

LETTER FROM THE PRESIDENT

VOLUME 18 NO. 3 JANUARY 1993



Rebecca M. Valette

Dear AATF Colleagues,

Let me begin this letter by sending all of you my Best Wishes for the New Year! 1993 will be a year of challenges for us as French teachers, but also a year of greater professional collaboration with our foreign language colleagues at all levels and across all languages. The challenge is clear. As many states across the country are strengthening their commitment to foreign language education, it is essential that prospective students at all levels have the option of selecting French as their language of study.

Promoting the French language

As an association, the AATF is working to develop new promotional materials to supplement the very successful brochure "French is more than..." which many of you have requested and which has now gone into a second printing.

New minority flyer. Under the leadership of Charles Hancock, Ohio State University, a second promotional brochure is being prepared which focuses on the Francophone world. Its aim is to let students of varied ethnic backgrounds, and in particular young African-Americans, discover how French can open the door to new cultures and a greater awareness of history and geography. This brochure should be available in spring.

Promotional video. Thanks to the initiative of Jean-Noël Rey, formerly French Cultural Attaché in Chicago and now television producer in Nancy, France, and with generous support from the French Cultural Services, the AATF is cooperating in the production of a ten-minute promotional

video which local chapters and teachers can use to encourage the study of French. At present we are exploring the best way to focus the verbal and the visual message of the video and would welcome your suggestions. (Please feel free to write me directly at the address given at the end of this letter.) The filming of the video is scheduled to take place this summer, and the final product should be available by next December.

New FLES* coloring book, developed by the Chicago/Northern Illinois Chapter. See page 10 for details.

Providing additional support for French Teachers

As part of its commitment to helping French teachers be more effective, the AATF continues to look for ways it can extend its service to you, the members. As the result of suggestions that you have taken the time to share with me, I am happy to announce two new initiatives.

National honor society for elementary school students. Many elementary school teachers have asked that the AATF establish a "Société honoraire" which would be open to younger learners. The AATF FLES* Commission is currently exploring this possibility. If you are interested in participating, please contact Gladys Lipton, 12250 Tildenwood Drive, Rockville, MD 20852.

Expanded Materials Center. The clearinghouse for AATF Pedagogical Aids has been renamed the AATF Materials Center and its holdings will henceforth be announced in the AATF National Bulletin rather than in the French Review. As part of our effort to expand the number and types of teaching materials which the association can offer to members for purchase, we are establishing a Materials Center Committee. If you have suggestions to make or if you would like to assist the committee in its work, please write to the chairperson: Nancy Gabel, 1366 Drayton Lane, Wynnewood, PA 19096.

Cooperating in the Creation of National Student and Teacher Standards for Foreign Languages

In October 1992, the AATF embarked on

a joint project with ACTFL, the AATG and the AATSP to collaborate in the establishment of national guidelines for student competencies and teacher standards.

Teacher standards: As you know, the AATF played a leadership role in the profession with the publication in 1989 of the report of the Commission on Professional Standards entitled "The Teaching of French: A Syllabus of Competence". Since then, the AATG, the AATSP and ACTFL have all been studying teacher standards. Furthermore, many states have been working on teacher certification requirements. It is the aim of this collaborative project to establish a national consensus on entry-level standards for foreign language teachers, and then to establish guidelines for voluntary language-specific standards for certification of accomplished teachers. Our representative in this collaborative effort is Sally Magnan who is the new chair of the AATF Commission on Professional Teaching Standards. (We wish to express our sincerest thanks to Joseph Murphy under whose five years of leadership the Commission has been so productive. We welcome him as the new AATF Regional Representative of Region VI — East Central — and are delighted to know that he has agreed to continue providing guidance and support in the area of teacher standards.) As we work on the elaboration of national guidelines, we are particularly aware of our need to consult widely with elementary and secondary

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French teachers. If you are interested in participating in this new joint collaborative venture, or if you have concerns you would like to share, please contact Prof. Sally Magnan, Department of French and Italian, University of Wisconsin, Madison, WI 53706.

• *Student standards.* Since foreign languages will shortly be included in the National Assessment of Educational Progress (NAEP), and since several cities, counties and states are currently establishing descriptions of desired student outcomes at various levels of instruction, it is important that we as a profession work together to develop and endorse a national set of generic student standards for foreign languages. If we language teachers wish to be heard, it is imperative that we speak with a unified voice. In order to be most effective, these new foreign language standards should include the entire range of student learners, from elementary school through college, thus facilitating tighter articulation between levels.

ACTFL has drawn up a preliminary description of foreign language outcomes to be attained by students at grades 4, 8 and 12 (see pp. 8-9 of this issue). We welcome your reactions to this draft and your suggestions for modifications. Generic standards, however, are not enough. It is essential that we as French teachers examine what specific types of competencies and outcomes we wish our students to acquire in the areas of French and Francophone language and culture. We also need to examine the interrelationship between communication of meaning and accuracy of expression at the various levels along the instructional continuum. In order to begin soliciting input from French teachers at all levels, I have asked Professor Barbara Freed of Carnegie-Mellon University to act as Chair Pro Tem of the new AATF Commission on Student Competencies. Please send your comments on the ACTFL generic standards and your suggestions for French-specific competencies to Barbara Freed, 226 Delancey Street, Philadelphia, PA 19106.

Developing Proficiency Guidelines in the Area of Culture

Under the leadership of Howard Nostrand, the 60 members of the Culture Committee of the AATF Proficiency Commission have spent the last two years preparing a report tentatively entitled "On Defining and Teaching a Common Core of Cultural Competence". Given the importance of this project, and the possibility of using this report as the basis for developing both generic culture guidelines as well as language specific guidelines for teach-

ers of Italian, German and Spanish (in cooperation with the AATI, AATG and AATSP), we have redefined this committee as the AATF Culture Commission under the co-chairmanship of Howard Nostrand, University of Washington, and Allan Grundstrom, Bucknell University. This past November, with the support of Gail Robinson and the Language Acquisition Resource Center (LARC) at San Diego State University, the committee heads of the AATF Culture Commission were able to get together in Chicago for a fruitful working session. Howard Nostrand and Gail Robinson will be making a presentation on cultural proficiency at the Northeast Conference in April. If you are interested in contributing to the work of this commission, please write Howard Nostrand, 18550 29th Avenue NE, Seattle, WA 98155.

Other AATF Activities

There is not enough space in this newsletter to report on all the on-going activities of the Association. In the next issue, I shall try to bring you up to date on the progress of our many commissions, as well as other AATF initiatives. Please let me know if there are specific topics you would like me to explore.

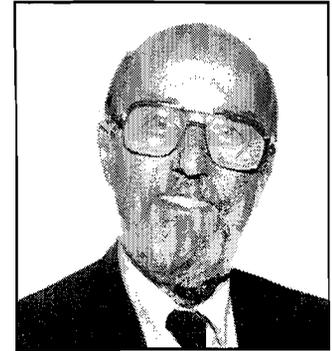
1993 AATF Convention in San Diego

As you know, from July 4-7 we will be meeting in San Diego. Within the next few weeks you will be receiving a descriptive flyer with registration information. I appreci-

ate the many suggestions you sent me concerning the convention and we are trying to incorporate as many of them as possible into the program. Do plan to join us in southern California this summer!

Rebecca M. Valette
Department of Romance Languages
Boston College
Chestnut Hill, MA 02167

MEMBERS' NOTES



Reid Baker

Former Treasurer of the Ohio Chapter of AATF, Reid E. Baker, and State Foreign Language Supervisor with the Ohio Department of Education for 21 years, has retired effective January 1993. Dr. Baker has been active with the Ohio Foreign Language Association as well as with the Board of Directors of the Central States Conference on Language Teaching.

AATF NATIONAL BULLETIN

Volume 18 Number 3

January 1993

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

Editorial Assistant: Josiane Leclerc Riboni, University of Cincinnati.

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

CHAPTER NEWS

MAINE:

FALL CONFERENCE REPORT

The Maine chapter of the AATF met Saturday, October 24, 1992 at John Martin's Manor in Waterville. Several members shared their ideas for incorporating other learning disciplines into the foreign language classroom. Teresa Bridges (Dexter Regional High School) described a unit in which French and Home Economics classes combine to study French cooking, preparing menus and special dishes. Janice Clain (Hermon High School) presented her use of art works to encourage students to investigate mythological and Biblical subjects within the foreign language class. Julie Rand (Orono High School) brought examples of French songs she uses to teach vocabulary, listening skills, and culture. Jacquie Ryan (Brunswick High School) described the school-wide interdisciplinary project centered around the Columbian Quincentennial observance. Ray Pelletier (University of Maine, Orono) explained how to prepare a course combining business terms and French.

The business meeting, conducted by

president Laurie Littlefield, began with several announcements. The 1993 AATF convention will take place in San Diego, July 3-6. Dana Clinton will again administer the Grand Concours. Members stressed that the criteria applicable to middle school students should be clarified, as few teachers are taking advantage of that level of the test. The annual FLAME conference will be held March 18-19 in Portland. The Seacoast collaborative announced its upcoming meetings December 3 and February 3. Applications for the AATF summer institute are available, and should be submitted to Laurie by January 7, 1993.

Members suggested the possibility of changing the requirements for the Laurianna Boucher Scholarship, in order to increase eligibility. It was suggested that the scholarship be used to fund foreign study for students. The officers will meet and consider changes, and will present their proposals at the spring meeting.

Teresa Bridges and Julie Rand volunteered to develop a proposal for criteria for recognizing service to the organization. They will present their ideas at the

spring conference.

It was agreed that the president would suggest to FLAME that that organization should investigate the awarding of Fine Arts credits for upper level French classes.

It was suggested that state dues be increased to defray the cost of the fall conference. Members also expressed a concern that a reduction in dues for multiple memberships should be considered.

Several members expressed concern about the location of state conferences. In our rural state, the majority of teachers are located in the more densely populated south. Locating state conferences in the south assures attendance by a majority of members, but effectively isolates those who live in northern Maine; teachers who live north of Houlton have to travel five hours or more to attend conferences held in Portland. Our group wonders how educators in other states deal with this problem. We would welcome any information or suggestions.

The fall 1993 conference will be held October 23, in Waterville or Bangor.

Janice L. Clain

MIDDLE ATLANTIC AATF REGIONAL MEETING

The Regional Meeting of the American Association of Teachers of French from the Middle Atlantic Region was held on October 22-24, 1992, at the Holiday Inn at Independence Mall in Philadelphia. This was the place to be on those days, since over three hundred fifty people were present at this historic event. The meeting began with a reception at the hotel on Thursday evening, followed by a French dinner at *La Truffe* on Front Street. On Friday, sixteen exhibitors arrived at 8:00 a.m., and they were deluged with requests for information from all the teachers in attendance. There were four sessions during the day, two of which had four concurrent programs. Featured speakers were Stirling Haig, Immediate Past President, and Rebecca Valette, President of the AATF. Conrad Schmitt, of Glencoe, Macmillan, and McGraw Hill, spoke at the end of the day. All the sessions drew record crowds; the presentation of the *Minitel* by Cece Drummond of Minitel Services, and Annette Palmer of Franklin Learning Center, and the demonstration by Marie Galanti of the *Journal Français d'Amérique*, were filled to overflowing. The day ended with a banquet at which André Maman of Princeton

University, recently elected Senator for French people abroad, gave the keynote address, and spoke about the differences between education in France and the United States.

Saturday featured Pierre Capretz, of *French in Action* fame, who gave a live demonstration of his method, and showed how one can teach any lesson with video. Other featured speakers included Gladys Lipton who spoke on FLES as a stellar program, and Yves Rey-Herme from the Union Latine and the Alliance Française of Paris, who spoke on "De Gaulle et la Francophonie." Louise Tremblay and Marie-Thérèse April, from Laval University, came from Québec to discuss the culture of their country. Sessions remained crowded to the end, at 3:00 p.m. A special attraction was a *table ronde* with Emily Wagner and Norman Sargen who led the discussion on video in the French classroom. Their handouts alone were worth a visit. In addition, many participants visited the Barnes Gallery, the Philadelphia Museum of Art for a tour of the French collections, given in French, or took a walking tour of historic Philadelphia.

Teachers and administrators came to

the meeting not only from the Middle Atlantic Region, but also from California, New York, Massachusetts, Connecticut, North Carolina, Bermuda, Québec, and Paris. The meetings and exhibits were varied, so that there was something for everyone on every level of teaching. If you were not at this meeting, you will have to wait two years for the next one, which we will begin to plan soon. Sister Mary Helen Kashuba, Regional Representative, thanks her committee, the speakers, exhibitors, and all who participated in this memorable event.

BAIN LINGUISTIQUE

The Department of Modern Language and Cultures of Slippery Rock University will offer a workshop/*bain linguistique* which will focus on the theme "La présence française en Amérique" at its annual Modern Language conference to be held March 23, 1993. For more information, contact Dr. Hannah C. Ziñni, Department of Modern Languages and Cultures, Slippery Rock University, Slippery Rock, PA 16057-1326. Telephone: (412) 738-2402.

The New American: Project 2017

ACTFL/NFLC Launch Elementary School Foreign Language Initiative

In March 1992, the American Council on the Teaching of Foreign Languages (ACTFL) and the National Foreign Language Center (NFLC) invited members of the profession to a meeting in Washington, D.C. for the purpose of launching an initiative for the teaching of elementary school foreign languages. The intent of both sponsoring organizations is to establish elementary school programs (K-8) as a major priority for the next several years, building on the work already begun by AATG, AATF, AATSP and NNELL. Christine Brown, of the Glastonbury Public Schools, CT, chairs this effort.

The title for the initiative, *The New American: Project 2017*, was developed by the project steering committee at a meeting on August 28-9, 1992. The project places emphasis on the need to prepare children entering the school system over the next decade for the roles they will face in the year 2017 and beyond — roles that will certainly call for much greater and more sophisticated competence with foreign languages and cultures. It is important to note that this project establishes a vision for the future as the starting point. The new vision will be shaped through national dialogue among the constituencies responsible for all aspects of decision-making and program building, from within and outside the foreign language profession.

Major themes for discussion and implementation of the project are:

- Implementing and Improving Elementary School Foreign Language Education
- Linking Elementary School Foreign Language Education to the Foreign Language Education system
- Implications for Public Policy

During the 1992-93 school year, opportunities for discussion of these issues will be available at major national and regional foreign language conferences, as well as at many state conferences. During July, 1993, ACTFL will sponsor a summer symposium focused on *The New American: Project 2017*. The information gathered during the year and additional insights brought by educational leaders from outside the profession will serve as

the starting point for intensive discussion and goal-setting, and documents based on the symposium will become the basis for a volume in the ACTFL professional library. The work of the symposium will lead to both a vision and an agenda for foreign language in the elementary school and beyond.

At every stage of the project, the insights and experiences of all members of the foreign language profession will be invited and incorporated. The goal of starting early and developing long sequences of language instruction available for every child, is particularly important in the present climate of global and educational change. When such a goal is implemented, it will change every level of language instruction. Therefore, the work of this project is of urgent concern to the entire foreign language profession.

The New American: Project 2017 provides an opportunity for all foreign language teachers to participate in framing the future of our profession. The Project is headed by an Advisory Committee. All

foreign language teachers can have an important impact as they seek out the discussion sessions at local, regional and national conferences, submit suggestions and concerns to the Project Steering Committee. The members of the Project Steering Committee are:

Christine Brown, Glastonbury Public Schools, CT; CHAIR
Dick Brecht, National Foreign Language Center
Greg Duncan, Georgia State Department of Education, GA
Richard Lambert, National Foreign Language Center
Gladys Lipton, University of MD, Baltimore County, MD
Ed Scebold, ACTFL
Carol Ann Pesola, Concordia College; MN
Ron Walton, National Foreign Language Center
Kathy Riordan, Springfield Public Schools, MA
Jamie Draper, ACTFL

NEW FROM AATF FLES* COMMISSION

Evaluating FLES* Programs The 1992 Report of the National FLES* Commission of the American Association of Teachers of French

Editor: Gladys C. Lipton

Authors

Rebecca Valette, Margaret Keefe Singer, Elizabeth Miller, Harriet Saxon, Dora Kennedy, Mayra Pineiro, Philip Korfe, Maureen Regan-Baker, Gladys Lipton, Audrey Heining-Boynnton, Katherine Kurk, Lena Lucietto, Daisy Vickers and Fran Hoch, Juliette Eastwick and Elizabeth Tomlinson

Selected Titles

- "Using Class Quizzes to Promote the Linguistic Accuracy of Younger Learners"
"Louisiana Evaluation Project"
"Portfolio Assessment"
- "Making the Grade: Continuous Evaluation in the FLES* Classroom"
"Cautions in Conducting Research on FLES* Programs"
- "A Selected, Annotated Bibliography for use in FLES* Assessment"

Special Feature

Excerpts from the comprehensive Evaluation Report of the 1991 6th grade Evaluation of French as a Second Language, Québec

To obtain your copy, send a check for \$9.00, made out to A.A.T.F., to:

A.A.T.F.
57 EAST ARMORY AVE.
CHAMPAIGN, IL 61820

1992 STAGE EN AUVERGNE:

15 PROFESSEURS AMÉRICAINS DE FRANÇAIS À LA CAMPAGNE

La France profonde capte avec précision l'Auvergne où notre groupe de 15 professeurs de français a passé l'été de 1992 (huit stagiaires avaient une bourse AATF). C'est avec hésitation que je parle pour tous les participants. Néanmoins, je vais essayer brièvement de donner aux membres de l'AATF une idée de notre *Stage Pédagogique et de Découverte* à Aurillac à la Maison des Volcans — un centre de formation et d'animation qui accueille des groupes de tout âge pour promouvoir et faire connaître le pays d'Auvergne.

Les thèmes des discussions diverses dans notre programme ont compris: l'éducation nationale avec les problèmes de réforme, la sécurité sociale, la politique de la santé, le système pénal, l'agriculture traditionnelle et moderne en Auvergne, la politique locale et le rapport avec la politique régionale et nationale. Notre stage a été très bien conçu, surtout en ce qui concerne le lieu des conférences et discussions. La salle de classe n'était pas notre seul lieu de rencontre. Il y avait toujours des discussions animées sur place. Les stagiaires, par exemple, ont visité quelques établissements scolaires à Aurillac (collège, lycée). Nous avons assisté aux cours de français et aux cours de langues étrangères, nous avons parlé avec les élèves et les enseignants. Après cette visite, nous avons eu une rencontre avec plusieurs directeurs et professeurs d'écoles secondaires à Aurillac. On a essayé de nous expliquer le système d'éducation française et les réformes prévues prochainement. Nous avons visité le plus grand hôpital de la région avant d'assister en classe à une conférence sur le thème « L'Action Sociale en France ». Un tour de la ville et une randonnée en montagne ont été suivis d'une conférence ayant pour thème « Histoire locale, Aurillac, 2000 Ans d'Histoire ».

Après huit jours à Aurillac, chaque professeur a été reçu par une famille dans un des petits villages autour d'Aurillac. Tout le monde a passé un long weekend à la campagne. Pour moi, né et élevé à Manhattan, étudiant à Chicago et à Berlin et professeur depuis 25 ans à St. Louis, les quatre jours dans une ferme familiale, dans le village de Mourjou (450 habitants) étaient formidables! J'ai mangé des plats traditionnels d'Auvergne; j'ai discuté avec la famille des grands problèmes qui existent aujourd'hui pour une exploitation familiale; j'ai parlé avec

les jeunes de la famille qui quittent la campagne pour gagner leur vie ailleurs, dans les grandes villes; j'ai témoigné une façon de vivre traditionnelle avec des rôles très différents pour une femme et pour un homme. Bien que la différence entre le monde d'un agriculteur dans un petit village français et d'un professeur d'une grande ville américaine ait été énorme, je me suis senti, après quatre jours, un membre de la famille à part entière. J'ai quitté la ferme et « ma famille » avec une nouvelle compréhension et estimation pour la vie rurale française.

La dernière semaine du stage a eu lieu dans le Midi-Pyrénées, à Salies-du-Salat, un village thermal, pas loin de Toulouse. Même le trajet a été plein de surprises! À cause des barrages routiers en France, nous n'avons pas pu prendre l'autocar comme prévu, mais au dernier moment, on nous a conseillé de prendre le train.

Le Midi-Pyrénées — c'était un changement de climat, de langue et de tempérament des habitants (on était très près de l'Espagne!). Notre stage a continué dans une ambiance différente mais pas moins sympathique qu'en Auvergne. Nous avons été invités à dîner plusieurs fois ensemble par les maires des petites communes de la région pour parler de la vie politique dans une petite commune; la séparation du pouvoir entre commune, canton, département, région, état (« tout passe toujours par Paris! » était un refrain que nous avons souvent entendu). Quels repas délicieux et animés!

Conférences, discussions et excursions étaient à l'ordre du jour: présentation de la géographie du pays: les petites Pyrénées (Salies, Cassagne, Escoulis, Belbeze); une visite dans l'une des boulangeries du bon vieux temps et une grotte pré-historique à Marsoulas; randonnée en montagne par un temps splendide, point de vue magnifique sur la chaîne des Pyrénées; découverte de la ville de Toulouse. Il y avait aussi une journée en famille d'accueil. J'ai eu de la chance de faire la connaissance d'une jeune institutrice qui travaillait avec des enfants étrangers et défavorisés. C'était une femme qui habitait aussi dans le même quartier (elle disait *ghetto*) où son mari et elle avec leurs enfants essayaient d'améliorer les liens entre Français et étrangers.

Si vous voulez uniquement parler français pendant 3 semaines, si vous voulez voir de vos propres yeux un visage

de la France peu connu par les Américains et en même temps faire la connaissance de Français sympathiques et ouverts, je vous conseille au nom de notre groupe de stagiaires 1992 de faire une demande de bourse à l'AATF pour l'été 1993. Vous ne le regretterez pas!

Richard Kalfus
St. Louis Community College

LE CERCLE INTERNATIONAL FRANÇAIS DE LA POÉSIE

Le Programme Communications Interactives et Simulations de l'Université du Michigan (ICS) est heureux de vous annoncer le lancement d'une version en langue française de son exercice « International Poetry Guild »: *Le Cercle International Français de la Poésie*.

The Interactive Communications and Simulations (ICS) project of The University of Michigan's School of Education designs and facilitates computer-mediated telecommunications exercises that link secondary and middle school students in classrooms around the world. *Le Cercle International Français de la Poésie* est destiné à des étudiants ayant déjà étudié la langue française depuis quelques années — soit dans des classes traditionnelles de français, soit dans des programmes d'immersion — et également à des étudiants dont la langue maternelle est le français.

Dans *Le Cercle*, comme dans la « International Poetry Guild », les participants écriront également leur poèmes, en français, et rédigeront et publieront des journaux de poésie française qu'ils auront écrits eux-mêmes. Ils seront aidés et guidés dans leurs efforts par une « Equipe Mentor » de l'Université de Michigan composée d'étudiants de cours de poésie parlant français couramment.

Interested parties should contact:

Jeff Stanzler
International Poetry Guild Director
ICS — 4208 School of Education
The University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-6716
Fax: 313-763-1504
Internet: ICS@UM.CC.UMICH.EDU

NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES GRANT FOR FOREIGN LANGUAGE PROJECTS

The National Endowment for the Humanities has announced 17 grants totaling more than \$2.1 million to strengthen foreign language education and develop national models for improved language instruction.

The grants were awarded through NEH's Special Opportunity in Foreign Language Education program. One-third of the projects will support the instruction of less commonly taught languages including Chinese, Russian and Japanese. Other grants will enable scholars and educators to design and institute an array of programs that integrate language study with other humanities subjects.

NEH launched the Special Opportunity in Foreign Language Education program in 1990 to expand the agency's effort to improve the teaching of foreign languages in U.S. schools, colleges and universities, and at the same time nurture the development of programs for the instruction of less frequently taught languages.

These grants support a range of language projects including summer institutes for schoolteachers, the development of curricula as well as special educational projects.

Several members of AATF are among the persons receiving these grants. Of particular interest to teachers of French are the following awards.

INDIANA

**Saint Mary's College,
Notre Dame**\$140,000.00

Contact: **Mana Derakhshani** AATF member, (219) 284-5374

Project: **A Teacher Training Institute for Middle and High School Teachers of French: Integrating Language and Culture**

Description: To support a four-week institute for 25 Indiana middle and high school teachers of French, on Francophone culture and the incorporation of authentic materials and texts into content-based language instruction.

NEW YORK

Modern Language Association of America, New York City\$30,000.00

Contact: **John W. Cross** AATF member, (212) 614-6320

Project: **Language Teaching and Learning in Coherent Sequences: A National Conference and Plan for Implementation**

Description: To support a one-year project by a coalition of 19 organizations of language specialists that will develop an inventory of the intellectual issues involved in the sequencing and articulation of languages at all education levels. AATF is cooperating on this project.

City University of New York Research Foundation/Graduate School and University Center\$143,338.00

Contact: **Renée Waldinger** AATF member, (212) 642-2308

Project: **A Model in French with a Proficiency Orientation**

Description: To support a two-year project for 10 professors of French from nine departments in the CUNY system who will develop materials and approaches for improved teaching and direct graduate students in their use.

PENNSYLVANIA

**Franklin and Marshall College,
Lancaster**\$68,000.00

Contact: **Angela M. Jeannet** AATF member, (717) 291-4026

Project: **Francophone Studies**

Description: To support released time for four faculty members who will develop four new courses and revise existing French language courses with the aim of forming a model program in Francophone studies.

TEXAS

**University of North Texas,
Denton**\$148,000.00

Contact: **Marie-Christine W. Koop** AATF member, (817) 565-2404

Project: **Intensive Summer Institute for Secondary School Teachers of French from the State of Texas**

Description: To support a two-year project, including a summer institute, for 25 teachers of French, grades 7-12, on improving language teaching methodology and knowledge of contemporary French culture.

VIRGINIA

Old Dominion University Research Foundation, Norfolk\$168,000.00

Contact: **Marie A. Wegimont**, (804) 683-3973

Project: **La Francophonie: A Study of Its Literature and Cultural Geography**

Description: To support a four-week summer institute on Francophone literature

and geography for 30 high school French teachers from the southeastern United States.

FELLOWSHIP OPPORTUNITY: FRANCE

The American Council of Learned Societies and The Camargo Foundation will award one residential fellowship for a semester (either Fall or Spring) to a public secondary school teacher interested in pursuing a project in French language and culture.

The Camargo Foundation will provide, at no cost, a furnished apartment and the use of its reference library at its center in Cassis (either early September to mid-December or mid-January to 31 May). Travel and other living expenses must be borne by the fellow.

The application deadline is March 15, 1993.

Application forms may be obtained from:

The American Council of Learned Societies, 228 East 45th Street, New York, New York 10017-3398.

In the administration of its fellowship and grant programs, the American Council of Learned Societies does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference. Applications are particularly invited from women and members of minority groups.

PROPOSALS REQUESTED

WAFLT-COFLT

Joint Fall Conference-1993

October 8-9, 1993

Bicentennial Pavillion & Tacoma Sheraton
Tacoma, WA

Please make inquiries and proposals for presentations to:

Christie Laybourn, Conference Co-Chair
P.O. Box 135

Wauna, WA 98395

206-851-4921 (home)

206-851-6131 (work)

Deadline for proposals is April 15, 1993

CROSS-CULTURAL TRI-LINGUAL WORKSHOP IN OBERNAI, ALSACE, FRANCE

For three days after the AATF and AATG National Conventions, fourteen teachers or advisors met in an elegant country inn, situated in the picturesque village of Obernai. Sponsored by the Goethe Institut at the request of Claire Kramsch – Department of German, University of California, Berkeley, member of both AATG and AATF – the workshop participants were brought together to examine stereotypes of each other's country, to discuss ways of presenting more realistic pictures of the target culture and to explore the process of becoming more culturally aware. The seminar operated on a "triangular basis", with twelve teachers from the United States, France and Germany who teach each other's languages to approximately the same age group, all having in common the fact that they are teachers of a foreign language, meeting together. Each participant was asked to bring samples of culturally authentic texts (written, audio or video, literary or non-literary) which could be used to teach the language and the culture in language classes. The seminar leaders were from each of the three countries.

"Foreign Language as Border Study", as the workshop was titled, grew out of work done by the seminar leaders in foreign language education, cross-cultural communication and discourse analysis. To quote Claire Kramsch, "The teaching of language through 'texts' taken from the foreign culture has to deal with a complex mix of myth and reality in the self-presentation of [one's own culture] by its members, and in its perception by the learners, who are themselves members of [other cultures] and their subcultures."

LYDIE:

From our point of view, participating in the seminar was exciting, as it forced us to focus on matters we often overlook or take for granted. The work we did this summer prompted me to spend more time than ever before on what separates cultures, and the concept of reference. I encourage my students, in literature as

well as in civilization courses, to discuss their views of France and the French, how they detect stereotypes, and why these should be examined. At Wells College, I am designing two courses which will be team-taught with several foreign-born colleagues from various departments. Various referential systems will be present, allowing for true multi-cultural exchanges. "People and Institutions in Modern Europe" will not be the standard civilization course; neither will my new "Languages of Europe and the Art of Translation" be a simple combination of traditional general linguistics and translation courses. A great deal of class time will be spent on seeking and interpreting difference, examining which factors cause variety, learning to appreciate "les différences".

As for the choice and use of "documents authentiques", we came to realize that (1) our choices are steeped in our subjective views of the foreign culture, (2) we feel the need to present the positive aspects of this culture in order to interest, convince and please our students, (3) we are favorably prejudiced toward this culture (or country or language).

Finally, we discovered that there are indeed national differences in addition to the expected idiosyncracies we see in individuals who are united in the same dedication to the language teaching profession. We came to value these differences and to understand their existence.

MICHELE:

As for practical pedagogical ideas springing from the workshop, in my two classes of French II at Gunn High School in Palo Alto, California, I have used the technique of presenting an advertisement in print, asking students to (1) look for cognates, (2) guess at meaning, (3) summarize the message in French or in English, (4) decide whether the product would sell in the USA, (5) decide why it might or might not appeal to French customers. It is interesting to note that my students have a certain degree of

sophistication as far as international travel and tastes are concerned; they often come up with the same opinions my student teacher, who is from London, and I arrive at. We are able to conduct discussions, at an elementary level, on likes and dislikes our students hold, based on the product or film in the advertisement. We have related the language lesson to culture, using pages of ads on sports products, fashion, food, toys, games and feature films.

In my two Advanced Placement classes, we read articles in French and in English on the Maastricht Treaty referendum. We also viewed a SCOLA broadcast of the speech by President Mitterrand the eve of the vote, followed by interviews on the street in France. We discussed how the European Community could be of benefit and why certain segments of French society reject the idea.

My regular French IV class found the videotape of commercials available from D.C. Heath fascinating and highly entertaining. We have discussed the differences in selling approaches between the USA and France – hard sell vs. soft sell, artistic influences in the French ads, reference to the Wild West or American cars and the fifties, slapstick action, use of animals, need for the viewer to understand French sayings and literary references. The students will be asked to write and perform their own commercials, including public service announcements pertaining to public awareness or safety, perhaps aiming toward either a French or an American audience. I would like them to come up with their own ideas as to what is appropriate in each case and what the two cultures have in common. This was one of the points which we teachers considered in our Seminar this summer.

Lydie Haenlin, Professor of French,
Wells College, NY

Michele Shockey, teacher of French,
Gunn High School, CA

**PRELIMINARY DESCRIPTION OF FOREIGN LANGUAGE OUTCOMES
AT GRADES 4, 8, AND 12 AS PROPOSED BY ACTFL**

EARLY START / EXTENDED SEQUENCE

The equivalent of 30 minutes per day in grades 3-6, a full 50 minutes in grades 7-8, and 50 minutes per day in grades 9-12 in one language.

V I S I O N	<ul style="list-style-type: none"> ➤ communicate effectively and appropriately in a wide range of situations for a variety of purposes in a language other than the student's own ➤ be prepared to continue growth and specialization in the languages studied and in additional languages ➤ be aware of the importance of effective communication in an increasingly global society ➤ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world ➤ appreciate the contributions to society of other languages and cultures
G R A D E 4	<ul style="list-style-type: none"> ➤ speak about familiar topics ➤ understand predictable questions and commands in familiar topic areas ➤ identify isolated words and major phrases ➤ copy or transcribe familiar words or phrases and produce some from memory ➤ demonstrate awareness of cultural differences ➤ identify some important people, holidays, and geographical areas <p align="right">(180 hours)</p>
G R A D E 8	<ul style="list-style-type: none"> ➤ use language for personal communication needs, ask and answer questions, request clarification as needed ➤ understand speech on familiar topics at normal speed ➤ understand simple, connected text dealing with basic needs ➤ meet basic writing/recording needs such as short messages, postcards ➤ deal with familiar survival situations and interact with a culture bearer accustomed to communicating with foreigners ➤ identify some important dates, events and people and discuss their significance <p align="right">(660 total hours, 480 in grades 5-8)</p>
G R A D E 12	<ul style="list-style-type: none"> ➤ satisfy routine school and work requirements and everyday social situations ➤ use a variety of communicative strategies for effective communication ➤ converse in clearly participatory fashion ➤ initiate, sustain, and bring to closure a wide variety of communicative tasks ➤ narrate and describe with detail ➤ express preferences and support opinion ➤ understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation ➤ interpret description and narration in different time frames or aspects ➤ comprehend speech in such contexts as interviews, short lectures on familiar topics, and news items and reports ➤ read with understanding the main idea and most details of longer prose such as description, narration, short stories, news items, bibliographical information, social notices, personal correspondence, routine business letters, and technical material written for the general reader ➤ write routine social correspondence and simple discourse of at least several paragraphs on familiar topics ➤ write cohesive summaries and resumes ➤ use some circumlocution ➤ use some cohesive devices ➤ handle routine social situations successfully with a culture bearer accustomed to foreigners ➤ discuss the significance of the geography, history, and political contributions of the target culture <p align="right">(1260 total hours, 600 in grades 9-12)</p>

SHORTENED SEQUENCE

The equivalent of 30 minutes per day in grades 5-6 and 50 minutes per day in grades 7-12 in one language.

V I S I O N	<ul style="list-style-type: none"> ➤ communicate effectively and appropriately in a range of common situations and for a variety of purposes in a language other than the student's own ➤ be prepared to continue growth in the language studied and in additional languages ➤ be aware of the importance of effective communication in an increasingly global society ➤ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world ➤ appreciate the contributions to society of other languages and cultures
G R A D E 8	<ul style="list-style-type: none"> ➤ use language for some personal communication needs, ask and answer questions, request clarification as needed ➤ understand speech on some familiar topics at normal speed, understand simple connected texts dealing with basic needs ➤ meet some basic writing needs ➤ deal with familiar survival situations and interact with a culture bearer accustomed to foreigners ➤ identify the dates of some important events and the contributions of some important people <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">(480 hours)</div>
G R A D E 12	<ul style="list-style-type: none"> ➤ handle successfully most uncomplicated communicative tasks and social situations ➤ sustain conversation on most factual topics ➤ express and support preferences and opinions about familiar topics ➤ narrate and describe in present, past, and future ➤ understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places ➤ interpret relevant details and sequences of events ➤ comprehend speech on familiar topics requesting repetition and recombination of material that is not immediately understood ➤ read consistently with full understanding connected texts dealing with basic, familiar personal and social needs and understand the main idea and detail from narration and description that is not completely familiar ➤ meet most practical writing needs and limited social demands, take notes on common topics ➤ take notes on oral or written discourse dealing with factual topics ➤ narrate and describe topics in present, past, and future time ➤ describe and narrate in paragraphs ➤ handle most routine social situations successfully with a culture bearer accustomed to foreigners ➤ be aware of the geography, history, and political contributions of the target culture <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">(1080 total hours, 600 in grades 9-12)</div>

TRADITIONAL 4-YEAR PROGRAM

The equivalent of 50 minutes per day in grades 9 through 12.

V I S I O N	<ul style="list-style-type: none"> ➤ communicate effectively and appropriately in some situations in a language other than the student's own ➤ be prepared to continue growth in the language studied and in additional languages ➤ be aware of the importance of effective communication in an increasingly global society ➤ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world ➤ appreciate the contributions to society of other languages and cultures
G R A D E 12	<ul style="list-style-type: none"> ➤ handle successfully some basic communicative tasks and social situations ➤ sustain conversation on factual topics ➤ express preferences and opinions about familiar topics ➤ narrate present, past, and future events in areas of personal interest ➤ understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places ➤ interpret relevant details and sequences of events ➤ comprehend most speech on familiar topics requesting repetition and recombination of material that is not immediately understood ➤ understand the main idea and most details of simple, connected authentic texts dealing with basic needs ➤ understand main idea from narration and description ➤ meet a number of practical writing needs and limited social demands ➤ takes notes on oral or written discourse dealing with familiar topics ➤ express ideas and opinions on familiar topics ➤ narrate and describe familiar topics in present, past, and future time ➤ handle some routine social situations successfully with a culture bearer accustomed to foreigners ➤ be aware of the geography, history, and political contributions of the target culture <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">(600 total hours in grades 9-12)</div>

CLASSROOM ACTIVITIES THAT WORK

VOCABULARY IN "JEOPARDY"

The best game I have ever played with foreign language students evolved recently in my classroom from an inadvertent example by one of my students. While studying in pairs for a vocabulary test I noticed a group of boys slapping their hands down upon their desks. I discovered they were racing each other to see who knew the word first in the style of the game show "Jeopardy." From that example evolved the following game.

Tell students to divide into teams of 3 or 4 players (not more). Each group selects the "Game Show Host", a role that changes at the end of each round. The "Host" asks the players for the vocabulary word or phrase in the foreign language or in English. The first player to slap his hand down is picked by the host. In the event of a tie, Host chooses between the two. For each correct vocabulary word given, the player earns one point. After a given player has earned five points, the game ends and the position of "Host" rotates to the next person. Play continues until each person in the group has been host at least once, or longer if the class stays involved in the activity. Normally students will play with vigor for 20-25 minutes.

In my class each 5-point winner also earns 20 Francs of play-money to be used at the end of the quarter in an auction in which students bid for items in the target language which have been brought from home as donations.

Why is this such a great game?

1. It is lots of fun!! You'll see your students wreathed in smiles and laughter as they practice and learn vocabulary.
2. It is totally student led: you will see your students teaching each other in the target language.
3. Each child succeeds: nearly everyone wins a round or two, and if not, at least each person gets to teach the

others as Host.

4. It seems as though it would be noisy, but it is really not since the hand can tolerate only a few hard slaps on the desk or book before it cries for softer hits.

Try this game in your classroom! It's a total winner!

Steve Covey
Sunnyvale Middle School
Sunnyvale, CA

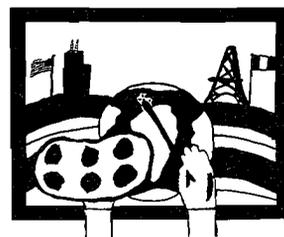
ORDER FORM

French Coloring Book

Developed by the American Association of Teachers of French (Chicago/Northern Illinois Chapter)

In Association with the French Cultural Services

Color Your World With French



This 8 1/2" x 11" booklet is a 16-page coloring book with an activity page designed for elementary school children with no second language experience and for FLES students learning French. It can be used by classroom teachers as an introduction to French culture and French words as well as by parents wishing to provide an entertaining *entrée* into France, its people and its language. High school students submitted the art work as part of a state-wide contest to interpret the theme "Illinois Salutes France." These drawings were then taken by graphic artists and rendered into a form appropriate for a coloring book. The text was written by a nationally known expert in FLES education, Virginia Gramer, Foreign Language Consultant in the Hinsdale Elementary Schools (IL).

PRICE

Single copy \$2, postpaid	8 copies: 12.50	15 copies: 20.50
2 copies: \$3.50	9 copies: 14.00	16 copies: 21.50
3 copies: 5.00	10 copies: 15.50	17 copies: 22.50
4 copies: 6.50	11 copies: 16.50	18 copies: 23.50
5 copies: 8.00	12 copies: 17.50	19 copies: 24.50
6 copies: 9.50	13 copies: 18.50	20 copies: 25.50
7 copies: 11.00	14 copies: 19.50	

For larger quantities, inquire

COLOR YOUR WORLD WITH FRENCH

To order, send appropriate payment to:

AATF NATIONAL HEADQUARTERS
57 EAST ARMORY AVENUE
CHAMPAIGN, IL 61820
Voice/Fax 217/333-2842

(Please type or print)

Name _____ Tel _____

Address _____

FAX _____ / _____

Number ordered _____ Amount enclosed _____

MONTEREY INSTITUTE SUMMER PROGRAM

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES offers beginning and intermediate French in Monterey, Summer Intensive Language Program, June 23-August 18, 1993. 12 units. Language house accommodation option available.

Intermediate/Advanced students may study in Rouen, France May 17-June 25, 1993, co-sponsored by the Monterey Institute of International Studies and Institut de Formation Internationale. Program includes room and board with a French family. Optional one month internship with a French company following courses.

Contact: Summer Admission Office, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; (408) 647-4115 FAX: (408) 647-3534 for information and application.

NEH 1993 NATIONAL AND REGIONAL SUMMER INSTITUTES FOR ELEMENTARY AND SECONDARY EDUCATORS

The following institutes may be of interest to teachers of French.

NATIONAL INSTITUTES

Current Issues in Foreign Language Education: Summer Institute for Foreign Language Supervisors and Coordinators Modern Language Association and University of Wisconsin, Madison

July 11-July 23, 1993

Application deadline: April 1, 1993

Information:

Richard Brod

Modern Language Association

10 Astor Place

New York, NY 10003

Telephone: (212) 614-6406

REGIONAL INSTITUTES

Improving the Teaching of Culture in French and Spanish Foreign Language Programs (K-8)

Montgomery County Public Schools

June 28-July 23, 1993

Region: District of Columbia Metropolitan area, including contiguous sections of Maryland and Virginia

Project Director: Myriam Met

Information:

Eileen Lorenz

Montgomery County Public Schools

850 Hungerford Drive

Rockville, MD 20850

Telephone: (301) 279-3911

La Francophonie: A Study of Its Literature and Cultural Geography (9-12) Language of instruction: mostly French.

Old Dominion University

June 28-July 23, 1993

Region: Southeastern United States

Information:

Marie Wegimont

Department of Foreign Languages and Literatures

Christine Drake

Department of Political Science and Geography

Old Dominion University

Norfolk, VA 23529

Telephone: (804) 683-3973 or (804) 683-3841

STATE INSTITUTES

A brochure listing institutes that serve applicants from more limited geographic areas will be available after January 1, 1993. Write or call NEH, 1100 Pennsylvania Avenue, N.W., Room 316, Washington, D.C. 20506. Telephone: (202) 606-8458.

HOW TO APPLY TO INSTITUTES

All those currently teaching in an American elementary, middle, or high school — whether public, private, or church affiliated — are eligible to apply for admission to summer institutes. Librarians and administrators may also be eligible to apply for some institutes. Prospective participants should write or call the contact person listed for the institutes in which they are interested. There is no need to communicate with NEH as application is made to the institute directly. For detailed information about application procedures, selection criteria, and subject matter of the institutes, please use the address and telephone number listed with each entry.

The application deadline for all institutes is March 15, 1993 unless otherwise indicated. Institute days may change and should be verified with the contact person listed.

NEH ANNOUNCES ADDITIONAL SUMMER SEMINARS FOR SCHOOL TEACHERS

In the November 1992 issue of the *National Bulletin* (12) is a list of summer seminars for school teachers. A more recent communication from NEH shows an additional list of seminars, six of which may be of interest to teachers of French.

The Romance of the Rose: Love, Reason, and Nature in Medieval Literature

June 28-July 30, 1993 (5 weeks)

Heather M. Arden

Department of Romance Languages (MLL 377)

University of Cincinnati

Cincinnati, OH 45221

Jean-Paul Sartre: A Writer Embracing His Time

June 28-July 30, 1993 (5 weeks)

Ronald Aronson

Interdisciplinary Studies Program

Wayne State University

Detroit, Michigan 48202

Alexis de Tocqueville, *Democracy in America: Religion in a Democratic Society*

June 21-July 30, 1993 (6 weeks)

Walter H. Capps

Department of Religious Studies

University of California

Santa Barbara, California 93106

Arthurian Literature of the Middle Ages

July 12-August 6, 1993 (4 weeks)

Michael J. Curley

The Honors Program

The University of Puget Sound

Tacoma, Washington 98416

Modern Society and Its Alternatives in the Works of Jean-Jacques Rousseau

June 21-July 23, 1993 (5 weeks)

Charles E. Ellison

College of Design, Art, Architecture, and Planning

School of Planning

University of Cincinnati

Cincinnati, OH 45221-0073

Montaigne's *Essays*

June 28-July 23, 1993 (4 weeks)

Patrick G. Henry

Department of Foreign Languages

Whitman College

Walla Walla, Washington 99362

STIPEND

Teachers selected to participate in the program will receive a stipend of \$2,450, \$2,825, or \$3,200, depending on the length of the seminar. The stipend is intended to cover travel costs to and from the seminar location, books and other research expenses, and living expenses for the tenure of the seminar.

ELIGIBILITY

Although seminars are designed primarily for full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12, other school personnel, K-12, are also eligible to apply. Applicants must be U.S. citizens, native residents of a U.S. territorial possession, or foreign nationals who have been residing in the United States for at least three years immediately preceding **the application deadline, March 1, 1993.**

Participants in Summer Seminars for

School Teachers in 1991 and 1992 are not eligible to apply to the 1993 seminars.

HOW TO APPLY

Applicants must write to the seminar directors for application instructions and forms and for detailed information about the structure, special requirements, site, and housing of seminars.

Applicants may apply to only one seminar. However, applicants may write to more than one seminar director for information. When writing to several directors, please request the NEH application booklet from only one director. Applicants who apply to more than one seminar will not be eligible for a place in any seminar.

The director and a selection committee will decide who will attend the seminar. Therefore, the complete application should be mailed directly to the seminar director and should be **postmarked no later than March 1, 1993**.

For a complete list of 1993 seminars, write to:

National Endowment for the Humanities
Summer Seminars for School Teachers
1100 Pennsylvania Ave., N.W., Room 316
Washington, DC 20506

UNIVERSITY OF HAWAII SUMMER LANGUAGE INSTITUTE

The National Foreign Language Resource Center at the University of Hawaii will hold a summer institute on materials development for the foreign language classroom for secondary and post-secondary instructors of Chinese, French, Korean, and Polish. Institute dates are June 14 through July 9, 1993.

The Institute includes discussions and presentations on principles and methods of materials design with special emphasis on the use of authentic reading materials, authentic and "simulated authentic" listening materials and television broadcasts. Participants will develop language-specific projects in small teams in consultation with the Institute staff. Materials will be field tested via demonstration lessons to other Institute sections and University classes.

Stipend, room, board, and travel are provided.

For more information and applications write to NFLRC-University of Hawaii, Bilger 101, 2545 The Mall, Honolulu, HI 96822. Telephone: (808) 956-8766; Fax: (808) 956-9879; email: sltcc@uhunix.uhcc.hawaii.edu.

Application deadline: March 1, 1993.

NEWSLETTER SUBSCRIPTION

The *IOWA FLES NEWSLETTER*, a newsletter for teachers of foreign language in the elementary school will be available by subscription only beginning with Volume 9, Spring 1993. A one-year subscription includes three newsletters — Spring, Fall, Winter — for \$6 in-state. The out-of-state rate, which includes handling and first class mailing, is \$7.50. Send check (no purchase orders accepted) and the following form to:

Marcia Rosenbusch, Editor, *IOWA FLES NEWSLETTER*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State, Zip: _____

Check whether this address is Home School

THE NATIONAL FLES* INSTITUTE OF U.M.B.C.

University of Maryland/Baltimore County

July 13-18, 1993

The Institute will focus on FLES* Methods for teaching all foreign languages in grades K-8 in elementary and middle schools for Sequential FLES, FLEX or Exploratory, and Immersion programs.

Tentative Schedule:

9:00-12:00	FLES* Methods
12:00-1:00	Lunch in the target Language
1:00-3:00	Methods, including a Share-Fair
3:00-5:00	Practicum; use of the media center; use of the FLES* Resource Center; individual assistance

In addition, there will be films, discussion, guest speakers, such as Dr. Tom Field, Dr. Rene Salgado, and others.

Faculty: FLES* Methods: Dr. Gladys Lipton

Director of the Institute: Dr. Gladys Lipton

Cost: Thanks to special arrangements by the University, each participant will pay a special rate for the Institute to include room, board, materials: \$395 registration fee if all materials and check are postmarked on or before March 15, 1993; \$450 if postmarked after March 15, 1993.

The deadline for receipt of all materials and registration fees is **June 15, 1993**.

For further information call: Dr. Gladys Lipton

voice/fax (301) 231-0824

Credit: 1-2 credits in FLES* Methodology available by additional participant work and payment of university tuition.

To receive the application form, write to:

Dr. Gladys Lipton
U.M.B.C. — M.L.L.
Baltimore, MD 21228
or fax: (301) 231-0824

Sponsored jointly by the Departments of Modern Languages and Linguistics, Education, and Continuing Education

CALL FOR PAPERS

COLLOQUE À ANGERS: PRÉSENCE ET INFLUENCE DE L'OUEST FRANÇAIS EN AMÉRIQUE

L'Université d'Angers Centre de Recherches en Littérature et Linguistique de l'Anjou et des Bocages de l'Ouest et le Centre d'Études et de Recherches sur la Nouvelle en Langue anglaise organisera à Angers les 26, 27, 28 et 29 mai 1994 un colloque interdisciplinaire sur « Présence et influence de l'Ouest français en Amérique du Nord: Louisiane, Nouvelle-Angleterre, Québec, Acadie et autres aires francophones. ». Les communications seront acceptées dans les deux langues — anglais et français. Pour les U.S.A. adressez toute correspondance à Joseph Garreau, University of Massachusetts-Lowell, Department of Languages, 1 University Avenue, Lowell, MA 01854. Téléphone: (508) 934-4123; FAX: (508) 934-3023.

COLLOQUIUM IN NINETEENTH-CENTURY FRENCH STUDIES THE UNIVERSITY OF KANSAS OCTOBER 28-31, 1993 TERROR AND TERRORISM

While it is hoped that the conference theme may encourage a certain number of complementary or related proposals, submissions on any topic relevant to nineteenth-century French studies will be considered. The conference theme is not restrictive. Cross-disciplinary and inter-artistic approaches and author/work/movement proposals emphasizing artistic, literary, intellectual, textual, and anthropological events and currents are welcome. Sections will be formed from papers proposed.

Suggested topics: Literature and Terror, Literary Terrorism, '93 in Nineteenth-Century Art, Revolutionary Personages in Nineteenth-Century Art, Paint and Terror, Gothic Terror, Utopian Terror, Democracy and Barbarism, Women Writers and Napoleonic Terror, Male Terrorism and Female Poets, Female Terrorists in Maupassant's Works, Terrorism in Zola, Balzac..., Félix Fénéon and Fin-de-Siècle Anarchism, Medical Terrorism, Statistical Terrorism and the Rise of the Social Sciences, Harlequins and Harpies, and Myth and History: The Rise of the Historical Novel.

Papers must be unpublished at the time of the conference. They may be read in French or English, but must be limited to twenty minutes. **All submissions must be postmarked by 15 March 1993** and will be returned only if postage is included. Participants will be notified early in May. Please send two copies of individual papers of no more than 10 typed pages or substantial abstracts of 1 to 2 pages or proposals for sessions to:

Prof. John T. Booker, telephone: (913) 864-4056 or Prof. Allan H. Pasco, telephone (913) 843-4893; Department of French and Italian, University of Kansas, Lawrence, KS 66045. **Submissions for conference volume must be received by December 1, 1993.**

ALL SEEKS PROPOSALS

Advocates for Language Learning, *ALL*, will hold its 1993 Annual Meeting in Kansas City Missouri on October 22-24. *ALL* is devoted to supporting foreign language acquisition among elementary-school children.

In addition to pre-conference workshops on pertinent topics (immersion content-based instruction, FLES), there will be site visits to the magnet schools of the Kansas City, Missouri Public Schools. Information and forms for session proposals may be obtained from:

Dr. Paul A. Garcia
President, *ALL*
School District of Kansas City
301 E. Armour, #620
Kansas City, MO 64111
Tel: 816-871-6317
Fax: 816-871-6313

SUMMER INSTITUTE

The University of North Texas has just received large grants from NEH and the French Cultural Services in order to organize an intensive French summer institute, June 19-July 27, 1993. The five-week institute is for secondary teachers of French from Texas only. It will take place in Texas and Normandy. All expenses paid. For information and application form, send a self-addressed stamped envelope to:

Professor Marie-Christine Koop
Department of Foreign Languages
University of North Texas
P.O. Box 13645
Denton, Texas 76203

Mark your calendars now to attend the AATF annual meeting in San Diego, CA from July 4-7, 1993. For more information, contact Fred M. Jenkins, Executive Director, AATF, 57 E. Armory Avenue, Champaign, IL 61820.

FIRST ROUND WINNERS OF EXPLORATION MINITEL RESEARCH AWARDS

As indicated in the September 1992 *National Bulletin*, the French Cultural Services, CTL Communications, and the Minitel Services Company have sponsored the Exploration Minitel Research Awards for developing innovative uses of Minitel services in the teaching of French. The Telematics Commission of AATF has overseen the competition and is pleased to announce the following winners of the first round of competition for these awards of a \$300 MSC Super Subscriber account CT Link 3.3 advanced version emulation software. A second round of competition is underway with decision of the awards to be made by February 1, 1993.

Jane Abrate, University of Missouri-Rolla, Rolla, MO

Project: Cuisiner Avec Minitel

Christopher French, Southwest State University, Marshall, MN

Project: La France Régionale

Carmen Grace, University of Colorado, and **Jane Backer**, University of Colorado and Burbank Middle School, Boulder, CO

Project: Activités culturelles

Kathy Hardenbergh and Kaye Neffeler, Millard South High School, Omaha, NE *Project: Activités de lecture et de composition*

Carolynn Johnson, Roseville Area High School, Roseville, MN

Project: LIBE — "Le Tour de l'actualité en 120 secondes"

Marie-Christine Koop, University of North Texas, Denton, TX

Project: Le Français des Affaires

Dorann Oswald, Niles North High School, Des Plaines, IL

Project: La nourriture

Jacqueline Thomas, Texas A & I University, Kingsville, TX

Project: Services d'information et activités de communication

Townsend W. Bowling
Chair, AATF Telematics Commission

LES DÉLÉGATIONS DE QUÉBEC AVEC LEURS CIRCONSCRIPTIONS

ATLANTA

Ms. Françoise Cloutier
Québec Government Delegation
245 Peachtree Center Avenue
Marquis One Tower, Suite 1650
Atlanta, GA 30303
Telephone: (404) 880-0250
FAX: (404) 880-0253

Alabama, Arkansas, Florida, Georgia,
Louisiana, Mississippi, North Carolina,
South Carolina, Oklahoma, Tennessee,
Texas

BOSTON

Mr. Laurent Cardinal
Québec Government Delegation
Exchange Place, 19th floor
53 State Street
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tucky, Maryland, New Jersey, New York,
Pennsylvania, Virginia, West Virginia.

AATF MEMBER RECEIVES CHINARD PRIZE



Elaine M. Phillips

Professor Elaine M. Phillips of Southwestern University in Georgetown, Texas was awarded the Gilbert Chinard Prize for the best pedagogical article in 1991.

The article, "Anxiety and Oral Competence — Classroom Dilemma," appeared in *The French Review*, vol. 65, October 1991. Editors of various foreign language journals submit nominations of articles to the Selection Committee of the Institut Français de Washington. The winner of this prize receives \$500.

The Institut Français de Washington was founded in Washington, D.C. on December 22, 1925. The scope and purpose of the Institut is to promote in the United States the study of French civilization in America, in particular by French missionaries and educators, scholars and artists, explorers and settlers. To encourage the work of scholars involved in these fields, the Institut awards scholarships, prizes and fellowships each year in the areas of French history, literature, and

pedagogy. Gilbert Chinard was one of the original Board of Trustees that included Jules A. Baisnée, Frederick A. Delano, Mrs. James Carroll Frazer, Walter P. Gardner, Thomas H. Healy, George Neely Henning, Henri Hyvernât, Elizabeth S. Kite, James Brown Scott, and George W. Wickersham. General John J. Pershing was Honorary President.

In May 1990, Professor Catherine A. Maley of the University of North Carolina-Chapel Hill was elected President of the Institut, succeeding Professor Emeritus Edouard Morot-Sir of the University of North Carolina-Chapel Hill and former Attaché Culturel de l'Ambassade de France à New York. Professor Edward D. Montgomery was elected Vice President and Secretary General.

FRENCH POLLED ON DEMOCRACY AND INSTITUTIONS OF FIFTH REPUBLIC

A recent poll conducted by the SOFRES Institute for the daily *Le Monde* and *France Inter* revealed that 60 percent of the French feel that democracy in their country does not work well or does not work at all. However, the same proportion (61 percent) feel that the institutions of the Fifth Republic have functioned very well or rather well since the 1958 Constitution of the Fifth Republic.

Regarding the current presidential term

of seven years, 7 percent of those polled said they were in favor of a five-year term with only one re-election permitted. Twelve percent were against the possibility of re-election altogether, and 11 percent favored staying with the present system.

As for the Constitution itself, the French remained faithful to its principal terms: that is, election of the President through direct universal suffrage, and recourse to referendum. Yet 51 percent disapproved of

article 49.3 of the Constitution, which authorizes the government to force adoption without vote of a Parliamentary text in the absence of a censure motion. Among the problems considered most serious by those polled are unemployment (86 percent), poverty (64 percent), and the contaminated blood scandal (53 percent).

Reprinted from News from France, Dec. 4, 1992. (French Embassy Press and Information Service)

CALENDAR OF EVENTS

THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING AND THE FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 11-13, 1993, Hyatt Regency, Atlanta. Information: Lee Bradley, Executive Director, SCOLT, Valdosta State College, Valdosta, GA 31698; Telephone: (912) 333-7358; or Lynne McClendon, President; FLAG, Fulton County Schools, 786 Cleveland Avenue, SW, Atlanta, GA 30315; Telephone: (404) 763-6796.

ILLINOIS JOINT FOREIGN LANGUAGE CONFERENCE: February 19-20, 1993, Bloomington, IL. Information: Susan Leibowitz, Glenbrook South High School, Glenview, IL 60025. Telephone: (312) 549-7517.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION: February 23-27, 1993, Houston, TX. Information: NABE, Union Center Plaza, 810 First St. NE, Washington, DC 20002-4205. Telephone: (202) 898-1829; FAX: (202) 289-8173.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS SPRING CONFERENCE: February 25-27, 1993, Red Lion Hotel, Colorado Springs, CO. Information: Michael Nettleton, 4745 Osage Drive, Boulder, CO 80303-3904.

NATIONAL FOREIGN LANGUAGE WEEK: March 1-6, 1993.

INTERNATIONAL SYMPOSIUM, SARTRE REVISITED: March 5-6, 1993, The Ohio State University, Columbus, OH. Information: Jean-François Fourny or Dennis Minahen, Department of French and Italian, The Ohio State University, 1841 Millikin Road, Columbus, OH 43201-1229. Telephone: (614) 292-4983.

COMPUTER-ASSISTED LEARNING AND INSTRUCTIONAL CONSORTIUM: March 8-14, 1993, Williamsburg. Information: CALICO, 014 Language Building, Duke University, Durham, NC 27706. Telephone: (919) 489-5949.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 11-13, 1993, Toledo, OH. Information: OFLA, Box 1671, Columbus, OH 43216-1671.

SYMPOSIUM ON BAROQUE POETRY AND OTHER LITERARY FORMS: ITALY, SPAIN, FRANCE, GERMANY, AND ENGLAND: March 25-26, 1993, SUNY, STONY BROOK. Information: Irma B. Jaffe, Istituto della Enciclopedia Italiana, 250 Park Avenue, NYC, 10017. Telephone: (212) 818-0515. FAX: (212) 818-0516.

25TH ANNUAL CENTRAL STATES CONFERENCE: March 25-28, 1993, Des Moines, Iowa. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573.

12TH ANNUAL EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS: April 1-3, 1993, Ypsilanti, MI. Information: EMU Conference on Languages for World Business, World College, 307 Goodison Hall, Eastern Michigan University, Ypsilanti, MI 48197. Telephone: (313) 487-2414. FAX: (313) 485-1980.

TENTH ANNUAL SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 1-3, 1993, Sheraton Tempe Mission Palms, Tempe, AZ. Information: Joann K. Pompa, SWCOLT, Executive Director, Mount Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044. Telephone: (602) 838-3200; FAX: (702) 348-0730; CompuServe: 71261, 3606.

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS: April 9-12, 1993, Atlanta, GA. Information: AAAL, Box 24083, Oklahoma City, OK 73124.

27TH ANNUAL TESOL MEETING AND EXPOSITION, "Designing Our World": April 13-17, 1993, Atlanta. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

RENAISSANCE SOCIETY OF AMERICA WITH CENTRAL RENAISSANCE CONFERENCE: April 15-17, 1993, Kansas City, MO. Information: Burton Dunbar, Office of Academic Affairs, University of Missouri-Kansas City, Kansas City, MO 64110. Telephone: (816) 326-2531.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 15-18, 1993, New York, NY. Information: Northeast Conference, 200 Twin Oaks Terrace, Suite 16, South Burlington, VT 05403. Telephone: (802) 863-9939.

AMERICAN COUNCIL ON INTERNATIONAL/INTERCULTURAL EDUCATION ANNUAL CONFERENCE: April 25-27, 1993, Portland, OR. Information: L.J. Walker, TJC, 6111 E. Skelly Drive, Tulsa, OK 74135. Telephone: (918) 622-5100, ext. 254.

ARKANSAS FOREIGN LANGUAGE TEACHERS ASSOCIATION: April 30-May 1, 1993, Holiday Inn West, Little Rock, AR. Information: Marion Brodman, U.C.A., Conway, AR. Telephone: (501) 450-3168.

CONFÉRENCE INTERNATIONALE ÉMILE ZOLA 1993: May 1-3, 1993, Berkley, CA. Information: M.E. Fol, 436 Nova Albion Way, San Rafael, CA 94903. Telephone: (415) 479-3411; FAX: (415) 479-0919.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 6-8, 1993, Eugene, OR. Information: Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603. Telephone: (503) 737-2146; e-mail verzascr@c-cmail.orst.edu.

13TH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1993, University of Cincinnati, OH. Information: Luis Alvarado or Susan Whittle, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377.

AATF ANNUAL MEETING: July 4-7, 1993, San Diego Marriott Marina Hotel, San Diego, CA. Information: Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone and FAX: (217) 333-2842.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 8-12, 1993, Amsterdam. Information: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands.

COMPUTER-ASSISTED LEARNING AND INSTRUCTIONAL CONSORTIUM: August 12-14, 1993, Maastricht. Information: CALICO, 014 Language Building, Duke University, Durham, NC 27706. Telephone: (919) 489-5949.

ILLINOIS JOINT FOREIGN LANGUAGE CONFERENCE: October 21-24, 1993, Peoria, IL. Information: Susan Leibowitz, Glenbrook South High School, Glenview, IL 60025. Telephone: (312) 549-7517.

THE FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 28-30, 1993, Greensboro, NC. Information: Wayne Figart, Executive Director, 204 North 16th Street, Wilmington, NC 28401. Telephone: (919) 763-4009.

17TH ANNUAL YOUNGSTOWN CONFERENCE ON TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 29-30, 1993, Youngstown State University, OH. Information: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: October 29-30, 1993, Sturbridge, MA. Information: Georg Steinmeyer, Black Mountain Road, RFD 1, Box 549, Brattleboro, VT 05301. FAX: (802) 257-1855.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 5-6, 1993, Paper Valley Hotel and Conference Center, Appleton, WI. Information: William W. Kean, WAFLT President, Suring Public Schools, P.O. Box 158, Suring, WI 54174.

AATF ANNUAL MEETING: Mid-July, 1994, Québec City. Information: Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone and FAX: (217) 333-2842.

ACT NEW FOREIGN LANGUAGE PLACEMENT AND PROFICIENCY EXAMINATIONS FOR SPANISH, FRENCH AND GERMAN

ACT is pleased to announce the introduction of new Foreign Language Placement and Proficiency Examinations for use beginning in late Spring, 1993. Designed and developed by the Office of Instructional Resources at the University of Illinois at Urbana-Champaign in cooperation with faculty members from each discipline area, the instruments will be available from ACT and will have the following features and characteristics:

- Spanish, French, and German
- content specifications, items, and field testing developed and conducted through efforts of faculty members in each discipline area

- cover a wide range of placement and proficiency decisions, from entry level to beyond the fourth semester

- measure language proficiency in authentic cultural contexts, such as through newspaper articles, journal articles, restaurant menus, and similar material

- testing time of approximately one hour for each area

- validity studies related to placement and proficiency functions

- multiple-choice measures with machine-readable answer sheets to facilitate local scoring and reporting

- tests measure reading comprehension, vocabulary, grammar, and in some cases, cultural knowledge

- multiple, equated forms of each measure being developed

- course placement and proficiency validity and retention evaluation reporting services available from ACT

To request additional information about these new services and procedures for reviewing the instruments, please complete the attached form and send it to:

American College Testing
ATTN: Kathy Erenberger
Educational Services Division (11)
PO Box 168
Iowa City, IA 52243

Yes, we're interested in learning more about ACT's new Foreign Language Placement Assessment Services (Spanish, French, German) for two-year and four-year colleges and universities. Please send information to:

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