush, Executive Director, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 24-28, 1991, New York City. Information: TESOL, 1600 Cameron, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

CHAPTER NEWS

FLORIDA

The Florida Chapter will be honoring President Stirling Haig at its October 19, 1990 meeting. This meeting will be held in conjunction with the Florida Foreign Language convention where Stirling Haig will be the keynote speaker at the October 20 general session.

Pearl Bennett Chiari

HOUSTON

The Houston Chapter has completed a very successful year with two stimulating meetings and a workday. The Fall meeting featured three lively speakers on French Louisiana. We heard what it is like to grow up Cajun, with authentic language and storytelling from guest Jan Hargraves, and learned about language and song from members Hélène Reat and Verna Lively.

At the Spring meeting, Joanne Jenkins talked about and showed videos of her year living in Paris while she taught at the Lycée Fénelon. In keeping with tradition, these two meetings included lunch at the Swiss Chalet and the Hôtel Sofitel, respectively.

The workday, held in cooperation with the Alliance Française of Houston, centered on two topics. The first, MINITEL/VIDÉOTEL, was led by Jean-Michel Cabanis, Attaché Linguistique with the French Cultural Services in San Francisco. This topic included live telecommunications connections with France. The second, *French in Action*,

was moderated by Pierre Capretz, of Yale University and author of the series. Public school teachers received professional credit for their participation in the workday.

The Houston Chapter is pleased to congratulate our own Dr. David Long on his election as AATF Regional Representative from the Southwest (Region VIII).

Carolyn L. Jacobs

WISCONSIN

The Wisconsin Chapter has, for several years now, held a *Concours oral français* in early spring. On April 28, 1990 three-hundred and fifty-nine students from 67 different schools participated in this state-wide contest held at Middletown High School. This oral contest does much to excite the students about studying French and encouraging them to speak the language. The 1991 contest will be held on April 27, 1991 at Middletown High School.

In addition to encouraging students to participate in language events, the Chapter rewards teachers who have contributed beyond the norm in making French live for their students and their communities. Members Bette Brandenburg of Oconomowoc High School and Donna Clementi of Appleton High School West have been honored with Certificates of Recognition for their love of French with which they have touched others and for organizing study/travel programs to France. For leadership in professional foreign language organizations and the promotion of the study of French, Conni Hofeldt of Middleton High School and Dr. Irene Kramer of Carthage College in Kenosha have received the Distinguished French Educator Awards.

Another innovative idea comes from former Chapter President Judith Michaels of West DePere High School who has created a French course which combines the history and geography of Quebec and the Great Lakes Region with regular foreign language studies. Among other topics, the course addresses many important environmental issues. Ms Michaels has been recognized by the Wisconsin Association for Environmental Education and the WEAC Instruction and Professional Development Committee for her work. At the WEAC State Teachers Convention on October 25-26, 1990, she will make two one-hour presentations concerning this topic.

Alice Peterson

ÉCHANGES PAR CORRESPONDANCE: FRANCE — USA

In October 1990 the French sections of some 800 American universities will receive packets of information from FRANCE-USA concerning an attempt to develop an exchange of correspondance between students in the United States who wish to perfect their written French and students in France who would like to be able to correspond in English. If the departments will distribute the forms from FRANCE-USA to their students and return them to the indicated address, the details will be computerized and put at the disposal of French students through Minitel. This service will be receiving widespread media publicity throughout France starting in the fall of 1990 and its success depends on the cooperation of American students and faculty. Should secondary schools wish to participate, they should contact Gérard Gely, 45 rue Kléber, 10000 Troyes, France; tel.: 33-25-81-27-88.

NEW VIDEO AVAILABLE

The AATF Commission on Pedagogy announces the availability of the video *À Poitiers entre mai et octobre*. It lasts about 45 minutes and is divided into 12 segments of varying length. It is accompanied by a lengthy pedagogical guide that includes: 1. Introduction, 2. Transcription of text and cultural information, 3. Using the video (French suggestions), 4. Specific recommendations for American and Canadian teachers.

The protagonists of the video are junior high and high school students in Poitiers. The fourth part of the pedagogical guide was prepared by and pilot tested by secondary teachers. Exercises are specifically identified as Levels 1, 2, 3, and higher. Many helpful suggestions are included.

Name: _____

Address: _____

Home telephone: _____ Business telephone: _____

Enclosed is a check for \$25 (for AATF members) _____ \$30 (for non-AATF members) _____

Enclosed is a purchase order for \$30 from my school _____

Send the order blank with an indication of the method of payment to AATF Headquarters, 57 E. Armory Ave., Champaign, IL 61820.

AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
57 East Armory Avenue
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