

# STRASBOURG — JULY 18-23 PROGRAM IN CENTERFOLD

## 1992 AATF SMALL GRANT AWARDEES: RESULTS OF 1992 COMPETITION

1. Chicago/No. Illinois half-day conference on video and computer-assisted instruction, Northwestern University, Feb. 1992: \$350. Applicant: Dr. Mary Ellen McGoey, Chapter Chair of Teacher Services Committee. Purpose of grant: to reduce registration fees for interested teachers so that a maximum could attend. Chapter contribution: \$300.

2. Texas French Symposium, Cy-Fair HS, Houston, TX, March 1992: \$350. A statewide contest for HS students of French co-sponsored by all Texas Chapters of the AATF. Applicants: Betty C. Clough and Mary F. Huggins, Central TX Chapter. Purpose: to keep student registration fees at a reasonable level. Chapter contributions: \$200.

3. Amity Institute Aide for West Montgomery High School, Mt. Gilead, NC: \$350. Applicant: Cathy T. Hodges. Purpose: contribution to year-long costs of a native speaker to assist in the teaching of French in a rural classroom setting. Chapter contribution: \$350.

4. S.O.S. French Committee, Metro NY Chapter AATF: \$500 (exceptional amount). Applicants: Pearl M. Warner, Chair; Yetta Rosenblum. Purpose: to assist in the ongoing campaign in New York City to increase interest in studying French in the face of stiff competition from other foreign languages. Chapter contribution: approximately \$1,500.

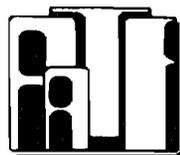
5. Concours Régional de Comédie, New York City, February 1982: \$200. Applicant: Fernande Wagman, Regional Representative I. Co-sponsored by the French Cultural Services, the Maison du Québec, and AATF Region I Chapters. Purpose: to support the general budget for this annual event in which secondary school students compete by acting out short plays. Chapter contributions: approximately \$500.

At this writing, one other application was still pending; a follow-up announcement will be made in a later *National Bulletin*. Congratulations to the successful applicants for their well thought-out projects and their success in obtaining matching funds. It is our expectation that this year's \$2,000 upper limit for all awards will be raised for 1993 and that the individual limit for each project will be increased over the present \$350. Watch the Fall issues of the *Bulletin* for an update.

## AATF MEMBERSHIP CARD Available from National Headquarters

An official AATF membership card (reproduced below) is available to current members. As the cost of sending the card to every member is prohibitive, persons who wish to obtain one can send a postcard to: AATF National Headquarters, 57 E. Armory Avenue, Champaign IL 61820. The membership card may help travelers to France obtain reduced entrance fees to national monuments and museums.

Chapter treasurers can order the cards in bulk for distribution to their local members. National headquarters will send the signed cards to the Chapter and the Chapter Secretary/Treasurer would have to complete the rest of the information.



American Association  
of Teachers of French  
Année \_\_\_\_\_

M., Mme/Mlle \_\_\_\_\_  
est membre de l'Association Américaine des Professeurs de Français  
avec tous les privilèges et tous les droits qui s'y attachent.  
Fait à Champaign, Illinois, États-Unis d'Amérique,  
le \_\_\_\_\_ pour servir et valoir  
ce que de droit.

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## MEMBERS NOTES:

### THREE AATF OFFICERS HONORED WITH PALMES ACADÉMIQUES

This Spring three present or former AATF officers have been honored for their contributions to the furthering of French studies in the U.S. by receiving the prestigious *Palmes Académiques* from representatives of the French Government. Former AATF Presidents Philip Stewart (1986-8), Professor of French at Duke University, and Stirling Haig (1989-91), Professor of French at the University of North Carolina, both received their honors at the French Embassy in Washington, DC, on February 12th. Prof. Stewart was made a *chevalier* and Prof. Haig was promoted to the rank of *officier*. Vice President Margot M. Steinhart, who is also President of our largest Chapter (Chicago/Northern Illinois), became a *chevalier* in a ceremony in Chicago on February 1st. Our congratulations to these three worthy recipients.

### NEH/READER'S DIGEST AWARDS

Two members of AATF have been named recipients of the NEH/Reader's Digest Teacher-Scholars for 1991-92. As a teacher-scholar they receive a sabbatical for the academic year and are compensated in an amount equal to their salary up to \$27,000. Peter S. Thompson of the Moses Brown School in Providence, RI is spending his year researching "The Poetry of Césaire and Senghor: Negritude and Colonialism." Louise C. Borsoi of Lake Brantley High School in Altamonte Springs, FL is studying "Old Gringos/New Gringos: Images of North Americans in Latin American 'Boom' and 'Post-Boom' Fiction."

## TWO CERTIFICATES AVAILABLE TO HONOR YOUR STUDENTS

Members should be aware that there exists a very inexpensive way of honoring their best students as the academic/school year comes to an end. For many years the AATF has offered a small (5½" × 8½") *Certificat de Mérite* for \$.15 ea., postpaid, through its Pedagogical Aids bureau at National Headquarters. It is printed on heavy paper in red and blue ink on a white background and details the following information: "American Association of Teachers of French", "Chapter \_\_\_\_\_" "Certificat de Mérite décerné à \_\_\_\_\_ pour son excellent travail en français pendant son \_\_\_\_\_ semestre, 19\_\_\_\_"; followed by three other blanks for "Professeur de français", "École", and "Chef de département". Please prepay your order, if you are interested, and send to Pedagogical Aids-AATF, 57 E. Armory Ave., Champaign, IL 61820.

The Services culturels français is now making available through its U.S. bureaux a new *Certificat d'Excellence* printed on heavy paper in red and blue ink on a light blue/grey background and measuring 8½" × 11". The text reads: "Ce certificat est décerné par les Services Culturels de l'Ambassade de France aux États-Unis à \_\_\_\_\_ pour son travail exceptionnel en français au cours de l'année \_\_\_\_\_;" followed by two blanks for "École" and "Professeur". It is free for the asking. Write to the Service culturel for your geographical region: Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, or Washington, DC. Precise addresses appeared in the September 1991 issue of the *National Bulletin*.

## SPECIAL OFFER BENEFITTING THE AATF, JNCL AND THE MODERN LANGUAGE JOURNAL (MLJ)

As a special promotion, the *Modern Language Journal*, one of the premier periodicals for FL pedagogy, will pay AATF the sum of \$2.00 for every new individual domestic subscription (\$17.50) to the *MLJ* purchased and paid for at the time of AATF membership renewal. In addition, the *MLJ* will pay \$1.00 to the Joint National Committee for Languages in Washington, DC, in the name of the AATF for every subscription purchased. By subscribing, AATF members enrich their professional life, the treasury of their own professional association, and that of JNCL.

If you wish to take advantage of this special offer, please send an additional \$17.50 **directly** to AATF National Headquarters, AATF, 57 E. Armory Ave., Champaign, IL 61820-6698, either combined with your 1992 dues, or as a separate check made out to the *MLJ* or to the AATF. **(PLEASE DO NOT SEND ANY *MLJ* FUNDS THROUGH YOUR CHAPTER TREASURER, WHO IS UNPREPARED TO FORWARD SUCH PAYMENTS TO US.)**

### AATF NATIONAL BULLETIN

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the *AATF 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.

## AATF COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

Thanks to the active support of President Rebecca Valette, a new national AATF Commission has just officially come into existence (as of January 1992), entitled: "Commission on French for Business and Economic Purposes." This was, in the commercial parlance of today, somewhat of a "joint-venture" (though French purists would suggest "co-entreprise"), between the authors of this column. We were seconded, supported, judiciously advised and encouraged by numerous colleagues of similar persuasion across the country who felt that it was imperative that a national forum focus attention on the present and future role of French for Business and Economics in schools, colleges, and universities. The enthusiasm generated at the announcement that a National Commission had been formed under the sponsorship of AATF is a clear indication that we are indeed addressing a matter of concern in many departments of foreign languages.

The genesis of the Commission can be traced back to the National Survey on French for Business and International Trade that was conducted by the FFBAIT Newsletter during March 1990, and which published the preliminary results in the Spring 1990 issue, and a more fully documented one in the combined Winter/Spring 1991 issue. The returned questionnaire indicated that French for Business was becoming firmly established in many institutions thanks to a cadre of loyal and dedicated instructors. The survey confirmed, or shed light on, the results of 2 previous such inquiries (Frommer, 1985; Cummins, 1989). It is now believed that there are between 80 and 100 French for Business and Economics programs in the U.S. In addition, the latest survey showed that there were institutions where such offerings were barely tolerated or had been dropped from the curriculum. The numerous concerns expressed in replies to the questionnaires seemed to indicate the need to move in the direction of establishing a national curriculum model at the college level.

When the Newsletter suggested the formation of a group of colleagues to constitute an initial ad-hoc committee to address such matters as curricula and professional standards, there was an immediate response. Then followed months of discussion and numerous phone calls among a wide range of interested colleagues, all of which has resulted in the creation of the Commission.

The Commission's objectives, as they now stand, are two-fold. In the short term, we will be working on a first-draft of model curricula, to be presented, and hopefully, amended and approved at the Strasbourg Convention. At Strasbourg, the Commission will hold its first official business meeting, to which all teachers of French interested in the field, at any level where French for Business and Economics is established (or a potential) are invited. The Commission's long-term objectives are to encourage forums on a wide range of matters, such as teaching methodologies and resources, content and role of French for Business and Economics programs in existing curricula, proficiency, and testing procedures and criteria, training and retraining, interfacing with French for Business and Economics partners—international com-

panies, Business schools, schools of Economics... just to name a few. The role of the Commission will be to explore and conceptualize aspects of these questions that are deemed essential, to collect information and provide data, develop policy statements where needed, prepare the tools to nurture and strengthen existing programs, help implement new ones, and, possibly, through a series of monographs encourage scholarship in the field.

In order to tackle the tasks ahead, the Commission will be organized around the following subcommittees:

1. **Methods of teaching:** this group will work on traditional and "new" areas, from (existing or potential) high school units and techniques to graduate work, as well as on French for Business and Economics as part of a professional training program. This subcommittee will focus primarily on teaching units, materials and methods, technical resources—including software, syllabi and curricula. The group will play a major role in putting together model curricula.

2. **Proficiency, exams and bibliography:** in addition to addressing the key question of proficiency (including in professional settings, such as assignments abroad), the group will provide input on existing international exams, and other testing procedures and criteria. This subcommittee will be in charge of establishing an exhaustive bibliography in a multi-faceted and rapidly changing field.

3. **Interdisciplinary and International programs:** an exciting area in French for Business and Economics at a time when many schools of business are embarked on internationalizing their curriculum. Information and know-how on reaching out to other departments and schools, on establishing innovative programs will also be a high priority.

4. **French for Business and Economics, Literature and Culture:** a new departure which explores cross-cultural skills, cultural proficiency in business and seeks to articulate concepts, terminology, information, analytical perspectives specific to the field with the more traditional French Studies curriculum. (We are in the process of contacting co-chairs to head these subcommittees).

The Commission's work will be to fully integrate the subject into the curriculum so that it will be part of the liberal arts tradition rather than a token copy of a business school course. Teaching "la langue des affaires et de l'économie" will help French majors and other students to become fully integrated into the Francophone world of today. It is our sincere hope that, with your help, ideas and commitment, the Commission will know how to best represent the numerous teachers/researcher dedicated to the field, express their concerns, fulfill their expectations and give French for Business and Economics the attention it rightly deserves.

Gilles Bousquet  
Commission's Chair

Maurice G.A. Elton,  
Editor, **French for Business  
and International Trade**

## TEACHING FOREIGN LANGUAGES TO YOUNG STUDENTS (TFLYS) SUMMER INSTITUTE:

A summer institute will be held at Teachers College, Columbia University for teachers of foreign languages in the elementary school (K-8) from July 13-24, 1992. The non-credit fee is \$550 or participants may earn 2 graduate credits at \$435 per credit.

Institute sessions include: Communicative language teaching techniques; Content-based instruction; Curriculum design.

Institute faculty include: Mari Haas, Teachers College, Columbia University; Myriam Chapman, Bank Street School for Children; Helena Curtain, Co-Author, *Languages and Children, Making the Match*; Carol Ann Pesola, Co-Author, *Languages and Children, Making the Match*.

The institute is not language specific: teachers of all languages are welcome. This institute was sponsored by the Office of Continuing Education and the Department of Languages, Literature and Social Studies in collaboration with the Institute for Urban and Minority Education Cross-Cultural Literacy Center. For more information about TFLYS, please write to: Mari Haas, TFLYS, Teachers College, Box 201, New York, NY 10027. Telephone: (212) 678-3817.

Classes meet from 9:30 to 3:30 Monday through Friday at Teachers College, Columbia University on the upper-Westside of New York City. Housing is available upon request for an additional fee.

The institute will provide an overview of many aspects of teaching foreign languages in the elementary school. (K-8) Discussions of child development and second language acquisition theories will be combined with the major focus of the institute, communicative language-teaching through content-based instruction. Participants will design a content-based curriculum unit to use in their own classrooms. Class sessions are presented in English with examples in many foreign languages.

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## ORAL PROFICIENCY INTERVIEW WORKSHOPS

The American Council on the Teaching of Foreign Languages is pleased to announce oral proficiency interview workshops for French.

The Oral Proficiency Interview Workshop is an intensive four-day experience in which participants are trained to administer and rate oral proficiency interviews. Each day begins with a plenary session in which the rating scale, elicitation techniques, issues concerning the ratable sample, and pedagogical implications are discussed. Participants then break into language-specific groups and conduct live interviews. Participants of OPI workshops who complete the training and have requisite language skills are certified as oral proficiency testers.

The cost of the workshop is \$595.00 for ACTFL members, \$750.00 for non-members. Travel, lodging, and meals are the responsibility of the participant.

### 1992 SITES

April 22-25, Mercyhurst College, Erie, PA.  
June 24-27, Ohio State University, Columbus.

July 28-31, Defense Language Institute, Monterey, CA.  
October 21-24, Laval University, Quebec, Canada.  
November 16-19, ACTFL Annual Meeting, Rosemont, IL.

### 1992 REFRESHER SITES

Refresher workshops are for participants with previous OPI training and are designed to ensure continuing ability to test and rate accurately.

July 30-31, Defense Language Institute, Monterey, CA.  
November 18-19, ACTFL Annual Meeting, Rosemont, IL.

For more information contact: Workshop Coordinator, ACTFL, 6 Executive Blvd., Yonkers, NY 10701-6801.

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## OPPORTUNITIES ABROAD FOR TEACHERS

It is not too early to begin thinking of plans for the academic year 1993-94. Teachers who are U.S. citizens and have three-years full-time teaching experience may wish to apply for a teacher-exchange position in France, Luxembourg, Québec, Belgium, or Sénégal among many other opportunities. Applications are due by October 15, 1992.

For more information and for applications, contact:  
Fulbright Teacher Exchange Program  
600 Maryland Avenue, SW, Room 142  
Washington, DC 20024

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## ARTICLES SOUGHT

Teachers who use the resources of the Library of African Cinema are urged to submit articles to the *National Bulletin*. Two types of articles are sought.

First, articles which review the films are needed. Cornelius Moore of the Library of African Cinema has offered to make preview cassettes of any of the titles available to writers who wish to review the films. Reviews should make reference to the suitability of the film to an audience of secondary students (usually 13-18 years of age) as well as university students.

The second type of article sought is an actual teaching unit for any of the films. This could include pre-viewing material (worksheets on cultural differences or values, vocabulary, sociological, historical, or economic background for example), a viewing guide (questions to answer after viewing film, an outline of the action of the film to follow, etc.), and post-viewing activities. Also, the teacher's comments on the experience as well as student reactions are useful.

Articles should be submitted to:

AATF *National Bulletin*  
2324 Park Avenue Apt. 34  
Cincinnati, OH 45206

Be sure to indicate that your review or teaching unit refers to a film from the Library of African Cinema.

# JNCL-NCLIS WASHINGTON REPORT — 1991

## GLOBAL AND LANGUAGE COMPETENCE AND U.S. PUBLIC POLICY

On December 4, 1991 the President of the United States signed the National Security Education Act (PL 102-183) providing assistance for study abroad, graduate fellowships and higher-education programs in foreign languages, area studies and internationally-related fields through the creation of a public trust fund. A week earlier, President Bush signed appropriations legislation that increased funding for foreign languages in the schools by 100 percent, increased funding for languages and area studies in higher education by fifteen percent, increased exchange funding by seventeen percent, and created two new literacy and three new exchange programs. Earlier in the year, Congress passed and the President signed the National Literacy Act increasing funding, improving coordination and creating new programs for literacy education.

Three bills from the 101st Congress dealing with foreign languages, international education and exchanges were combined to create the Global Education Opportunities Act, garnering over 100 co-sponsors in the House and seventeen co-sponsors in the Senate. Provisions of this bill dealing with teacher education in languages and international education, materials development in these areas, opportunities for study abroad, and foreign-language requirements have been incorporated into the House and Senate Education Committees' reauthorization of Titles V and VI of the Higher Education Act to be voted on early in the second session of the 102nd Congress.

On other fronts, after hearing considerable testimony at regional meetings and after receiving scores of letters, the National Education Goals Panel included information on foreign languages and literacy in its 1991 report "Building a Nation of Learners." After receiving numerous letters including comments from over twenty Members of Congress, the Department of Education broadened its interpretations to include and expand the number of languages in the Fund for Innovation in Education and the Foreign Language Assistance Program.

In terms of national public policy, 1991 may have been the language and international education community's most successful year ever. Coming on top of ten years of policy growth and legislative successes, foreign-language enrollments reaching all-time historical highs, new literacy and exchange programs proliferating, and states offering programs in the elementary schools and less commonly taught languages, these accomplishments are impressive.

These accomplishments have been the result of the efforts of the Joint National Committee for Languages and the National Council for Languages and International Studies, the forty-five professional and scholarly associations that comprise JNCL-NCLIS, thousands of language and international professionals, and their allies in Congress, state legislatures, business and other professions. JNCL-NCLIS and the member associations testified before the Congressional Appropriations Subcommittees, the Education Subcommittee and at all of the National Goals Panel's regional hearings. Over one thousand letters to Members of Congress were generated through letter-writing campaigns at regional and state conferences, and

considerably more than that were generated in response to alerts, press releases, bulletins and articles in member publications and mailings. Dozens of legislative co-sponsors and supporters for increased appropriations were enlisted by visits during two legislative workshops held on Capitol Hill. During the year, JNCL-NCLIS sponsored a National Foreign Language Week program, a briefing on "Languages and Defense" and two receptions for Members of Congress, their staff and other policy makers. Working closely with the House/Senate International Education Study Group, JNCL-NCLIS produced their first two newsletters, *International Notes*, distributed to every Member of Congress.

Collaborating with the higher-education associations, JNCL-NCLIS helped produce a compromise that resulted in a unified education community recommending changes and improvements in the foreign language and area studies provisions of the Higher Education Act. With the help of Congressional allies such as Rep. Leon Panetta (D-CA), Sen. David Boren (D-OK), Sen. Christopher Dodd (D-CT), Sen. Paul Simon (D-IL), Rep. John Miller (R-WA) and numerous others, speeches were drafted, articles written and "Dear Colleague" letters sent to convince other policy makers of the need to support language study and international education.

Finally, six issues of *EPIC Events*, the newsletter of the English Plus Information Clearinghouse, were written and edited. Twenty-nine presentations, speeches or workshops were offered at state, regional and national meetings. A portion of the survey of national public school foreign language enrollments was conducted under a subcontract. The annual survey of state activities (this year entitled *Dreams, Realities and Nightmares*) was developed, completed and distributed. A legislative summary monitoring, tracking and analyzing relevant legislation was completed and distributed. A *Federal Funding Guide* detailing and describing every government program providing assistance to foreign languages, bilingual education, English as a second language, literacy and exchanges was researched and completed for sale by JNCL-NCLIS member organizations.

1991 was a very good year. It was also an exhausting and trying year during which JNCL-NCLIS underwent an administrative reorganization and once again faced the specter of financial collapse. How does an underfunded, two- or three-person office accomplish so much? It has a lot of help from our friends. Without the support of the member associations, the involvement of the professionals in the field, and the commitment of the entire language and international-education community, these accomplishments would not have been possible this year, and others will not be possible next year or the year after that.

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## WOMEN IN FRENCH

WIF, an Allied Association of the MLA, invites all those interested in women writers of the French-speaking world to become members now in order to be listed in the 1992 directory of research interests. The March WIF Newsletter gives further details. For membership send \$5 annual dues to Emily Guignon, Treasurer, 7827 Davis Drive, Clayton, MO 63105.

## 1991 KENNETH W. MILDENBERGER PRIZE

The Committee on Honors and Awards of the Modern Language Association invites nominations for the twelfth annual Kenneth W. Mildener Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. This prize is open to nonmembers as well as members of the Association. The prize will be awarded for a book or article published in 1991; nominations will be accepted until May 1, 1992. Authors of works submitted for consideration need not be members of the Association. In choosing the prizewinner, the selection committee will look for evidence of fresh and effective approaches to teaching and for works likely to be widely useful.

To enter research publications into competition, send six copies of each work and a letter of nomination indicating the titles submitted, the authors, and the dates of publication to the Kenneth W. Mildener Prize, Modern Language Association, 10 Astor Place, New York, NY 10003-6981. Textbooks based on the author's original research are eligible to compete, but the letter nominating a textbook must include a 300-word statement specifying the extent to which the book constitutes or is based upon original research. Books limited to reworking or restating ideas and concepts originating elsewhere should not be submitted. Nominators of textbooks must send their letters of nomination in advance and obtain clearance from the MLA before shipping books.

The award, which consists of a check for \$500, an engrossed certificate, and a one-year membership in the MLA, will be announced and presented at the association's annual convention in December 1992. For further information, call Richard Brod, Director of Special Projects, Modern Language Association, (212) 614-6406.

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## ROTARY INTERNATIONAL, FRANCE/USA LANGUAGE WORKSHOP

The France/USA Intercountry Committee of Rotary International is pleased to announce that the annual France/USA Language Workshop will be held in Cortland, N.Y., from July 13 through July 29, 1992. Each year twelve high school French teachers, sponsored by the Rotary districts of their regions, are given the opportunity to attend this workshop, along with a group of their French colleagues who teach English. The two groups discuss many topics of linguistic, cultural, and pedagogical interest, taking turns at organizing activities and using each other's language. At the end of the formal activities each participant may elect to spend a homestay of up to three weeks in the other country.

The workshop participants are responsible for the costs of transportation. The workshop expenses (\$2500) are the responsibility of the sponsoring Rotary districts, and may be borne by the district, the clubs of the district, or a combination of both.

High school French teachers interested in participating are encouraged to contact their local Rotary clubs to indicate their interest. Teachers or Rotarians desiring more information should contact the Recruitment Officer, Alfred D. Palermo, 441 N. Wood Avenue, Linden, NJ 07036 (908/486-2626), or the 1990 American team leader, Clayton Alcorn, 9 Louise Drive, Cortland, NY 13045 (607/753-8187).

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## FIRST COLLECTION OF AFRICAN FILMS AVAILABLE ON VIDEO IN THE U.S.

### NEW CURRICULAR RESOURCE FOR UNIVERSITIES

California Newsreel has released the first collection of African films available on video in this country, the Library of African Cinema. The Library of African Cinema is a new "video publishing" line which provides these important new multicultural resources to colleges and schools across the United States.

The Library of African Cinema's first year releases include eight award-winning films from Mali, Burkina Faso, Senegal, Zaire, South Africa and Madagascar. They were chosen with the assistance of an international Advisory Committee composed of distinguished Africanist scholars, film festival directors and African filmmakers.

These films are indispensable resources for teachers of African Studies, Anthropology, Geography and Folklore who want to show Africa as seen through the eyes of Africans. In addition, they allow professors, easily and economically to infuse a vivid African perspective into curricula in Women's Studies, Rural Studies, Cinema Studies, Communications, Romance Languages and Sociology.

California Newsreel has prepared a 36-page resource guide on African cinema which provides the context needed to use these films effectively. Introduced by writer Alice Walker, it contains essays and curricular suggestions by leading Africa scholars to accompany each title, as well as an historical overview of African cinema, a curricular module and a select filmography.

The Library of African Cinema is supported by the first grant from the Rockefeller Foundation's National Video Resources program with additional funding from the Nathan Cummings Foundation. In order to encourage developments of comprehensive African cinema video collections, all eight titles are offered at a 40% discount! Note also that special lower prices exist for high schools and public libraries.

It is a project of California Newsreel, a non-profit film distribution and production center now in its twenty-third year and is an outgrowth of California Newsreel's Southern Africa Media Center project.

Copies of the Library of African Cinema resource guide are available at no charge. To rent, purchase or preview videocassettes contact: California Newsreel, 149 9th Street, Suite 420, San Francisco CA 94103. (415) 621-6196.

# LE DELF ET LE DALF

## DEUX DIPLÔMES DE FRANÇAIS LANGUE ÉTRANGÈRE: UNE MISE À LA PAGE<sup>1</sup>

Depuis plus de quatre ans, la France organise dans plus de 30 pays répartis sur les cinq continents un examen officiel de français langue étrangère: le DELF et son degré supérieur le DALF.

Beaucoup d'étudiants souhaitent que leur connaissance en français, même modeste, soit accréditée. Seul le DELF le permet de manière officielle. Ce document est déjà reconnu par la totalité des universités françaises, et par de nombreuses universités étrangères dans plus de 30 pays. À court terme, nous sommes certains qu'il le sera aussi aux États-Unis. Le DELF est également le seul diplôme officiel français permettant de prouver ses compétences en français auprès des entreprises privées, tant en France qu'à l'étranger. Voilà qui peut être très utile lorsqu'on est à la recherche d'un emploi dans "l'International Business."

### Le DELF

Le DELF est le premier diplôme officiel réservé aux étrangers, délivré par le Ministère Français de l'Éducation Nationale. Le DELF certifie un niveau de compétence et de maîtrise du français de base, tant parlé qu'écrit.

Toute personne intéressée peut s'inscrire au DELF. Il n'existe aucune restriction en ce qui concerne l'âge ou le niveau des candidats. Une connaissance élémentaire du français suffit pour se présenter aux premières unités du DELF (A1, A2).

Il est à noter que les personnes de nationalité française ne peuvent être candidats à cet examen.

Le DELF est le diplôme de référence certifiant les compétences en français de son titulaire auprès des établissements d'enseignement et des entreprises.

Le DELF est composé de six unités indépendantes:

A1: Expression générale 2 épreuves écrites et 2 épreuves orales simples qui évaluent une compétence minimale de communication et d'expression.

A2: Expression des idées et sentiments 2 épreuves écrites et 2 épreuves orales qui testent la capacité du candidat à reconnaître ou exprimer un sentiment ou une opinion.

A3: Lecture et expression écrite 2 épreuves écrites et 1 épreuve orale qui évaluent la capacité du candidat à lire et à comprendre un document simple.

A4: Pratique du fonctionnement de la langue 1 épreuve écrite et 1 épreuve orale qui mettent l'accent sur la grammaire.

A5: Culture et Civilisation 1 épreuve écrite et 2 épreuves orales qui demandent au candidat d'analyser, de commenter et de résumer des documents ayant trait à la civilisation française.

A6: Expression spécialisée 2 épreuves orales qui portent sur un texte choisi dans le domaine de spécialisation du candidat (sciences humaines et sociales, sciences économiques et juridiques, sciences de la vie, mathématiques et sciences de la matière).

Chaque unité est présentée séparément. Le candidat peut présenter 1 ou plusieurs unités lors de la même session. L'ordre d'acquisition des différentes unités est

laissé à l'appréciation du candidat. Les unités sont reconnues dans la totalité des centres d'examen répartis dans le monde.

Il est à noter que l'unité A6 ne peut être présentée que lorsque le candidat a réussi les 5 premières unités.

Les 3 premières unités du DELF (A1, A2, A3) devraient être accessibles à un candidat ayant appris le français au lycée pendant 2 ans. Les 3 autres unités (A4, A5, A6) nécessitent davantage de compétences et s'adressent sans doute à un public d'étudiants universitaires.

### Le DALF

Le DALF est le second diplôme officiel réservé aux étrangers délivré par le Ministère Français de l'Éducation Nationale. Le DALF atteste des compétences linguistiques permettant de suivre des études supérieures en France ou dans les pays francophones. Les titulaires du DALF sont dispensés de tout autre examen de langue pour l'entrée dans les universités françaises.

Toute personne titulaire du DELF, ou ayant réussi un test de contrôle linguistique peut s'inscrire au DALF. Il n'existe aucune restriction en ce qui concerne l'âge ou le niveau d'études des candidats. Il est à noter que les personnes de nationalité française ne peuvent être candidats à cet examen.

Le DALF est le diplôme de référence certifiant les compétences approfondies en français de son titulaire auprès des établissements d'enseignement supérieur et des entreprises.

Le DALF est composé de quatre unités indépendantes:

B1: Compréhension et expression écrites 2 épreuves écrites qui testent les compétences du candidat à résumer et commenter un texte authentique.

B2: Compréhension et expression orales 1 épreuve orale qui évalue la capacité du candidat à comprendre et interpréter un document sonore authentique.

B3: Compréhension et expression écrites en langue spécialisée 2 épreuves écrites qui testent les compétences du candidat à résumer et commenter un texte authentique choisi dans son domaine de spécialisation (sciences humaines et sociales, sciences économiques, etc.).

B4: Compréhension et expression orales en langue spécialisée. 1 épreuve orale qui demande au candidat de s'exprimer sur un sujet correspondant à son domaine de spécialisation.

Chaque unité est présentée séparément. Le candidat peut présenter 1 ou plusieurs unités lors de la même session. Les unités sont reconnues dans la totalité des centres d'examen répartis dans le monde.

### Une formation pour les professeurs de français

Le travail de considérer les épreuves du DELF données dans le monde les dernières années est très formateur et devrait donner aux professeurs de français de nombreuses idées d'exercices nouveaux et originaux, oraux et écrits, même si les élèves ne s'inscrivent pas à cet examen.

Les ateliers ont pour objet de former les futurs membres du jury de la commission américaine du DELF. Leur future tâche sera de corriger les épreuves orales du DELF (première session prévue en avril 1992). Il y a la possibilité

<sup>1</sup>Voir "Le DELF ET LE DALF, Nouveaux Diplômes de Français langue étrangère à réglementation nationale," *National Bulletin* 12.2 (Nov. 1986):6.

Continued from page 7

d'une journée de formation, destinée aux professeurs de français de l'Alliance française, des universités, des lycées, animée par Bernard MOREAU, Attaché Linguistique au Service Culturel français de San Francisco avec le concours de l'AATF.

Pour vous renseigner d'avantage:

**Pédagogie et formation des professeurs:**

Consulat Général de France  
Bureau d'Action Linguistique  
540 Bush Street  
San Francisco, CA 94108  
Téléphone: (415) 397-4330 postes 233/248

**Examination Center (Western United States)**

Alliance Française  
1345 Bush Street  
San Francisco, CA 94109  
Téléphone: (415) 775-7755

**Examination Center (National Organization)**

Alliance Française  
2819 Ordway Street, NW  
Washington, DC 20008  
Téléphone: (800) 6-FRANCE

**French National Commission of DELF-DALF**

Centre International d'Études Pédagogiques  
Commission Nationale DELF-DALF  
1, Avenue Léon-Journault  
92310 Sèvres FRANCE  
Téléphone: 33.1.45.07.60.00

**Manuels**

**DELF et DALF**

**Diplôme Élémentaire de Langue Française**  
Commission Nationale du DELF/DALF  
Éditions Didier, Paris, 1990  
ISBN 2-278-04039-1

**Documents Pédagogiques DELF-DALF**

CAVILAM  
BP 164  
14, rue Maréchal Foch  
03206 Vichy Cedex France  
DELF A5 et A6

**Sans Frontières perfectionnement  
Méthode de Français**

J. Vassal Brumberg  
CLÉ International, Paris, 1988  
ISBN 2-19-033440-3

**Sans Frontières perfectionnement  
Préparation au DELF A5-A6**

ISBN 2-19-033444-6

**Sans Frontières perfectionnement  
Préparation au DELF A5-A6**

**Livret d'évaluation**  
ISBN 2-19-033446-2

**Sans Frontières perfectionnement  
Préparation au DELF A5-A6**

**Cahier de corrigés**  
ISBN 2-19-033445-4

## INTERNATIONAL LANGUAGE ACADEMY AT SWEET BRIAR COLLEGE FRENCH ACADEMY SUMMER 1992

Sweet Briar College is pleased to announce the third International Language Academy, a unique coeducational program combining formal language learning and an informal cultural experience with native-speaking peers. Current high-school sophomores, juniors and seniors, who have completed at least three years of French with a "B" average, have the opportunity to perfect their skills in conversation and to develop flexibility in language production.

Students spend three weeks in a total immersion program on Sweet Briar's campus, situated in the foothills of the Blue Ridge Mountains. While American students attend classes, a similar program on campus is offered to French-speaking Swiss students who are sharpening their English skills. Afternoons and evenings are devoted to various activities during which American and Swiss students meet and mingle informally.

Since both groups are lodged in the same dormitory, American students who may not be able to afford a trip abroad have an extraordinary opportunity to share cultures and establish friendships with Europeans. Students considering a trip abroad find themselves better prepared to communicate fluently with natives after participating in this stimulating learning experience.

The Academy will be in session June 28-July 18, 1992. Formal language classes are scheduled Monday through Friday from 9 a.m. to noon. These classes concentrate on conversational French, phonetics and French civilization. In the afternoon, students view selected French films in support of the curriculum. Weekly excursions are organized with the Swiss students to visit neighboring historical sites and places of interest. Tennis, swimming, volleyball, soccer, creative projects and other activities complement the instruction.

Neither grades nor academic credit are given. Students receive a Certificate of Achievement at the close of the Academy. Participation in such a program can be reported and highlighted on college applications.

Total cost (tuition and fees) for the three-week program is \$875. Fees include room and board, books, excursions, movies and activities offered by the International Academy.

Students are required to send the complete application form by June, 1992. For more information and to request an application form, please write Archie Waldron, Director, Summer Programs, P.O. Box T, Sweet Briar College, Sweet Briar, Virginia 24595; or call (804) 381-6145.

**Correction — Séminaire de Français des Affaires  
Strasbourg, 24-31 July 1992**

**New Price: \$1,050 (Double occupancy, three star hotel  
with breakfast)**

**\$1,325 (Single occupancy, three star hotel  
with breakfast)**

**Includes tuition, three dinners, excursion in Alsace.  
See details in the AATF Convention brochure.  
\$500 scholarships still available. Write to AATF for  
further information.**

**AATF PRELIMINARY PROGRAM — STRASBOURG 1992**  
Listing of AATF sessions and speakers scheduled on  
Monday afternoon, Tuesday and Wednesday, July 20-22  
(*subject to change*)

*Monday, July 20, 2:15-3:15 p.m.*

**Connaissance de l'Alsace: Histoire et littérature**  
Chair: B. Cooper; Presenters: F. Phariss, W. Cooper

**Sixteenth Century Literature: De Lyon à Bordeaux**  
Chair: R. Wehrmann; Presenters: A. Geoghegan,  
V. Fichera

**Connaissance de l'Alsace: L'Alsace et l'Allemagne**  
Presenters: B. Murphy, C. Borovski

**A Tale of Two Cities: Boston and Strasbourg**  
Presenters: H. Cummings and M.L. Burke

**La France d'aujourd'hui**  
Chair: M. Steinhart; Presenters: G. Sawicki, J. Evans

**Negotiating the Transition from Language to Content**  
Presenters: M. Derakhshani and S. Scinicariello

**Connaissance de l'Alsace: La table**  
Presenters: A. Scavillo, G. Siewert

**Atelier CCIP: Le français des affaires (A)**  
Chair: J. Cartier; Presenter: M. Breun

*Monday, July 20, 3:30-4:30 p.m.*

**Visions littéraires d'une Europe Unie**  
Presenters: F. Kantor, A. Metzidakis

**Recognition, Retention, Retrieval: The Three R's  
of Vocabulary Use**  
Chair: P. Dragonas; Presenter: W. Rivers

**Teaching French at the University Level**  
Presenters: R. Waldinger, C. Vande Berg

**Des soutiens financiers pour des recherches et des  
voyages**  
Presenter: S. Redd

**La Connaissance de l'Alsace: L'Alsace polyglotte**  
Chair: R. Caldwell; Presenters: A. Weckmann,  
P. Rohmer, B. Schaff

**Comment utiliser les media**

Chair: R. Leguillon; Presenters: J. Pouvaty; Discussant: R. Ellis

**Atelier CCIP: Le français des affaires (B)**  
Chair: J. Cartier; Presenter: V. Ernoult

*Monday, July 20, 4:45-6:15 p.m.*

**Hervé Bazin, romancier et styliste**

Chair: A. Slack; Presenters: S. Burdea, F. Santalis  
Avec la participation de M. Hervé Bazin, Président  
de l'Académie Goncourt

**La littérature enfantine et l'enseignement du français  
K-12**

Presenters: E. Lansman, A. Delobel, R. Lafayette,  
A. Tamuly

**Le Paris d'hier et d'aujourd'hui**  
Presenter: E. Marlow

**Movement Motivates**  
Presenter: J. Olliphant

**Le français, langue vivante**

Presenters: C. Tatilon, L. Bulwa, L. Willingham-  
McLain, J. Kolbert

**Contemporary Theater**

Presenters: L. Amiry, H. Finter, L. Romero,  
J.-M. Villégier

**Atelier CCIP: Le français des affaires (C)**  
Chair: J. Cartier; Presenter: M. Danilo

*Tuesday, July 21, 8:45-10:15 a.m.*

**Bringing Africa into Your Classroom**  
Presenter: M. Jones

**Orientations nouvelles en phonétique corrective**  
Presenters: F. Wioland, R. Renard, A. Valdman

**Group Videos at the Intermediate Level**  
Presenter: A. McLees



*Tuesday, July 21, 8:45-10:15 a.m.*

**Le Haptisme et Gaëtan Brulotte**

Chair: G. Adamson; Presenters: C. Fisher, J. Phillips, M. Vincent  
Avec la participation de Gaëtan Brulotte

**Teaching and Testing Culture**

Presenters: J. Thomas, H.J. Siskin, S. Behar

**AATF Commission on Professional Teaching Standards**

Chair: J. Murphy

**French-Canadian Institute for Language and Culture (A)**

Chair: J. Kissner

*Tuesday, July 21, 10:30-12:00 noon*

**AATF Business Meeting**

Presiders: R. Valette, F. Jenkins

**Littérature et cinéma**

Presenters: M.J. Cowles, M. Pinter, H. Sanko

**The Role of Vocabulary Discrimination and Individuation in Foreign Language Processing**

Presenter: S. Belasco

**Teaching towards Independence in Reading French**

Presenters: J. North and M. Kaplan

**De Strasbourg aux Ourals: Les nouvelles frontières de la francophonie**

Presenters: I. Finel-Honigman, C. Kieffer, J. Feitouchi

**The New Europe: Two case studies**

Presenters: C. Deblauwe, H.D. Page

**French-Canadian Institute for Language and Culture (B)**

Chair: J. Kissner

*Tuesday, July 21, 12:15-2:00 p.m.*

**Société Honoraire de Français: déjeuner**

Host: S. Foster

*Tuesday, July 21, 2:15-3:15 p.m.*

**Érotisme et fin de siècle**

Chair: A. Sonnenfeld; Presenters: J. Plottel, A. Babcock, J. Lowrie

**Un aperçu sur la cathédrale gothique**

Presenter: D. Brody

**A Multidimensional Approach to the Teaching of Writing in French**

Presenters: M.J. Netherton and S. Keeslar

**Le village en France: mutations, perspectives, témoignages**

Presenters: J. Krause, M. Kovacovic

**Twinning Secondary School Classes**

Presenters: K. Morris and A. Royet

**Using the computer to enhance language instruction**

Presenters: L. C. Jones, E. Pierce

**French-Canadian Institute for Language and Culture (C)**

Chair: J. Kissner

*Tuesday, July 21, 3:30-4:45 p.m.*

**Comprendre, connaître, aimer la culture dès le plus jeune âge**

Chair: A. Alston; Presenter: M. Regan-Baker

**Theater, Language Acquisition and Bilingualism**

Presenter: A. Fancy

**La publicité en classe**

Presenter: A. Lebugle

**Translation and Stylistics**

Presenter: S. Pons-Ridler

**AATF Commission on French for Business and Economic Purposes: Open Meeting**

Chair: G. Bousquet

**Le système éducatif français dans l'Europe de 1992 (A)**

Presenters: R. Simon, J.-P. Piriou, M.-C. Koop

**French-Canadian Institute for Language and Culture (D)**

Chair: J. Kissner

*Tuesday, July 21, 5:00-6:15 p.m.*

**L'enseignement du théâtre et du cinéma aux niveaux avancés**

Presenter: N. Hall

**Proficiency-oriented Instruction via Natural Approach Techniques**

Presenters: B. Barnes, M. Rogers and G. Soulas

**Connaissance de l'Alsace: Le monde des affaires**

Chair: M. Elton; Presenters: F. Watts, C. King, M. Gragg

*Tuesday, July 21, 5:00-6:15 p.m.*

**AATF FLES\* Commission: Open Meeting**

Chair: G. Lipton

**Nineteenth century literature: Art et littérature**

Presenters: K. McLaughlin, M. McDonnell

**Le système éducatif français dans l'Europe de 1992 (B)**

Presenters: C. Pinet, S. Raffy

**French-Canadian Institute for Language and Culture (E)**

Chair: J. Kissner

*Wednesday, July 22, 8:45-9:30 a.m.*

**Eighteenth Century Literature**

Presenters: O. Mostefai, C. Martin

**Acquisition of French as a Foreign Language: Research and Applications**

Presenters: J. Davis and L. Bistodeau, R. Kline

**Franglais + Frenglish: Y a-t-il overdose? Too much déjà vu?**

Presenter: J. Tomme

**Two Heads are better than one: Organizing a Local French Teacher's Network**

Presenter: B. Kip

**Money talks: Coins of France and of Strasbourg**

Presenter: J. Secor

**Connaissance de l'Alsace: L'esprit de Strasbourg dans la vie et l'oeuvre d'Antoine de Saint-Exupéry**

Presenter: H. Scherry

**Teaching Language through Literature: Rose Sélavy — a Class Act**

Presenter: S. Frazer

**La Communauté Européenne: profil historique et applications pédagogiques**

Presenter: G. Lorient-Raymer

*Wednesday, July 22, 9:45-10:45 p.m.*

**Twentieth Century Literature: The Christian Presence**

Presenters: J. Dunaway, R. Stanley

**The illuminated medieval manuscript: language and images**

Presenter: S. Schwam-Baird

**Connaissance de l'Alsace: Deux Femmes**

Presenters: L. Mandell, M.-J. Fassiotto

**La France et ses régions**

Presenters: S. Ireland and J. Gross, S. Rockmore

**Speech Acts in a Socio-cultural Context**

Presenters: M. Wieland, L. Harlow

**Testing Proficiency across the Four Skills: a European Perspective**

Chair: R. Valette, Presenters: A. Raasch, H. Reiske

*Wednesday, July 22, 11:00-12:15 p.m.*

**Nineteenth Century Literature**

Chair: C. Mackey; Presenters: S. Wolitz, R. Ramsay, G. Montbertrand, T. Scanlan

**Le Minitel: Branché et après?**

Chair: T. Bowling; Presenter: M. Bardy

**Linguistic Schizophrenia: French, Québécois, Cajun**

Presenter: J. Kelly

**Le Grand Concours de l'AATF**

Chair: S. Teitelbaum; Presenter: J. Young

**Le théâtre français contemporain et son intertexte culturel**

Presenters: A. Ranwez, S. Crouzat, A. Williams-Gascon, J. Labat

**Enlivening the Beginning French Class**

Presenters: M. Pastorek, J. Chenuau, B. Weber

*Wednesday, July 22, 12:30-2:00 p.m.*

**Association des Palmes Académiques: déjeuner**

Host: E. de Comminges

*Wednesday, July 22, 2:15-3:15 p.m.*

**Seventeenth Century Literature: Molière, au carrefour de la modernité**

Presenters: J. Gaines, L. Riggs, P. Berk

**Connaissance de l'Alsace: L'Alsace et l'Allemagne**

Presenters: E. Knutson and M. MacQueen, J. Reish

**Calvin à travers les siècles**

Presenters: C. Probes, J. Miles

**Connaissance de l'Alsace: Émigration aux États-Unis**

Presenter: A. Prevos

**Telling the wars: 1815, 1870, 1914**

Presenter: C. Brosman

Wednesday, July 22, 2:15-3:15 p.m.

**La femme dans la chanson québécoise: 1960-1992**  
 Presenter: S. Boldrey

Wednesday, July 22, 3:30-5:00 p.m.

**AATF Proficiency Commission: Closed Working Session**  
 Chair: G. Lipton

**Contemporary Issues and Topics in French for Business**  
 Chair: P. Cummins; Presenters: D. Hurtig, J. Nisole, F. Wagman, G. Bousquet

**Lecture sans torture**  
 Presenter: M. Shockey

**Bilan de la décennie Mitterrand**  
 Presenters: A. Kimmel, B. Cap, J.-P. Cap, J. Marthan

**Télé et radio sans frontières: l'entrée de l'audiovisuel français au marché européen**  
 Presenters: H. Sutton, D. Daniels, L. Vines

**From Experimental Research to the French classroom**  
 Presenters: L. Ramsey, C. Herron, S. Hoffman-Hicks, P. Mosele

**Twentieth Century Literature**  
 Presenters: D. Polacheck, D. Pierson, R. Rorke, C. Szeps

Wednesday, July 22, 5:15-6:15 p.m.

**AATF Proficiency Commission: Open Meeting**  
 Chair: G. Lipton

**Connaissance de l'Alsace: Questions linguistiques**  
 Presenters: L. Rubin, M. Snider, M.-A. Zrime

**Connaissance de l'Alsace: L'Alsace dans la salle de classe**  
 Presenters: C. Graf, M. A. Lyman-Hager

**Maupassant et la Guerre Franco-Prussienne**  
 Presenters: C. Montfort, L. Klausenburger

**Create your own Summer Immersion Day Camp**  
 Presenter: E. Armstrong

**Connaissance de l'Alsace: Alsace through the Drinking Glass**  
 Chair: D. Austin; Presenter: J. Hugel  
*(Discovery Workshop: admission by ticket only)*

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**TRAIN CONNECTIONS FROM PARIS TO STRASBOURG**

From Charles de Gaulle airport there is a direct train to the Gare de l'Est. The following schedule shows the current railroad service (valid till May 30, 1992). Note: The schedule may be modified for the summer, but usually changes are minor. The current roundtrip price Paris-Strasbourg is 482 francs. Reserved seats cost 48 francs extra, each way.

Paris-Est	D 00.05 00.15					06.52 07.52 08.01 08.01 08.49				12.49 13.17 13.17	
Chateau-Thierry	D 01.00 01.08							08.49 08.49			14.02
Epernay	D 01.26 01.37							09.17 09.17		14.25 14.25	
Chalons-sur-Marne	D 01.45 02.07					08.12		09.38 09.38		14.43 14.43	
Vitry-le-François	D 02.06 02.30							09.57 09.57		15.01 15.01	
Bar-le-Duc	D 02.35 03.04							10.25 10.25		15.25 15.25	
Commercy	D   03.31							10.48 10.48		15.46 15.46	
Toul	D 03.15 03.48		06.29 06.29					11.04 11.04		16.02 16.02	
Nancy-Ville	D 03.38 04.26 06.24 06.43 06.57 06.57			07.08		09.38 10.30 11.22 11.24 11.32 12.12 15.34 16.20 16.20					
Lunéville	A 03.58 04.44 06.44 07.15			07.26 07.32				11.42	12.29 15.52		
Sarrebourg	A 04.28 05.11 07.11			07.50 08.56 09.45 10.16				12.09	12.55 16.18		
Reding	A     07.17			07.26							
Saverne	A   05.34			07.42 08.06	10.00 10.32			12.25	13.11 16.36		
Strasbourg	A 05.17 06.02			08.06 08.30	10.23 10.57 11.41			12.50 12.45 13.36 17.00			

Paris-Est	13.50									16.30 17.20 17.57 18.46 19.43 22.30 22.40
Chateau-Thierry										
Epernay				16.31					17.39	
Chalons-sur-Marne				16.49					17.56	20.05 00.05
Vitry-le-François				17.07					18.13	
Bar-le-Duc				17.32					18.38	
Commercy				17.54					19.00	
Toul		16.40			17.50 18.10				19.15	
Nancy-Ville	16.30 16.37 17.00 17.54		18.09 18.17 18.28 18.39			18.45 18.45			19.38 20.00 20.41 21.29 22.26 01.50	
Lunéville		16.65	18.16 18.22 18.46			18.51 19.07 19.07			19.56 20.18	22.44
Sarrebourg		17.20	19.44			20.08 19.39 19.39		19.55 20.23 20.42 21.18		23.09
Reding						20.20 19.44	19.51			
Saverne		17.37						20.07 20.14 20.39 20.58		23.26
Strasbourg	17.43 18.03			19.49				20.30 20.37 21.04 21.23 21.56 22.40 23.49 03.22 07.41		

# PROFICIENCY COMMISSION NEEDS ASSESSMENT

The AATF Commission on Proficiency is trying to identify the needs of members in a variety of areas dealing with proficiency. The first part of the questionnaire focuses on curriculum, the second on articulation, the third on teacher training and in-service, and the fourth on cultural competence. Based on the results of this questionnaire, AATF hopes to determine how we as an organization can assist teachers with their curricular needs, in what ways we can improve articulation, and what kind of teacher training and in-service programs AATF should encourage and support. **Please respond as fully as you can and attach additional comments as needed. We value your input.**

## YOUR BACKGROUND

1. I am answering as

a French teacher

high school

junior high/middle school

elementary school

junior college/community college

college/university

other (specify \_\_\_\_\_).

an administrator

district

state

college/university

other (specify \_\_\_\_\_).

2. Check off all French courses you teach:

**K-8 (FLES)\*:**

Sequential FLES    FLEX    Immersion

Other Describe: \_\_\_\_\_

**Middle School/Junior High/High School:**

French I    French II    French III    French IV

AP French    Other high school advanced beyond FR IV

Exploratory (Middle School)    Other Describe: \_\_\_\_\_

**Postsecondary:**

Beginning    Intermediate    Advanced/Comp. & Conv.

Literature    Civilization    Spec. Purposes/Bus. Fr.

Phonetics/Linguistics    Methods/Applied Linguistics

Francophonie (Incl. Carribean, Canadian, African Cultures)

Other Describe: \_\_\_\_\_

3. What is the population of your school? \_\_\_\_\_ How many students take French? \_\_\_\_\_

4. Are foreign languages required in your school?  Yes  No.

Please describe the requirement: \_\_\_\_\_

5. May we call you for follow-up information?  Yes  No.

6. Optional

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Tel.: \_\_\_\_\_ FAX: \_\_\_\_\_

### CURRICULUM SUBCOMMITTEE

1. Over the past decade, the word proficiency has become a buzzword which is understood differently by different people. Please define *your own personal understanding* of what is meant by proficiency.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Please give examples of what you do in the classroom that you consider to be proficiency-oriented activities.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ARTICULATION SUBCOMMITTEE

1. Are lower-level programs sequentially integrated with upper-level programs within your school?  Yes  No.  
Beyond your school?  Yes  No.

If YES, who supervises/coordinates/controls this process? \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

2. Is progression within a program based on evaluated skill or knowledge acquisition rather than seat time?  Yes  No.

If YES, which skills/knowledge are tested? \_\_\_\_\_

With which instruments? \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

3. **SECONDARY only:** Does your secondary program offer Advanced Placement classes?  Yes  No.

French honors classes?  Yes  No.

Comments: \_\_\_\_\_

\_\_\_\_\_

**COLLEGE/UNIVERSITY only:** Does your program provide for placement based on clearly defined standards?

Yes  No.

If YES, is/are entry standard(s) based on:

a) seat time  Yes  No.

b) AP test  Yes  No.

c) CEEB test  Yes  No.

d) College placement test  Yes  No.

e) oral proficiency interview  Yes  No.

f) other instrument or combination of the above,

describe \_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

4. **COLLEGE ONLY:** How do you compensate and/or adjust for the unevenness of secondary school preparations?

Comments: \_\_\_\_\_

\_\_\_\_\_

5. **ALL:** Do you belong to an "Academic Alliance?"  Yes  No.

If YES, has your activity/membership assisted in articulation?  Yes  No.

Comments: \_\_\_\_\_

\_\_\_\_\_

#### **TEACHER TRAINING SUBCOMMITTEE**

These questions were devised especially for school teachers in order that AATF may respond better to their needs. **College teachers may skip this portion unless you are certified to teach in the schools.**

1. When did you receive teacher certification? \_\_\_\_\_ How long have you taught French? \_\_\_\_\_

Are you teaching French now?  Yes  No.

2. The main strengths of your teacher training program were:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Describe what pre-service and in-service training you received in evaluating student oral proficiency. \_\_\_\_\_

\_\_\_\_\_

4. Describe what pre-service and in-service training you received in evaluating student writing and reading proficiency.

\_\_\_\_\_

5. Describe what pre-service and in-service training your received in evaluating student listening comprehension. \_\_\_\_\_

\_\_\_\_\_

6. How do you now assess your students' performance in the 4 skills and culture? \_\_\_\_\_

\_\_\_\_\_

7. Was your methods instruction specific to languages?  Yes  No. Was any of it taught in French?  Yes  No.

8. Your student teaching was supervised by  a French language specialist  a language specialist not in French  a non-language specialist.
9. Did you receive adequate preparation for teaching in your pre-service training?  Yes  No.
10. What kind of in-service training would you like to have now to improve your effectiveness as a teacher?  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Is your proficiency level evaluated by any certifying body?  Yes  No.  
 If YES, by whom? \_\_\_\_\_
12. Are you familiar with the AATF syllabus of competence (standards) for teachers of French?  Yes  No.  
 If YES, do you agree with the proficiency levels set by AATF?  Yes  No.

### CULTURAL COMPETENCE SUBCOMMITTEE

How important is it for your students to acquire each of the following up to a level corresponding to their language proficiency?

**Necessary** means it should be an organized component of FL teaching. **Desirable** means it should be an optional enrichment. **Unimportant** means language competence alone is sufficient.

	Necessary		Desirable		Unimportant
1. The main nonverbal behavior patterns (intonation, gestures and other unspoken communication) that help native speaker understand and feel at ease	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2. Courtesies, gift giving, other social conventions; holidays and religious festivals	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3. Knowledge needed for travel, shopping, banking, etc.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Major current events	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. Values, habits of thought, assumptions about human nature and society — with due regard for regional or other differences — that give insight into institutions, literature and art	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. Governmental and other agencies affecting daily life	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7. Geography, historical events and literary masterpieces	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8. Knowledge of how to observe, analyze and adapt to a foreign culture and society	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. Empathy toward other cultures and perspective on one's own	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Any additional comments on evaluation of student proficiency or teacher proficiency are welcome. (Add a sheet if necessary)

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**Return to:** Patricia W. Cummins; AATF Proficiency Commission; Dean of Arts and Humanities; State University College at Buffalo; Buffalo, NY 14221-1095.

# GLEANINGS

## NEWS FROM FRANCE

The following news items of possible interest are reprinted from *News from France*: 91.07 (April 18, 1991).

First, a few statistics: 75% of electricity produced in France in 1990 came from nuclear energy. 14% of the production was exported to other European countries. Also, the French foreign debt was expected to decline by 10%, that is about \$7.9 billion in 1991. This decline was based on lower gas prices, stronger Airbus sales and increased exports to Germany.

## AIRPORT TRAFFIC GROWTH STEADY IN 1990

According to the French Union of Chambers of Commerce and Airport Managers (UCCEGA), French airport traffic rose 4.2 percent during 1990, registering some 87 million passengers whisking through airports throughout France. While pleased with the figures, French officials were nonetheless concerned that the annual growth rate was considerably less than 9 to 10 percent growth rates experienced in recent years. Paris remains a world leader in airport traffic with 46.8 million passengers-24.3 million-landing at Orly and 22.5 million at Roissy. Air traffic was down in the western cities of Nantes (-5.8 percent) and Rennes (-7.2 percent), where inroads made by the high speed train, the TGV Atlantique, were noticeably felt.

## FRANCE SINCE WORLD WAR II: A BRIEF HISTORY

The Fondation Franco-Americaine released its new English publication, *France Since World War II: A Brief History* (48 pages, \$9.00). Endorsed by French Minister of Foreign Affairs **Roland Dumas**, this elegant booklet is an informative brief of French culture, economics and politics since 1944. To obtain copies, contact Denise David, FFA Correspondent-USA, 7604 Rudyard St., Falls Church, VA 22043, Telephone: (703) 641-5783.

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## THE FRENCH MUSIC OFFICE

The use of music in language instruction is perhaps one of the most effective methods of teaching. If you already use music in your courses or would like some information on it, the French Music Office can:

- put you in contact with the expanding network of professors who specialize in this pedagogic technique;
- provide information on the laws governing the use of texts and music in teaching;
- offer guidance to professors seeking to develop French radio programs (on the university level);
- help find artists interested in performing at a school whether it be an educational context (in-class performance and explanations by an artist) or strictly concert-oriented.

The French Music Office has periodic mailings which list tour dates for French artists appearing in the U.S. as well as other events of interest. To receive their newsletter call (212) 921-1170 or write to: The French Music Office Newsletter, 1501 Broadway, 30th Fl., New York, NY 10036.

In addition, the FMO has lists of retail outlets and mail order houses which sell French music.

## FRENCH MUSIC BY MAIL

To find French music contact:

Le Hit Parade  
P.O. Box 427  
New Kingston, PA 17072  
(717) 691-7645

Musicrama  
164 Driggs Avenue  
Brooklyn, NY 11122  
(718) 389-7818

## RESOURCE DIRECTORY

The Southwest Conference on Language Teaching published a resource directory for almost anything in the world of language teaching. It contains information on a wide range of categories from "Atlases" to "Video." It will help teachers of second-language find books, cassettes, consulates, conventions, exchange programs, language organizations, publications, realia, scholarships, software, etc...all in a 40-page booklet. Send check for \$3 to SWCOLT (includes postage) with your name and address, with ZIP code to: SWCOLT, Resource Book, 3005 Heatheridge Lane, Reno, NJ 89509.

## FRANCOPHONIE

The Ministère des Affaires Étrangères has published a booklet *La Francophonie de A à Z: 135 mots-clés*. This booklet is a guide to the essential aspects of Francophonie: its institutions — both national and international — its cultures, its languages, its geography, its plans and its accomplishments. For more information write to the Ministère des Affaires Étrangères chargé de la francophonie, 7, rue de Tallyrand, 75700 Paris. Telephone: 1-33-45-56-13-13.

## FOREIGN LANGUAGE VIDEOS

Trans-European Student Programs offers the largest selection of video tapes in the U.S. for foreign language teachers. The selection covers the countries and their regions and cities as well. They also offer a multi-standard VCR with an image translator that plays all the world standards. They also sell t-shirts, buttons, classroom decorations, imported candies, and charter flights. For more information, write to Trans-European Student Programs, Box 6002, Bismarck, ND 58502-6002 or call 1-800-437-2602. When you write, enclose a self-addressed stamped envelope.

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## LANGUAGE LABS

The following piece "Questions to Ask Vendors About Language Labs" is reprinted from *NADSFL News Notes*: 5.2 (June 1991).

Foreign language coordinators across the country are being asked by their districts to envision and design the

*Continued on page 18*

ideal foreign language classroom for the 90's. As technology money becomes available, we are asked to make decisions concerning the best use of that money for our curriculum needs.

Learning a language is a skill much like learning to swim. Analyzing the process will not produce proficiency. Simply watching videos about swimming or watching other people swim would be a slow and frustrating way to learn. A child has to literally jump into a pool and practice swimming every day with a skilled instructor to ensure maximum success. With language learning, students must "jump into the language" by interacting with others in the language and practicing with skilled instructors who have access to the best technological support.

In the Putnam City School District, we have found that language labs are the best technological support for our proficiency approach to language instruction. But not all language labs are created equal, so a coordinator has to be well-informed before making any decision and has to ask the right questions when approached by a language lab representative.

Many times we can be dazzled by a "whistles and bells" sales presentation. Many language lab representatives will tell us that their product reinforces a proficiency approach. But specific questions need to be addressed and satisfactorily answered before the purchase orders should be signed!

The following questions are offered to assist a coordinator to "cut to the chase" and to better assess a particular lab system's capability to implement a proficiency approach to classroom instruction.

1. In what way does the lab promote a student's speaking proficiency in "real-life" conversational tasks in the target language?
2. How can the language lab assist the teacher in meeting the different learning styles of his or her students?
3. How can the language lab address the issue of varying degrees of students' language abilities in the same classroom?
4. How can the lab provide both listening and speaking activities to students simultaneously?
5. How does the lab assist the teacher in the classroom management of speaking activities and in lowering the students' anxiety level?
6. Can this lab system automatically pair students side by side or randomly for conversation practice?
7. Can this lab system automatically group students of four into cooperative learning groups which can be anonymously monitored by the teacher?
8. In the "student to class" mode, can the rest of a class hear the voices of pairs or groups of students, or does the lab limit this feature to only "one student to class"?
9. Can the teacher control what the students hear in their headsets?
10. How can the lab assist the classroom teacher in the administration of proficiency oriented testing?
11. Does the lab company offer teaching training in how to incorporate the lab equipment into a proficiency approach to teaching?
12. How does this lab lend itself to a versatile and multiple use of classroom space?

The bottom line is that a language lab should support what we are doing in the classroom. We need practical solutions to everyday problems rather than "glitz" or

"technological wizardry." We simply want our students to have a positive experience in learning to speak a foreign language, and the right language lab can help us reach that goal.

Peggy Boyles  
Putnam City Schools  
Oklahoma City, Oklahoma

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## AATF REGIONAL MEETING

Region IV of the AATF, the Middle Atlantic States, will sponsor a *Congrès Régional* on October 23-24, 1992, at the Holiday Inn, Independence Mall, Philadelphia PA. The meeting will feature noted guest speakers, presentations by AATF members, and opportunities to visit the cultural events of Philadelphia. Among them are the Philadelphia Museum of Art, the Barnes Gallery, which contains some of the greatest Impressionist collections in the United States, and the Rodin Museum. The Holiday Inn is also located right in the historic area of Philadelphia.

Major publishers will also be present at the event. Members arriving on Thursday evening will be offered a special welcome reception. Friday evening will feature a reception and banquet, with a key-note speaker. The conference will close on Saturday with a luncheon, so that members can take advantage of the many cultural events in the city.

Members wishing to submit proposals for papers should send a one-page abstract by May 15, 1992. All topics are welcome, especially pedagogy (including FLES), French and the Business World, France and Europe '93, and Francophone cultures. All AATF members are welcome to participate. To send proposals and for further information, contact: Sister Mary Helen Kashuba, Regional Representative, AATF, Region IV, Chestnut Hill College, Philadelphia PA 19118; or call: (215) 248-7124.

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## ZOLA ASSOCIATION

The newly-founded *Association Intercontinentale Émile Zola*, which firmly supports *La Société Littéraire des Amis d'Émile Zola*, Henri Mittérand, Président, *Les Cahiers Naturalistes*, Alain Pagès, Directeur, the *British Zola Society* and its *Bulletin*, intends to reinforce contacts between researchers from Europe, the United States, Canada, Mexico, the Latin American countries, Japan, and Russia by publishing "inédits" articles in French and English and works written in other languages (together with their translation in French or in English) in *EXCAVATIO*, *Nouvelle Revue Émile Zola*.

The *Association* announces the publication of *EXCAVATIO*, *Nouvelle Revue Émile Zola*, volume 1, May 1992, and of *Le Cri de ma Chair* (1992), an edited series of selected papers from the *International Conference Émile Zola, 1991*. The *Association* will hold the second international conference *Émile Zola 1993*, in San Francisco (May 1-3, 1993). We encourage affiliated or independent scholars and doctoral candidates to send papers, articles for Volume 2 of *EXCAVATIO* and the 1993 Conference. For further information contact Professor M.E. Fol, 436 Nova Albion Way, San Rafael, CA 94903.

## CALENDAR OF EVENTS

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: April 30-May 2, 1992, Boise, ID. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603. Telephone: (503) 737-2289 or 2146. Compuserv 75530, 727.

INTERNATIONAL CONFERENCE ON "THE FRENCH REVOLUTION AND THE MEANING OF CITIZENSHIP": May 7-8, 1992, Graduate School and University Center of the City University of New York. Information: Renée Waldinger, PhD Program in French, CUNY Graduate School, 33 West 42 Street, New York, NY 10036. Telephone: (212) 642-2308.

TWELFTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1992, University of Cincinnati. Information: Juanita I. Villena or Anita Süess-Kaushik, Dept. of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377.

VOIX D'EUROPE EN OUEST SOUFFLES D'OUEST VERS L'EUROPE: May 22-23, 1992, L'Université d'Angers, Angers, France. Information: Comité d'organisation du colloque «L'Europe à l'ouest», Secrétariat des Centres de Recherches, Faculté des Lettres, Langues et Sciences Humaines, 11, Bd Lavoisier, 49045 Angers, Cédex 01, France.

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES (CIEF) WORLD CONGRESS: June 20-27, 1992, Strasbourg, France. Information: Maurice Cagnon, Executive Director CIEF, French Department, Montclair State College, Upper Montclair, NJ 07043. Telephone: (201) 893-5143 or -4283. FAX: (201) 893-5455.

CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS: July 12-18, 1992, Lausanne, Switzerland. Information: Secrétariat du Congrès, 2, chemin des Allinges, CH 1006 Lausanne or Secrétariat général de la FIPF, 1 av. Léon-Journault, F 92310 Sèvres or AATF National Headquarters, 57 E. Army Avenue, Champaign, IL 61820.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH: July 18-23, 1992, Strasbourg. Information: AATF, 57 East Army Avenue, Champaign, IL 61820.

INTERNATIONAL ASSOCIATION OF LITERARY SEMANTICS: July 31-August 2, 1992, University of Kent, Canterbury. Information: Trevor Eaton, Editor, *Journal of Literary Semantics*, Honeywood Cottage, 35 Seaton Avenue, Hythe, Kent CT21 5HH, England.

XV<sup>e</sup> CONGRÈS INTERNATIONAL DES LINGUISTES: August 9-14, 1992, Québec City. Information: CIL 92, Dépt. de langues et linguistique, Université Laval, Québec City, Québec G1K 7P4 Canada. Telephone: (418) 656-5323. Fax: (418) 656-2019. E-mail: CIPL92@LAVALVMI.BITNET

ASSOCIATION FOR FRENCH STUDIES IN SOUTHERN AFRICA 12TH BIENNIAL INTERNATIONAL CONFERENCE: September 9-11, 1992, University of Cape Town. Information: Professor Ph-J. Salazar, President of the AFSSA, Dept. of French, University of Cape Town, Private Bag, 7700 Rondebosch, Republic of South Africa. FAX: (21) 650-3726.

42nd MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE: October 8-10, 1992, Virginia Tech. Information: J. C. Ulloa, Dept. of Foreign Languages and Literatures, Virginia Tech, Blacksburg, VA 24061-0225. Telephone: (703) 231-5361. FAX: (703) 231-7826.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS FALL CONFERENCE: October 9-10, 1992, Spokane, WA. Information: Molly King, Conference Chair, 15341 SE 182nd Street, Renton, WA 98058. Telephone: (206) 226-2740 home; (206) 235-2460 school.

NINETEENTH CENTURY FRENCH STUDIES COLLOQUIUM: EXPRESSION AND REPRESSION: October 22-25, 1992, SUNY, Binghamton, NY. Information: Carrol F. Coates, Romance Languages and Literatures, SUNY, Binghamton, NY 13902-6000.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL CONFERENCE: October 23-24, 1992, Paper Valley Hotel and Conference Center, Appleton, WI. Information: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186.

COLLOQUE INTERNATIONAL: EXILES, MARGINAUX ET PARIAS DANS LES LITTÉRATURES D'EXPRESSION FRANCOPHONE: October 23-24, 1992, Brock University, St. Catharines, Ontario, Canada. Information: Léonard Rosmarin, Department of French, Italian and Spanish, Brock University, St. Catharines, Ontario, Canada L2S 3A1. Telephone: (416) 682-2347; FAX (416) 688-2789.

REGARDS SUR LA FRANCE DES ANNÉES 1980: ÉCRITURES DIVERSES, ÉCRITURES DE LA DIVERSITÉ: Octobre 23-24, 1992, The University of Maryland, College Park, MD. Information: Madeleine Hage, Pierre Verdaguer or Joseph Brami, Department of French and Italian, Juan Ramon Jimenez Hall, The University of Maryland, College Park, MD 20742. Telephone: (301) 405-4023 or -4024.

AATF REGION IV CONGRÈS RÉGIONAL: October 23-24, 1992, Holiday Inn, Independence Mall, Philadelphia, PA. Information: Sister Mary Helen Kashuba, Regional Representative, AATF, Chestnut Hill College, Philadelphia, PA 19118. Telephone: (215) 248-7124.

17th ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 23-25, 1992, Boston University. Information: Boston University Conference on Language Development, 138 Mountfort Street, Boston, MA 02215. Telephone: (617) 353-3085; e-mail: langconf@louis-xiv.

SIXTEENTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: October 30-31, 1992, Youngstown, OH. Information: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

ANNUAL SYMPOSIUM, RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION: OCTOBER 30-31, 1992, Hyatt Regency, Columbus, Ohio. Information: RP-ALLA 92, Foreign Language Center, The Ohio State University, 276 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210-1229. Telephone: (614) 292-4361. FAX: (614) 292-2682.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: November 2, 1992, Denver. Information: Michael Nettleton, 4745 Osage Drive, Boulder, CO 80303-3904.

INTERNATIONAL CONFERENCE ON EDUCATIONAL EXCHANGE: November 3-5, 1992, Berlin. Information: CIEE, 205 E. 42nd Street, New York, NY 10017. Telephone: (212) 661-1414.

TEXAS FOREIGN LANGUAGE ASSOCIATION: November 5-7, 1992, El Paso. Information: Cathy A. Champagne, TFLA Recording Secretary, 14135 Barrone, Cypress, TX 77429.

SIXTH INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: November 19-21, 1992, Chicago/Rosemont, IL. Information: Dr. Gladys Lipton, UMBC, Modern Languages and Linguistics, Baltimore, MD 21228. Telephone: (301) 455-2336 or 231-0824.

AMERICAN COUNCIL FOR QUÉBEC STUDIES: November 19-22, 1992, Montréal, Canada. Information: Constantina Mitchell, Foreign Languages and Literatures, Gallaudet University, Washington, D.C. 20002.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 20-22, 1992, Chicago. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

**ENROLLMENT FOR AATF  
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WITH GUARANTEED ACCEPTANCE**

AATF members who are under age 60 are eligible for guaranteed acceptance for their choice of coverage under the Group Term Life Insurance Plan during this Charter Enrollment Period. Spouses may also apply even if the member does not, provided the spouse is also under age 60. During this time only, no health questions are asked on the application... acceptance is guaranteed.

The Group Term Life Insurance Plan is available at low group rates. The mass purchasing power of the AATF enables members to acquire life insurance the most economical way possible.

This Plan can be used to bring a member's life insurance coverage up-to-date with his or her current responsibilities or as a "starter" policy for those just starting their life insurance portfolios.

Members will be receiving further information about the AATF Group Term Life Insurance Plan, including rates, in the mail shortly. For more information complete the coupon below and mail it to our Group Insurance Administrator: Albert H. Wohlers & Co., AATF GROUP INSURANCE PLANS, 1440 N. Northwest Highway, Park Ridge, IL 60068-1400. Or call Toll Free: 1-800-323-2106.

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**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH  
GROUP TERM LIFE INSURANCE PLAN**

**YES!** Please send me further information on the Group Term Life Insurance Plan available to members of the American Association of Teacher of French. I understand that I am under no obligation.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

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