



American Association of Teachers of French

NATIONAL BULLETIN

LETTER FROM THE PRESIDENT

VOLUME 19 NO. 1 SEPTEMBER 1993



Rebecca M. Valette

Dear AATF Colleagues,

It was a pleasure to see so many of you in San Diego during our 66th Annual Meeting, July 4-7. This year, 1993, marks the fiftieth anniversary of the publication of Saint-Exupéry's *Le Petit Prince* and the Little Prince himself in regal attire graced the cover of our program. As I pointed out in my remarks at the opening plenary session, the words of Saint Exupéry still speak to us and remind us of our calling. For those of us who majored in French in school, the French language became our



special friend: "notre rose — unique au monde". Now, as we have broadened our horizons, like the Petit Prince who on earth discovered a large garden with hundreds of roses, we have become aware of the multitude of languages and cultures around us, each with its rose-like qualities. And yet, French and Francophone culture have a special place in our hearts, for as

the fox would say, "nous les avons apprivoisés". Or to paraphrase the Petit Prince: "La langue française n'était qu'une langue semblable à cent mille autres. Mais nous en avons fait notre amie, et elle est maintenant unique au monde."

To take Saint-Exupéry's challenge one step further, we are called to acknowledge that the well-being of French and Francophone studies in this country depends on each one of us, for as he wrote: "tu es responsable de ta rose". Or, to broaden the call, "nous sommes responsables de notre rose". As teachers of French, we find ourselves the purveyors of the philosophy so poetically expressed by the fox: "On ne voit bien qu'avec le coeur. ...L'essentiel est invisible pour les yeux. ...C'est le temps que tu as perdu pour ta rose qui fait ta rose si importante." This is the message that we transmit to our students as we guide them in their own personal discovery of the rose we have come to cherish: "la beauté de la langue française, le rayonnement de sa culture, et les splendides richesses du monde francophone".

Highlights of the San Diego Meeting

The AATF Annual Meeting in San Diego began with a Welcome Bar on Saturday evening, July 3, and pre-holiday fireworks over the bay. Some members had arrived earlier to participate in a pre-conference Workshop on French Nonverbal Expression, co-sponsored by the Language Acquisition Resource Center (LARC) at the campus of San Diego State University. The actual AATF meeting with its sessions and numerous exhibits began on Sunday morning, July 4. The *Séance d'Ouverture* focused on French around the world, with an introduction of the new Minitel Service FRANCE MONDE, presented by Régine Thomas and Jean-Pierre Évain of the Ministère des Affaires Étrangères, and a stimulating talk by Philippe Reliquet, Conseiller culturel près l'Ambassade de France, on the topic "La langue française aux États-Unis: les enjeux culturels et politiques". Monsieur Reliquet underlined France's commitment to the promotion of the language and culture of the entire



Philippe Reliquet, Conseiller culturel près l'Ambassade de France, New York, makes a point during the Plenary Session.

Francophone community, thus setting the tone for the all-inclusive spirit of the convention. He also announced that next year the French Cultural Services would be offering 40 summer fellowships in Dakar for American French teachers who wished to explore projects relating to Sénégal. (For more information, write directly to the Services Culturels de France, 972 Fifth Avenue, New York, NY 10021.)

The approximately 100 sessions and workshops which spread across the four days of the convention were presented not only by AATF members and exhibitors, but also included guest speakers from Chicoutimi and Quebec City, Toronto and Winnipeg, Paris and Nice, Nancy and Strasbourg, and as far away as Sydney, Australia. Topics ranged from medieval *fabliaux* to African novels, from culture to

Inside this issue...

- Call for Presentations for AATF Quebec 1994..... p. 3-4
- Reports of AATF Commissions:
 - Student Standards..... p. 9
 - Telematics p. 10
 - Business French..... p. 12
 - FLES* p. 13
 - Culture p. 19
- Summer Institute:
 - Guidelines..... p. 22
 - Application p. 25
- Fondation Franco-Américainep. 28

Work of the Executive Council and the Delegate Assembly

phonetics, from folkdancing to videodisc, from FLES to business French. François Barras, Culture Officer of the Swiss Embassy in Washington, presented both a session and a much appreciated workshop on French-speaking Switzerland. (As an outgrowth of this workshop, the Swiss Embassy will be offering at no cost a specially developed dossier on "La Suisse et la Suisse Romande" to AATF members. See page 29.) Annie Monnerie of the CIEP de Sèvres came to participate in an invitational workshop and an open session on the DELF/DALF exams; these were both organized by Bernard Moreau, Attaché linguistique of the Services Culturels Français in San Francisco. Patrice LaFleur of the Délégation du Québec in Los Angeles presented an illustrated overview of "le français québécois" across the centuries. Much discussion was stimulated by an Advanced Placement session in which Mariette Reed of ETS, representing the French AP Committee, and José Diaz, Chair of the Spanish AP Committee, compared the content and difficulty levels of the two examinations.

One of the highlights of the convention was the Monday evening wine reception in celebration of the 50th "birthday" of *Le Petit Prince* followed by a wonderful Awards Banquet. Jim Harmon, Executive Editor at Harcourt Brace, the original publisher of Saint Exupéry's well-loved book, generously sponsored this reception and provided wine and door prizes for the dinner. Although the recipients of the various awards are mentioned elsewhere in the *National Bulletin*, I would be remiss not to report on the warm applause which greeted Howard Nostrand, Past President of the AATF from 1960 to 1962 (!). Everyone enjoyed the fantastic concert of Québec songs presented by Pascal Normand, and expressed their appreciation to Patrice LaFleur of the Quebec Delegation and Robert Russell of the Quebec Government who had sponsored the entertainment. Those "congressistes" who had failed to sign up for the Awards Banquet realized the next day that they had missed out on a wonderful evening!

Special thanks are due to all those who helped put together the San Diego meeting, especially my Program Committee Co-chairs, Ronald Tobin, Michèle Shockey and Albert Valdman, the Local Committee under Eveline Leisner who organized a trip to Tijuana (so that we could check out the dancing skills of several of our regional reps), our generous Francophone colleagues and sponsors (mentioned above) and last, but surely not least, our untiring Executive Director, Fred Jenkins, and his ever-smiling hard-working assistant, Lisa Narug.



Members of the Executive Council during a break: rear, l. to r.: Albert Valdman, V-P; Margot Steinhart, V-P; Stirling Haig, Past President; Jeanne Kissner, Reg. Rep. II; Ray Tourville, Reg. Rep. VII; Phyllis Dragonas, Reg. Rep. III; Rebecca Valette, President; seated, l. to r.: Fernande Wagman, Reg. Rep. I; Sr. Mary Helen Kashuba, Reg. Rep. IV; Billie Edmonds, Reg. Rep. V.

The Executive Council always arrives early at the annual meeting site in order to conduct the business of your association. In San Diego we met on Friday and Saturday for two intensive ten-hour sessions, not counting the various sub-committee meetings that were scheduled evenings and before breakfast. I would like publicly to thank all those who cheerfully participated in this draconian marathon, in particular the Regional Representatives

who so ably conveyed the concerns of the members of their respective chapters.

On Tuesday morning, the Delegate Assembly, to which each chapter is invited to send its official delegates, heard the reports of the Executive Council and the various AATF Commissions, and ratified a series of motions. (In parentheses, let me add that we hope each chapter will have at

Continued on Page 6

AATF NATIONAL BULLETIN

Volume 19 Number 1

September 1993

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

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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. Voice/Fax: 217-333-2842

QUEBEC CONVENTION, July 17-20, 1994

Le Concorde Hotel, Quebec City

PROCEDURE FOR SUBMITTING PROPOSALS

The system for submitting proposals for next year has been modified as follows:

First, determine the general category into which the proposal fits and then select the appropriate subcategory.

Then send your proposal on the form provided to the person indicated. If there is no subcategory corresponding to your proposal, send it to the person in charge of the general category.

If you are proposing a longer workshop, send your proposal to the president.

Be sure you send your proposal only to one person. Note also that participants:

1. Must be CURRENT MEMBERS OF AATF, or must apply concurrently for 1993 membership (see form in every issue of the *French Review*)
2. May present only ONE paper or participate in ONE panel
3. Must indicate at the bottom of the form if MORE THAN ONE proposal is being submitted
4. Must request all A-V WITH THE PROPOSAL SHEET (note: a participation fee is required for equipment that is more expensive: VCRs, etc.)

Category 1: Literature and Culture: Prof. Ronald W. Tobin, Department of French, University of California, Santa Barbara, CA 93106

- 1-A Medieval-Renaissance Literature: Jerry C. Nash, U. of New Orleans, LA
- 1-B 17th-18th C. Literature: Donna Kuizenga, U. of Vermont, VT
- 1-C 19th C.: Rosemary Lloyd, Indiana U., IN
- 1-D 20th C.: Christian Garaud, U. of Massachusetts, Amherst, MA
- 1-E Literature and the Arts: Rima Drell Reck, U. of New Orleans, LA
- 1-F Women's Studies: Ellen Silber, Marymount College, Tarrytown, NY
- 1-G Canadian Francophone Literature: Bénédicte Mauguière, U. of Southwestern Louisiana, LA
- 1-H North African Francophone Literature: Sonia Ghattas-Soliman, UC-San Diego, CA
- 1-I Black African Francophone Literature: to be announced
- 1-J Cinema: Henry Garrity, Bowling Green State U., OH
- 1-K Contemporary French Culture & Civilization: Peter Kirkpatrick, Virginia Commonwealth U., VA
- 1-L Teaching Literature: to be announced

Category 2: Linguistics: Prof. Albert Valdman, Ballantine Hall 602, Indiana University, Bloomington, IN 47405

- 2-A Applied Linguistics (incl. phonetics): Joel Walz, U. of Georgia, GA
- 2-B Theoretical and Applied Linguistics: Thomas Cox, San Diego State U., CA
- 2-C Sociolinguistics: William Ashby, UC-Santa Barbara, CA
- 2-D Second Language Acquisition: David Birdsong, U. of Texas, TX
- 2-E Historical Linguistics: Douglas Kibbee, U. of Illinois, Champaign-Urbana, IL
- 2-F North American French Language: Margaret Marshall, Southeastern Louisiana U., LA
- 2-G Creole Studies: Albert Valdman, Indiana U., IN
- 2-H Haitian Studies: Carole Joseph, CUNY, NY

Category 3: Pedagogy: submit all proposals to Michele Shockey, 15 Adam Way, Atherton, CA 94025, who will forward them to the chairs of the following subcategories:

- 3-A FLES*
- 3-B Teaching French in Middle School
- 3-C Teaching French in High School
- 3-D Teaching French in College/University
- 3-E Assessment & Evaluation

CALL FOR PRESENTATIONS

Sixty-Seventh Annual Meeting, American Association of Teachers of French July 17-20, 1994, Quebec City, Quebec

THIS COMPLETED PROPOSAL MUST BE POSTMARKED BY DECEMBER 1, 1993.

- You will be notified by February 1, 1994, if your proposal has been accepted.
- Note that all papers are to be presented as lectures or talks, and not simply read aloud.
- If you wish to organize a session with several presentations or papers, have *each participant fill out the following form* and submit all proposals together.
- Each participant may present only *one* session in Quebec. If you are submitting more than one proposal, this must be indicated on the form.
- Send the completed proposal form to the appropriate program coordinator: see list on page 3. If you wish to propose a 3-hour workshop, send your proposal form to:
Prof. Rebecca Valette, Department of Romance Languages, Boston College, Chestnut Hill, MA 02167

Name: (please type) _____

Affiliation (as it should appear on the program) _____

Please give both addresses and check which is preferred.

School/Work _____

Phone: _____ Fax: _____

E-mail: _____

Home _____

Phone: _____ Fax: _____

Type of presentation:

workshop round table discussion paper or talk

other (please specify): _____

Anticipated Audience: FLES middle school secondary university ALL

Length of paper or session (in minutes): 20 30 60 90

Audio-visual needs: overhead projector slide projector tape recorder

other, please specify _____

(Requests for more expensive equipment — VCR, computer — will require a fee; please inquire.)

Title and 50-word abstract (for publication in the program)

(If you wish to provide a longer description of your talk or session for the program selection committee, please attach a second sheet with the pertinent information.)

This is the only proposal I am submitting

am also submitting the following proposals to the following sections: (Please list)

Date: _____ Signature: _____

QUESTIONNAIRE

AATF Convention in Quebec, July 17-20, 1994

To help us prepare the Quebec Convention, please complete the following questionnaire by
November 1, 1993, and mail to:

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

Member of the AATF since: (year) _____

Level(s) taught: FLES Secondary University other: _____

Prior conventions attended:

- 1988 Boston 1989 Paris 1990 New Orleans
 1991 Minneapolis 1992 Strasbourg 1993 San Diego

1. Are you planning to attend the AATF convention in Quebec?

- yes maybe no

2. We are considering the following options in conjunction with the 1994 Quebec convention. Which one(s) would you sign up for?

- | | | | |
|--|------------------------------|--------------------------------|-----------------------------|
| pre-conference music event, Sat. evening, July 16 | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| Awards Banquet with entertainment (Mon. or Tues.) | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| short "Discover Quebec" workshops (at low cost) | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| dinner/dance cruise on the Saint Lawrence | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| bus tour to Ile d'Orleans (perhaps with dinner) | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| 2-day post-conference bus tour: Jonquièrre | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| 3-day post-conference bus tour: Chicoutimi | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| 5-7 day post-conference home stay in Quebec | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| 7-day post-conference media workshop in
St. Pierre-et-Miquelon (including group air travel) | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| special post-conference hotel rates in Montreal | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> no |
| other: _____ | | | |

3. Will you be accompanied by friends/family?

- I will be coming alone
 I will be coming with _____ adult(s) and/or _____ child(ren) [give numbers]

Would they be interested in signing up for activities during the meeting? If so, what sort of activities? French lessons? Day care? Day camp?

Please give your preferences: _____

4. How will you be coming to the convention?

- by car by plane other: [specify]

5. Other comments or thoughts about the Quebec convention?

(Attach additional sheets as needed.)

LETTER FROM THE PRESIDENT

Continued From Page 2

least one official delegate at our 1994 meeting in Quebec.)

You will be able to read the entire minutes when they are published in a forthcoming issue of the *French Review*. Let me simply highlight a few points of broad interest:

- Effective this year, the number of national and regional winners of the National French Contest will be increased from the first seven to the first eight places. In conjunction with this decision, the amount of available prize money was also increased.

- At the invitation and urging of Mary de López, Representative of Region VIII (Southwest), the Delegate Assembly voted to hold the 1995 AATF Annual Meeting in San Antonio. We look forward to working closely with the Texas chapters in the preparation of a stimulating convention.

- Since the responses to the questionnaire regarding the proposed 1996 Annual Meeting in France were split almost evenly between Tours and Lyon, the Steering Committee will be exploring both of these options with the hope that the association might meet in one of the cities in 1996 and in the other at some future date.

- The Executive Council also voted to propose two constitutional changes: (a) that the term of the President be reduced from 6 years to 5 years (one as President-Elect, three as President, and one as Past President), (b) that the Editor of the AATF *National Bulletin* become a member of the Executive Council.

- The Delegate Assembly voted to continue the AATF Summer Institute in 1994. This June, the first such institute took shape, under the joint sponsorship of the AATF, the French Cultural Services, and Indiana University. In order to support a variety of programs for our members, the AATF voted last summer to establish the Fund for the Future. As you will note on page 12, the Fund for the Future now has two additional categories, **Sponsors** for gifts from \$500 to \$999, and **Benefactors** for gifts above \$1000. We would ask you as well as your AATF Chapters to consider making contributions toward this fund which is designed to help teachers improve their language skills and cultural competence. At present, we are also exploring the possibility of short-term AATF Institutes to be held in the various regions around the United States so as to reach members whose personal responsibilities make it difficult for them to travel abroad.

- As you will notice, beginning with this issue of the *National Bulletin*, **France-Journal** is generously allowing us to reprint their cultural "dossiers péda-

gogiques" and has authorized our members to make copies of the insert for classroom use.

The reports of the various AATF Commissions will be carried in this and subsequent issues of the *National Bulletin*.

An AATF Presence at the ACTFL Meeting, November 20-22, 1993

We are delighted to announce that, at the invitation of ACTFL, the AATF will be sponsoring six special sessions at the November convention in San Antonio. To AATF members who are also ACTFL members or members of the Texas Foreign Language Association: we look forward to seeing you this fall and hope you will plan to attend our panels and presentations. Check your final ACTFL program for details!

Looking ahead to Quebec City in 1994

Next summer, we will be holding our Annual Meeting in Quebec City. This promises to be a very exciting and well-attended meeting, so mark your calendars now: July 17-20, 1994! In addition to the many sessions that will be presented by our own members (for guidelines on submitting proposals, see page 3), we will be joined by members of AQEFLS (Association Québécoise des Enseignants et Enseignantes de Français Langue Seconde) who will offer special presentations and participate in several joint panels. Furthermore, the AATF Program Committee will be working in close cooperation with the Quebec Government, the City of Quebec, the Executive Board of AQEFLS, and a dynamic Local Hospitality Committee to offer a wide variety of convention activities, workshops, and post-conference tours on the theme: "À la Découverte du Québec". In addition, if there is sufficient interest, we are exploring the possibility of offering a week-long media workshop in Saint-Pierre-et-Miquelon, off the coast of Newfoundland.

Your input is always very valuable in preparing a successful annual meeting. If you think you might be joining us in Quebec, please take a few moments to fill in the questionnaire on page 5 and send it to me with your responses and suggestions. *Merci d'avance!*

Best wishes for a stimulating academic year!

Rebecca M. Valette

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

(Photo credits: Phyllis Dragonas)

AATF SMALL GRANT AWARDS RENEWED FOR 1994

This past July, the Executive Council renewed our Small Grants Awards program for 1993-4. The total amount of funds to be made available will remain at \$4,000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds (or less if the Chapter treasury cannot meet the challenge) must also be committed by the Chapter to which the applicant belongs. In this fashion, it is hoped that the applicant can attract sufficient funding to carry the project through to a satisfactory completion.

Application procedures and requirements remain the same as they were in previous years—hopefully, as simple as possible. A letter specifying the following should be sent to the Executive Director at 57 E. Armory Avenue, Champaign, IL 61820 by **January 31, 1994**: (1) name of applicant and Chapter to which s/he belongs; (2) brief summary of project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (must be attested to by Chapter Secretary-Treasurer).

Members should recall that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear some relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to the other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry on strictly personal research or to travel abroad for the sake of general enlightenment. Members at all levels of instruction may apply.

To get a better idea of the types of requests that have been funded in the past, please see the April issues of the *National Bulletin*: 1989: 12; 1990, 1991, 1992, all p.1; 1993: 8. However, new types of projects will also be given full consideration.

All requests will be acknowledged and results will be announced in February.

Fred M. Jenkins
Executive Director

1994 AATF ANNUAL MEETING TO FOLLOW QUÉBEC SUMMER FESTIVAL

Did you know that for ten days immediately prior to the beginning of the AATF Annual Meeting on July 17, 1994, the largest French speaking cultural event in

England, Finland, Brazil and Bulgaria. The *Festival d'été* is a kind of Ed Sullivan Show held in the streets for eleven days, without Mr. Sullivan, of course.

people who welcome visitors to their heritage, their city and their festival.

The most popular source of entertainment for festival goers of all ages are the street performers. In fact, Québec City is contemplating having street performers all summer long, not only during the Festival d'été. There are acrobats, magicians, clowns, musicians, and performers, both official and unofficial, on virtually every street corner. Some of the more memorable ones from 1993 were David Lichtenstein, the cowboy-juggler-roper from Oregon, the acrobatic Duo Calypso, from France and Québec, Tom Kubinek, magician and comedian from Ontario, a troop of musicians from Ecuador, and the hilarious Mr. Jones from the Netherlands with his wind-up toy trained pig Fred.

For me, the highlight of the Festival was the music. The concerts I attended in July 1993, will live in my memory forever. There was the great performance of Johnny Clegg, from South Africa, the first artist from that country ever to perform with an integrated band, whose songs of power and meaning were tinged with great sadness. Edith Butler of New Brunswick charmed me with her great energy, vitality and musical tales of Acadian, Creole and Cajun history. Michel Rivard's performance lasted until 11:45 p.m., well past the normal closing time, as he sang song after song which made him a legend in Québécois pop music. I was completely surprised by the French group Soldat Louis who seemed to march through their music and gave a rousing version of "Wild Rover", a classic of Irish folk music. The Ontarian group Garolou, who put traditional French folks songs to modern rock beat, got together for their first performance in ten years and oh what a reunion it was!



Château Frontenac dominates the Lower City

the Americas takes place in Québec City? The 27th annual *Festival d'été international de Québec*, which will be held from July 7 to 17, 1994, is in fact one of the world's largest French speaking festivals. This article is an invitation to attend the Festival before the Annual Meeting and immerse yourself in everything that constitutes the Francophone capital of North America and the birthplace of French culture in the New World.

The *Festival d'été* is an event not to be missed. For eleven days and nights, sometimes starting as early as noon and continuing until midnight, more than 5,000 performances are given by some 15,000 artists from approximately fifty countries. Two major pop music concerts which are free and one classical concert for which admission is charged are held every night. Street performers number in the hundreds. Running concurrently are concerts of popular, jazz, and country music both in large theaters and small clubs. This is truly a gathering of artists from the Francophone world. 1993's special guests were Vanessa Paradis and Charles Trenet. Ray Lema of Zaïre and Baaba Maal from Sénégal, giants on the world music stage and seldom seen in the United States, made return visits. Francophone performers came from France, Corsica, Haiti, Switzerland, Algeria, Belgium, New Brunswick, and Ontario as well as Québec. Other stars came from South Africa, Italy, the United States,

Since I first attended in 1984, the *Festival d'été* has become one of my favorite events. I have returned six times. On four occasions I have attended the entire festival. While I am a pop music fan, there is much more to the *Festival d'été* than music. There is the ambiance of *la ville de Québec*, a seemingly typical North American city (albeit with French signs) into which have been placed thirty square blocks of 17th and 18th century France. There is the food both French cuisine and Québec's regional dishes such as *poutine*, *tourtière* and *la tarte au sucre*. There is the panoramic view from the Concorde Hotel's revolving restaurant. But mostly there is the hospitality of *les Québécois*, a warm open, and friendly



Mr. Jones and Fred, his wind-up toy trained pig.



Soldat Louis performs

Best of all was to be part of a crowd of 20,000 and to see my favorite Québécois singer, Richard Séguin, perform live at the *Soirée de clôture*. Evoking the music of Bob Dylan, John Mellencamp and Billy Joel, he delivered songs of charm and grace, sad tales of divorced fathers and parted lovers. The hopes and dreams of the working class in Montréal (*derrière la*

fumée, maisons d'ouvriers, les rêves oubliés, l'autre côté du fossé) were intermingled with up tempo rock tunes and the universal topics of non violence and world peace. Not surprisingly, his was voted the most popular performance of the Festival.

When, you come to Québec City, come for the *Festival d'été* and bring your friends and family with you. Come for the

food and the outdoor cafés. Come for the heritage and history, for the street entertainment, or come for the music. A wonderful time is guaranteed for all. Save two weeks in your travel plans for the Festival and the Annual Meeting. This is an event not to be missed. On departing Québec City two days after the 1993 *Festival d'été* I felt a real sense of loss. But - through pictures, videotapes, photographs and music memories of the *Festival d'été international de Québec* will live on in my mind as they will in yours until you visit next time as you surely will because . . . *l'été à Québec c'est le fun . . . et la musique.*

For more specific information on this event contact Tourism Québec by phone year-round, seven days a week, 9:00 A.M. to 5:00 P.M. at 1-800-363-7777 or by mail at:

Tourism Québec
Case postale 20,000
Québec (Québec) Canada G1K 7X2
David Graham
Plainview-Old Bethpage
John F. Kennedy High School
Plainview, NY

(Photo credits: David Graham)

AATF PEDAGOGICAL AIDS

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make all checks payable to AATF. Payment should accompany order except for orders issued by school purchasing departments. Prices listed apply on to stocks on hand.

REPORTS OF THE AATF FLES* COMMISSION

1. *The Many Faces of Foreign Language in the Elementary School: FLES, FLEX and Immersion.* Gladys Lipton, Nancy C. Rhodes, Helena Anderson Curtain, Editors. Nov. 1985. \$5.00.
2. *A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.* Gladys Lipton, Editor, July 1987. \$5.00.
3. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
4. *The People Factor in FLES* Programs.* Gladys Lipton, Editor. July 1980. \$8.00.
5. *Innovations in FLES* Programs.* Gladys Lipton, Editor. July 1990. \$8.00.
6. *Implementing FLES* Programs.* Gladys Lipton, Editor. July 1991. \$8.00.
7. *Evaluating FLES* Programs.* Gladys Lipton, Editor, July 1992. \$9.00.
8. *Expanding FLES* Horizons.* Gladys Lipton, Editor, July 1993. \$9.00

REPORT OF THE AATF TELEMATICS COMMISSION

Databases, Our Third Technical Revolution, by Howard L. Nostrand and Gerald Upp, 1991, 63 pp. Describes 99 databases of value for research and teaching in the area of socio-culture. The sequel to the two previous revisions in our field: audio recordings and audiovisual materials. \$10, postpaid.

AATF COMMISSION ON PEDAGOGY

À Poitiers entre mai et octobre, a video tape of the AATF Commission on Pedagogy. 45 minutes, VHS, divided into 12 segments of varying length. Accompanied by a lengthy pedagogical guide, with exercises for levels 1, 2, 3, and higher; pilot tested by secondary teachers. Many helpful suggestions. Filmed in France. \$25, members; \$30 schools and non-members.

MEDALS and PIN'S

La Minerve, 41 mm bronze (from government mint in Paris) \$22.00.
Les Armes de Paris, 32 mm bronze (from government mint in Paris) \$18.00.
AATF medallions, 1 1/2 inches; blue, gold and white cloisonné enamel; reverse side plain; two designs; please specify. each \$5.25:

1. Busts of Washington and Lafayette,

with letters AATF;

2. French hexagon, with "American Association of Teachers of French" around perimeter.

AATF Pin's (1 1/16" x 1 1/16"; gold, red & blue), created 1992. each \$4.50.

MISCELLANY

AATF Certificate of Merit. each .15

Get in the Swim! Filmstrip and cassette produced by the NY Metro Chapter. Encouragement for prospective French beginners. \$10.50.

Paris Monumental, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of métro. \$6.00.

Paris Île-de-France. Full color illustrated guide to Paris, 95 pp. \$10.00.

Color postcards, set of 20 (Provence, Châteaux, Cathédrales, Bretagne, Paris) \$6.00.

AATF Coloring Book, 16 pp., 8" x 11", for FLES* students, new 1992. each \$2.00 (for quantities, inquire).

French FLES* Stickers: "AATF, FRENCH FOR KIDS, FLES* in Grades K-8", new 1993. 4/\$1.

To obtain any of these materials send your check or money order to: AATF Pedagogical Aids, 57 E. Armory Avenue, Champaign, IL 61820.

REPORT OF THE COMMISSION ON STUDENT STANDARDS

The first meeting of the Commission on Student Standards was held on July 7 in San Diego at the annual convention. This meeting (attended by Howard Nostrand, Michele Shockey, Liliane Rubin, Sally Magnan and Rebecca Valette) was followed by an open meeting of the commission, attended by six interested AATF members, four of whom asked to join the commission, two of whom asked to be kept informed of our activities.

The opening of both sessions included a brief introduction to the National Standards for Foreign Language Students (K-12) Project which is the most recently funded of the eight educational goals included in the Bush Administration's *American 2000* strategy. The National Standards for Foreign Languages has been funded by NEH and the Department of Education, with the goal of developing "world class" standards for student achievement in foreign languages.

The grant, which funds the work on this project, was awarded to a consortium led by ACTFL, AATF, AATG and AATSP. As outlined on the documents distributed at the meeting, the governance structure of this consortium includes a Board of Directors, an Advisory Council, a Task Force with several subcommittees and the representation of the collaborating AATs.

The work of our commission will evolve, in large part, in response to the initial deliberations of the oversight group. We will collaborate with them to:

- provide systematic input and feedback at the draft development stages
- provide a forum for discussion of the draft standards at national, regional and state meetings
- translate, identify and specify ways in which the draft standards apply to teaching of French language and Francophone culture.

Our overall goal will be to gather input for modifying and expanding draft generic statements from the Task Forces for the purpose of creating a set of specifically French standards which reflect an appropriate balance between proficiency and accuracy of expression at all levels of learning.

Discussion at both the breakfast meeting and members' open meeting focused on the following issues:

1. Expanding membership: names were proposed to provide representation from various constituencies (testing, FLES*, Grand Concours, rural schools, states with standards in place (VA, GA, FLA, KY). I will be in touch with those whose names were proposed.

2. An emphasis on the need to integrate

a strong cultural component into the basic standards work.

3. Compilation and publication of existing standards in French which have already been established by several states (e.g. New York, Conn., N. Carolina, Calif., Texas). This publication should include evaluations of their standards and, where possible, sample tests. Rebecca Valette will pursue this topic, attempting to identify both an individual who is willing to do the compilation and a source of funding for this project.

4. A discussion of the relationship between high school standards and those articulated by the Advanced Placement program and both of these as they relate to the number of years of high school study which should be equated with a year of college language study.

5. Consideration of the relationship between standards of performance in French and cognitive abilities in general. There was general agreement that our standards should somehow be correlated to general performance in English. That is, students should not be expected to do things in French that they may not be able to do in English. (One might ask, for example, if they are unable to read a map or a schedule in French, are they able to read a map or schedule in English?) This is particularly important from a public policy point of view.

6. The ACTFL-AATs **WE BELIEVE** document was discussed. There was unanimous agreement to urge the oversight board to make the following revisions in the draft statement:

- All subheadings should read: "capability in second language and culture" (in lieu of second/foreign language ability)
- subheading 1 should eliminate reference to "learn in a variety of ways... at various rates..." This should be incorporated into subheading 2
- subheading 2 should read: Successful second language and culture instruction should form a part of the core curriculum with recognition that individual learning styles are:
...success oriented
...student centered, etc.

Finally, it was decided that various subcommittees will have to be established in the near future and that I will ask various members of the Commission to participate on these subcommittees sometime in the fall. In the interim, it is important that we identify one person who will be in charge of general dissemination for the commission. If readers are willing to fill this role, please be in touch with me by the end of the summer: Barbara Freed, Dept. of Modern

Languages, Carnegie-Mellon Univ., Baker Hall 160, Pittsburgh, PA 15213-3890; telephone: (412) 268-5669.

These first meetings represent the initial stages of the commission's work. Within the coming weeks I will attempt to identify the final members of the commission and share their names with the group at large. As additional information is disseminated from the oversight group, I will be in touch with our commission to organize our tasks for the coming year.

Barbara Freed
Carnegie-Mellon University
Commission Chair

AATF STUDENT STANDARDS COMMISSION*

Elementary Programs

Gladys Lipton, University of Maryland, Rockville, MD

Eileen Lorenz, Montgomery County Public Schools, Chevy Chase, MD

Liliane Rubin, North Shore School District, Glenhead, NY

Secondary Programs

Helen Cummings, Boston Public Schools, Boston, MA

Patrick Finnegan, Millburn High School, Millburn, NJ

David Graham, Plainview Old Beth Page John F. Kennedy High School, Plainview, NY

Pam Greene, West High School, Columbus, OH

David Oliver, Chicago Public Schools, Chicago, IL

Anita Ray, Princeton High School, Cincinnati, OH

Ramon Morales Sanchez, Singapore American School, Camarillo, CA

Michele Shockey, Gunn High School, Palo Alto, CA

College Level Programs

James Davis, University of Arkansas, Fayetteville, AR

Barbara F. Freed, Chair, Carnegie Mellon University, Pittsburgh, PA

Linda Lassiter, Southern University, Baton Rouge, LA

Sally Magnan, University of Wisconsin, Madison, WI

Howard Nostrand, University of Washington, Seattle, WA

Frances Novak, Ursinus College, Collegeville, PA

Mimi Reed, Educational Testing Service, Princeton, NJ

*List of members to date

FRANCEMONDE

FRANCEMONDE, the Minitel service of the *Ministère des Affaires Étrangères*, is now available through Minitel Services Company (MSC) at the bargain price of \$.19 per minute (enter the code "FRANCEMONDE" directly from the MSC welcome screen). Designed to facilitate communications with the Francophone community outside of France, FRANCEMONDE is used by French Ministries throughout the world. In addition to its own highly efficient communications platform, FRANCEMONDE provides rerouting at the bargain-rate price of \$.19 per minute to several valuable Minitel information and communication services normally distributed at the \$.26 per minute 3614 level and the \$.42 per minute 3615 level. More information is found on the next page in the reprinted introduction to the FRANCEMONDE user's guide.

EXPLORATION MINITEL PRIZE

The \$400 MSC Super Subscriber Account prize for the best project submitted by the winners of the Fall 1992 Exploration Minitel Research Awards has been split between two recipients: Jayne Abrate, University of Missouri-Rolla, for her project *Cuisiner avec Minitel*, and Marie-Christine Koop, University of North Texas, for her project *Le Français des Affaires*. Both projects resulted in a significant number of *fiches de service* describing useful Minitel services. These along with the *fiches* produced in the other projects will eventually be available for online consultation in the AATF Directory of French Culture Online.

"MINITEL: LA B.D. DU PROF"

Michèle Magnin, a participant in the first AATF-sponsored Minitel workshop during the July 1990 convention in New Orleans, and a winner of an Exploration Minitel Award in the Spring 1994 competition, has started a print publication devoted to in-depth discussion of Minitel services and their pedagogical applications as well as significant news on developments in the Minitel industry in the United States. To receive a free copy of *Minitel: la b.d. (banque de données) du prof*, send your name and address to Michèle Magnin, 7081 Hilton Place, San Diego, CA 92111-4713. The Telematics Commission will be

subsidizing costs of production and distribution for the immediate future. If you have any ideas you would like to share with your colleagues about your experiences with Minitel, please contact Michèle.

DIRECTORY OF FRENCH CULTURE ONLINE

Planning is now underway to produce an electronic directory of online sources of French culture including commercial ASCII services, services on the Internet, and Minitel services. Initial information for the directory will come from Howard Nostrand's *Databases: Our Third Technical Revolution*, (available from AATF Headquarters for \$10) and from the *fiches* produced by the Exploration Minitel Award winners. The Directory Of French Culture Online (DOFCO) will be hosted by the John Peace Library at the University of Texas at San Antonio using the library's NOTIS catalog software. DOFCO will have the same powerful searching capabilities as those available for the library's collection. Navigation will be by menu and keyword, and customized help screens will guide users during consultation. Access will be via The Internet, and thus free to all educational users who have accounts subsidized by their home institutions. With the new low-priced commercial access to the Internet via DELPHI and MSC, everyone will have access to this directory at an affordable cost. If you are interested in participating in the development and management of this Directory, please contact Townsend Bowling, Division of Foreign Languages, University of Texas at San Antonio, San Antonio, Texas 78249 (e-mail: tbowling@lonestar.utsa.edu).

MINITEL TUTORIAL SOFTWARE

For an economical way to introduce Minitel into your class, experiment with HyperTel, an offline tutorial familiarizing you and your students with Minitel. HyperTel (for Macintosh only) allows users to become more confident using Minitel services before going online. This HyperCard stack of 250 cards uses authentic French Minitel screens to simulate online sessions. HyperTel, which sells for \$24.95, can serve as a basic introduction to Minitel or a comprehensive training tool. This tutorial was developed by Janine Shelly, an experienced Minitel

user. Her publication of class materials on the SNCF service appeared in the November 1991 *AATF National Bulletin*. For more information, contact MiniTeach International, P.O. Box 23054, Des Moines, IO 50325 (telephone (515) 225-6026).

THE INTERNET: USER-FRIENDLY PUBLIC ACCESS VIA MSC AND DELPHI

At long last, the entire universe of The Internet is available to the general public nationwide for a reasonable price and with online guidance and help. The inexperienced newcomer will find menus and explanations to assist in the initial phases of exploration. This new Internet connection, developed by the well known commercial online service DELPHI, provides access to all of the Internet resources including databases, "telnet" rerouting, and "ftp" file transfer as well as e-mail and newsgroups. Educators who do not yet have access to The Internet through their home institutions can now connect immediately through the DELPHI Internet SIG (Special Interest Group) and profit from the added advantage of a user-friendly interface. Those who already have free access but feel a need for training and guidance may find the online help in the DELPHI Internet SIG very useful.

DELPHI is distributed nationwide over the Tymnet and Sprintnet networks, with local access points in several hundred US cities. Two pricing options are available on DELPHI, both requiring a minimum monthly subscription: the 10/4 plan offers 4 hours for a \$10 monthly payment with each additional hour costing \$4; the 20/20 plan offers 20 hours for a \$20 monthly payment and a \$1.80 charge for each additional hour. In addition, there are weekday, daytime surcharges of \$9 per hour paid to the networks (Tymnet, 6 a.m.-7 p.m., or Sprintnet, 7 a.m.-6 p.m.). With any communications software and a modem, a user can call 1-800-695-4002 and sign up online (when connected, press RETURN once or twice; at "Password" prompt, type "GUIDE" and press RETURN). DELPHI billing is by credit card.

Minitel Services Company is offering the DELPHI Internet SIG to all regular subscribers just like one of its regular services. The user gains access by typing the service code "INTERNET" at the Minitel welcome screen. The MSC software automatically switches from "Minitel" mode to "VT100" mode (an ASCII terminal emulation) when connected to DEL-

PHI, and then switches back to Minitel mode when the user returns to the MSC welcome screen using the "++ + Index" command. The MSC charge of \$.15 per minute (\$9 per hour) may be higher than DELPHI's lowest rates, but there is no monthly minimum and no network surcharge during daytime on weekdays. MSC also offers Super Subscriber Accounts with a 12% discount and direct billing as payment options in addition to credit cards.

FRANCEMONDE: PLATEFORME DE COMMUNICATION*

1) **Qu'est-ce que FRANCEMONDE?** FRANCEMONDE est un nouveau service Minitel proposé par le Ministère des Affaires Étrangères, accessible depuis les USA, la France et de nombreux autres pays. Si vous êtes abonné à Minitel Services Company (MSC), il suffit de taper FRANCEMONDE depuis le menu principal (tarif, \$.19 la minute). FRANCEMONDE permet à tout abonné du Minitel de dialoguer en direct ou en différé avec des correspondants situés partout dans le monde. FRANCEMONDE permet également d'avoir accès à de nombreux services d'information utiles à tous et plus particulièrement aux enseignants de français.

2) **Le Dialogue sur FRANCEMONDE.** FRANCEMONDE vous propose de nombreux outils simples et efficaces pour dialoguer avec des classes, des amis, des collègues:

— des Boîtes aux Lettres (*e-mail*): Les BALs peuvent être ouvertes directement par les correspondants sans autorisation préalable. Il suffit de taper votre nom et votre adresse: une BAL sera automatiquement créée.

— une Messagerie (*chat*): À tout moment vous pouvez dialoguer en direct avec les personnes branchées sur FRANCEMONDE en même temps que vous.

— des XBALs (*bulletin board*): Vous pouvez écrire dans des boîtes aux lettres spécialisées et partager avec d'autres vos réflexions sur un sujet donné; par exemple, la réforme de l'orthographe, la vidéo en classe de langue, ou le rock en France.

— des Forums (*group chat*): Vous pouvez dialoguer simultanément avec cinq personnes sur un thème de votre choix.

3) **Les Services d'information sur FRANCEMONDE.** FRANCEMONDE vous permet également d'avoir accès depuis de nombreux pays (sauf la France) à de nombreux services télématiques à un prix réduit: \$.19 la minute depuis les USA. En vous connectant à

FRANCEMONDE vous pourrez ainsi consulter parmi d'autres services:

JITEL	Service télématique de l'Institut Franco-japonais de Tokyo
COREE	Service télématique de l'Ambassade de France à Séoul
EDUTEL	Service du Ministère de l'Éducation Nationale en France
FRANCEUSA	Échanges entre étudiants français et américains
FRANCANADA	Échanges entre étudiants français, américains, et canadiens
LETUDIANT	Le magazine des étudiants français
AEP	L'Agence France Presse, en direct, 24 heures sur 24 heures
AE	L'annuaire électronique français
SIP	Le bulletin de presse du Ministère des Affaires Étrangères
AEFE	Tous les lycées français à l'étranger
MAGELLAN	Tout sur le tourisme en France
STEN	Service télématique de l'Académie de Rouen
ALTERN	Accès à la messagerie INTERNET (utilisable seulement avec un terminal Minitel ou un logiciel d'émulation en mode "mixte" – Minitel et ASCII en 80 colonnes)

Et bientôt en ligne FRENCHNET, le service télématique de l'Ambassade de France, de l'American Association of Teachers of French et des Alliances Françaises aux États-Unis.

*Excerpt from the FRANCEMONDE user's guide, currently in preparation, to be available in late Fall 1993 from AATF Headquarters.

WHAT'S NEW FROM MINITEL SERVICES COMPANY?

INTERNET

Many of you have asked for the capability to exchange e-mail between the Internet and Minitel. We've gone one step further and are pleased to announce full access to The Internet! Just type "INTERNET" at the MSC Main Menu and connect for just \$.15 per minute. Thanks to DELPHI, one of the country's most popular commercial online services, MSC is able

to provide a user-friendly interface to The Internet. And with DELPHI's Internet Special Interest Group you'll have expert support online to help you with information and finding services. In addition to sending and receiving e-mail from all around the world over The Internet, this service also enables French teachers to access other useful Internet functions, such as, LISTSERVERS and USENET Newsgroups, as well as GOPHERs for menu-guided routing to databases and file transfer (FTP) sites.

If you've discovered any exciting areas on The Internet (there are many...it's just a matter of locating them!) please let us know so we can share it with others. Contact Cece Drummond at MSC (212) 399-0080, fax (212) 399-0129 or send an Internet message to cdrummond@delphi.com.

And for those of you that have never used The Internet (but have heard so much about it) this may be the easiest way to get started. With navigation commands prompting you at the bottom of each screen, it's easy to use. (The service is presented in the ASCII format, not Minitel version). The Internet is truly an amazing resource, well worth the time to explore.

FRENCH BOOKS AND MORE

Ever find it difficult to order your favorite French books, magazines or tapes? A new Minitel service called FRENCHBOOKS (service code FBK, priced at \$.26 per minute) can make your search easy. Order your desired product online, entering your credit card information and the product will be shipped directly to you, usually within two weeks time. All prices are featured in French francs, but there is an approximate dollar conversion online to help you calculate your expenses. FRENCHBOOKS is a must for anyone in the education profession. Don't wait months for those books and magazines, go directly to France and buy them on Minitel.

ENHANCED FEATURES ON NEW MSC SYSTEM

MSC has upgraded its network to provide users improved account management features. In response to teachers' needs, you now have the capability to set a limit on spending so you won't exceed your budget. You can also go online at any point in time and determine the amount that you've spent or (in cases of prepayment) your remaining balance. If you haven't used Minitel in awhile, be sure you contact us to validate your account, as we've assigned new Minitel IDs and issued new software.

PAYMENT OPTIONS

The SUPER SUBSCRIBER promotion is still being offered for teachers. With a prepayment, you'll receive a 12% bonus of online usage. Or if you prefer you can establish a monthly direct bill account (no minimum) and MSC will bill you or your school for your online charges. MSC also now offers American Express Card billing, complementing our wide range of existing billing options.

For more information on any of the above, feel free to contact Cece Drummond or Jane Hurchalla at MSC, (212) 399-0080 or fax (212) 399-0129.

AATF NATIONAL COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

The incoming Chair for the second year of the Commission's existence is Maurice G.A. Elton of Southern Methodist University who is also Editor and Publisher of the *French for Business and International Trade Newsletter*.

Thanks are due Gilles Bousquet of the University of Wisconsin/Madison for his efforts in doing much of the groundwork to get the commission going and his input during the initial year. Gilles Bousquet will continue to serve on the three-member presidential committee which also includes Patricia Cummins of Buffalo State College who will serve as chair of the commission during its third and final year.

Sub-committees are working on the four major areas of concern to the commission: 1) Methods of teaching. 2) Proficiency, exams and bibliography. 3) Interdisciplinary and International programs. 4) French for Business and Economic Purposes, Literature and Culture. Other related issues and concerns will be addressed and will be included in the published comprehensive report and set of recommendations once the commission's initial work has been completed. [See *AATF National Bulletin* 17.4 (April 1992): 3].

Anyone interested in contributing ideas, suggestions, and recommendations on any aspect of the commission's charge is invited to send these to Maurice Elton who will forward them to the appropriate sub-committee. A similar invitation is extended to those who wish to receive (free of charge) the *French for Business Newsletter*. Write or fax Maurice G.A. Elton, Editor, *French for Business Newsletter*, Foreign Language Department, Southern Methodist University, Dallas, Texas, 75275-0236. Fax: (214) 826-5682.

CALL FOR CONTRIBUTIONS, AATF FUND FOR THE FUTURE

At the 1992 AATF Convention in Strasbourg, the Assembly of Delegates voted to establish a new AATF fund of which the immediate purpose is to support the AATF Summer Scholarship Program. The categories of voluntary contributions, as recently modified by the Executive Council, are outlined below. Names of 1993 contributors are listed under each category. An updated list will be published in each issue of the *National Bulletin*.

Contributing Members (\$25-49): Jane Black Goepper, Allan W. Grundstorm, Leona LeBlanc

Sustaining Member (\$50-99): Sanford Dugan

Patrons (\$100-499): Alyce Brandman, Pearl B. Chiari, Françoise Craipain-Balabanian, Patricia Cummins, Phyllis J. Dragonas, Stirling Haig, Fred M. Jenkins, Claude Kieffer, David Long, Joseph A. Murphy, Howard and Frances Nostrand, Michele Shockey, Philip and Joan Stewart, Rebecca and Jean-Paul Valette, Fernande Wagman, Melvin and Cynthia Yoken.

Sponsors (\$500-999): none

Benefactors (\$1,000 & above): Edith Monson estate, James Grew estate

Fund total as of Aug. 3, 1993: \$19,000

Our sincere thanks go to those members who have so generously gotten the Fund off to a good start! PLEASE NOTE: contributions from Institutions and individual AATF Chapters will be equally welcome.

F.M. Jenkins
Executive Director

BEST NATIONAL FRENCH CONTEST ADMINISTRATORS, 1993



Robert Ludwig



Evelyn Vandiver



Jack Davis Brown

Each year AATF recognizes outstanding officers and administrators who serve the cause of French studies and the AATF. Here are the 1993 winners of the Best Administrators for the *Grand Concours*.

In the category for student enrollments of 1,000 or more, there was a tie between Robert Ludwig of the Hudson Valley, NY chapter and Evelyn Vandiver of the North Carolina Chapter.

Ludwig is Supervisor of Foreign Languages and teacher of French for the Schenectady School District. He has served as contest chair of his chapter for twenty-five years. He is currently President of the chapter.

Vandiver serves as language evaluator of schools and colleges for Southern Association accreditation; she retired in 1989 as Foreign Language Specialist for the Charlotte-Mecklenburg Schools. She has served as contest administrator for

her chapter for thirty years, and twenty-five years as the AATF Director of Realia Exhibits.

In the category for student enrollments under 1,000, Jack Davis Brown has been named Administrator of the Year. Brown is Professor of French at The University of Mississippi. He has served the Mississippi Chapter in all elected offices. He has served the chapter as contest administrator for sixteen years.

Congratulations and thanks to all three awardees for their long and dedicated service. Each winner receives a specially engraved plaque and a check for \$100.

The eligibility rules for these awards are available from Sidney Teitelbaum, Director, National French contest, Box 1178, Long Beach, NY 11561. Nominations for awards, along with supporting documentation, are always welcome.

ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST

The National FLES* Commission of the AATF is delighted to announce the 1993-1994 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible. The AATF Chapters will organize and publicize the Contest and submit the best poster in each of the three grade-specified categories to the National FLES* Commission Poster Contest which is co-chaired by Phyllis Whitten and Harriet Saxon.

The theme for this year's Contest is:

LET'S GO WITH FRENCH! EN AVANT LE FRANÇAIS!

This may be represented in a variety of techniques and artistic interpretation by the students.

REQUIREMENTS:

1. Entries must be completed on 12 X 18 inch construction paper and may be completed in crayon, pen and ink, water colors, pastels, or magic markers. The captions may be in either French or English.

2. The grade categories are: grades K-3, 4-6, 7-8.

3. The sponsoring teachers must be members of the AATF.

4. Each Poster must be accompanied by the AATF student information form in this issue of the *National Bulletin* or it may be obtained from Harriet Saxon, Pierrepont School, 70 East Pierrepont Avenue, Rutherford, N.J. 07070 or Phyllis Whitten, 36 Armington Lane, Holden, MA, 01520. All information must be completed for the Poster to be considered.

5. Entries will be limited to **THREE PER CHAPTER OF THE AATF**. The local chapters are asked to select the best posters which will be judged on the applicability to the theme, creativity, and originality.

6. Chapter Presidents are asked to please send the Posters which must be postmarked by May 15, 1994 to: Harriet Saxon, 70 East Pierrepont Avenue, Pierrepont School, Rutherford, New Jersey, 07070. The winners will be notified by June 15, 1994. Please mail the posters first class, flat and protected with cardboard.

7. The first place winners in each category will receive a \$25.00 Bond and winners in second and third place will receive special gifts and certificates. Letters and certificates of recognition will be sent to all students who participate in the Contest.

NATIONAL PTA CONVENTION WELCOMES FOREIGN LANGUAGE SPECIALISTS

Christine Brown (Glastonbury, CT), Gladys Lipton (Univ. of Maryland/ Baltimore County), and Kathleen Riordan (Springfield, MA) were welcomed at the annual National PTA Convention, held in June in Cincinnati, Ohio. The presider at their session was the president of the National PTA, Mrs. Patricia Henry. When Mrs. Henry announced at the end of the session that "your national president personally booked this session," the audience broke out with enthusiastic applause. The three speakers addressed different aspects of the topic: "Children Say Hello to the World", stressing the importance of foreign languages at all school levels, and the need for parents' involvement in successful foreign language programs. The parents in attendance enjoyed a mini-language-learning experience with a short conversation in Russian.

This contact with the National PTA is the beginning of an on-going dialogue between foreign language groups and parents on the national level. The session was well attended, and there seemed to be much interest in the various aspects of the discussion. Supported by ACTFL, AATF and AATSP, the three speakers were able to present convincing arguments as to ways in which parents and educators can achieve the many benefits of foreign language study for all children. There were lively questions about initiating FL programs and maintaining them, despite tight budgets. There were approximately 70 PTA parents, local presidents, and state presidents in the audience, and the participants expressed interest and appreciation for the session.

Some of the follow-up activities include: plans for a foreign language resolution at next year's PTA convention, initiated by one or more states, prior to coming to the PTA convention; plans for another foreign language session at the next PTA convention to describe alternate ways of implementing FL programs; plans for inviting the current and past presidents to FL policy meetings; plans for organizing one or more booths at the next National PTA convention; plans for getting funding to develop a FL packet for each PTA President; and plans for inviting the current and/or past president to speak at a national FL conference.

Elementary and Middle School Poster Contest Student Information Form

Please type or print all requested information:

Name of Student: _____
 Address: _____
 Phone: () _____
 Grade: _____
 School: _____
 Address: _____
 Phone: () _____
 Name of Principal: _____
 Name of Sponsoring Teacher: _____
 Address: _____
 Phone: () _____

Signatures:

We understand that this poster becomes the sole property of the National Commission of FLES* of the AATF and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____
 Sponsoring Teacher _____ Date _____
 Parent/Guardian _____ Date _____
 AATF Chapter President _____ Date _____

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:
 Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, N.J. 07070

NEW FROM AATF



French FLES* stickers (4 for \$1.00) can help you...

- Prizes and Awards
- Decorations of Room, Bulletin Boards, Programs, etc.
- Promotion of French FLES* Programs
- Publicity
- Included in a Brochure on French FLES*
- Homework Pass for Students
- Wear During National FLES* Day (1st day of National FL Week in March)
- On Student-Made Greeting Cards
- On Menus for Special Occasions
- On Programs for Student Performances
- On School Proclamations
- As Bumper Stickers
- On Recipe Booklets
- On Reports to the Board of Education, Administrators, etc.
- Many Other Ways to use these New Stickers

Stickers are available from:
AATF
57 E. Armory Ave.
Champaign, IL 61820

FLES* GALA "COMMUNIQUEZ CRÉEZ! CÉLÉBREZ!"

La Commission Nationale FLES*, le Chapitre Métropolitain de l'AATF et Bergen Community College, Paramus, New Jersey se sont joints pour organiser un Gala célébrant l'étude du français au Niveau Élémentaire samedi le 24 avril 1993, à Bergen Community College. Le but de cet atelier était de montrer l'importance de l'étude du français au niveau élémentaire. En effet c'est à ce niveau que les enseignants peuvent attirer l'attention des étudiants qui plus tard seraient encouragés à continuer au niveau secondaire.

Ce fut un grand succès: plus de 160 personnes, jeunes étudiants, professeurs enseignant FLES* ou voulant l'enseigner, directeurs d'écoles élémentaires, chefs de départements de langues étrangères

vinrent applaudir les efforts des jeunes élèves et des organisateurs: Fernande Wagman, Représentante Régionale de l'AATF et Chef du Département des Langues Étrangères de l'Academy of the Holy Angels, Demarest, N.J., Dr. Lynda Icochea, Directrice, Center for International Studies, Bergen Community College, Harriet Saxon, Pierrepoint School, et Janis Jensen, Hohokus School, N.J.

Monsieur Claude Kieffer, Attaché Linguistique près l'Ambassade de France, Dr. Gladys Lipton, Présidente de la Commission Nationale FLES* et Dr. Françoise Santalis, Présidente du Chapitre AATF Métropolitain vinrent donner leur appui. Mesdames Saxon et Jensen régalerent l'audience avec la participation de leurs jeunes étudiants (Louis XVI en tête, portant le drapeau républicain!) qui ouvrirent les festivités en chantant *la Marseillaise*. Dr. Mary Williams parla du Sénégal et de la Côte d'Ivoire et fit admirer les costumes et tissus de la région. L'après-midi fut consacrée à une table ronde au sujet de FLES*, dirigée par Anna M. Morelli, Guidance Counselor, Sacred Heart, Hoboken, avec la participation de Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County; Dr. Jacqueline L. Cusack, Principal, Pierrepoint School; Steven Albin, Vice Principal, Pierrepoint School; Janis Jensen, Elaine Lubiner, Chef du Département de Langues Étrangères, South Orange/Maplewood Schools, New Jersey. Durant cette discussion, dans une autre salle, les jeunes étudiants furent invités à joindre Diana Hecking qui leur montra comment dessiner des fruits qui bougent et dansent tout en apprenant leurs noms et leurs couleurs. Plus tard, des étudiants de *high school* ont parlé de leurs expériences au Québec et tous ont visionné avec intérêt *Le Ballon Rouge*.

Pour terminer ce Gala, de nombreux prix offerts très généreusement par la Délégation du Québec et de nombreuses entreprises françaises et américaines furent l'objet d'une tombola.

Organisateurs et participants de ce premier Gala Régional FLES* ont démontré avec créativité et enthousiasme qu'il est possible et essentiel de "défendre" et "d'illustrer" la langue française.

Pour plus de renseignements vous adresser à:

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The National Standards Commission is a joint project of the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese. The asterisk (*) denotes a member of AATF.

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L'ÉTÉ FAIT FAIRE DU SPORT AUX FRANÇAIS



"Un esprit sain dans un corps sain", les Français connaissent. Heureusement que l'été revient. Il nous permet, au moins, de sortir de nos charentaises et nous donne l'illusion que nous sommes un peuple de sportifs. Des sportifs passifs plutôt qu'actifs. C'est bien connu, le Français préfère faire du sport dans son fauteuil et devant son écran de télévision, plutôt que sur les stades. Peu porté à se surpasser dans l'effort, il est néanmoins convaincu que le sport est bon...pour les autres, surtout pour les jeunes. A ce sujet, il est intéressant de mesurer les chiffres issus de sondages sérieux. Sur 100 personnes, 26,2 ne pratiquent aucun sport, 13,4 font du sport d'agrément et au titre de l'hygiène, 41,2 sont des pratiquants à titre individuel et n'ont aucune licence, 8 sont des licenciés et 11,3 font de la compétition. Il est donc plus que jamais nécessaire de bien séparer le sport loisir ou d'agrément

et celui qui consiste à se mesurer avec autrui. Donc de faire de la compétition. Avant 1970, un Français sur quatre déclarait avoir une activité un tant soit peu sportive. Aujourd'hui trois sur quatre, soit près de 74 % de la population, font du sport en général. Et ce sont les femmes qui ont contribué à cette croissance sportive. Spectaculaire également, la pratique sportive chez les plus âgés (65-75 ans). En 1967, on comptait 5 % de pratiquants dans cette tranche d'âge. Aujourd'hui le taux est de 53,5 %. Il est donc moins pertinent d'associer aujourd'hui systématiquement les mots jeunesse et sport. Les pratiques sportives ont investi tous les secteurs de vie : elles sont devenues l'une des principales activités de vacances. Voilà pourquoi, en ce premier mois de l'été, nous avons consacré notre dossier à ces sports loisirs qui font la joie et la santé de nos compatriotes.

QUE FONT-ILS ?

Voici les 36 activités physiques et sportives les plus pratiquées en France. Culture physique (23,6 %), marche (24,9 %), natation (22,5 %), vélo (15,4 %), tennis (12,8 %), course à pied (12,7 %), ski alpin (10 %), baignade et jeux dans l'eau (7,2 %), football (6,8 %), planche à voile (4 %), tennis de table (3,9 %), boules, pétanque-bowling (3,3 %), danse (3,1 %), équitation (2,8 %), relaxation (2,6 %), ski de fond (2,5 %), volley-ball, voile (2,3 %), pêche et chasse (2,2 %), basket-ball (1,4 %), moto et handball (1,3 %), gym médicale (1,2 %), plongée sous marine (1,1 %), escalade (1 %), canoë-kayak, rafting (0,9 %), haltérophilie, culturisme, ski nautique (0,8 %), patinage, judo, jiu-jitsu (0,7 %), squash, rugby, tir à l'arc, arts martiaux orientaux et gym sportive (0,6 %).

Nous tenons à remercier, pour leur aimable collaboration à la préparation de ce dossier, le ministère de la Jeunesse et des Sports (Mme Chantal Caron), ainsi que nos confrères de "La Voix du Nord" (Jean-Philippe Mailliez), du "Midi Libre" (Dominique Quet), de "Sud-Ouest" (Jean-Louis Etcheto) et du "Républicain Lorrain" (Jean Aussaresses).

D O S S I E R

**SPORTEZ-VOUS
TRADITIONNEL...****Randonnée pédestre**

Les vacances sont à dos, sur les chemins de randonnées, sont devenus un "must" pour ceux qui veulent vivre un été différent. Sport économique par excellence, la randonnée pédestre présente également l'avantage de pouvoir être pratiquée par tous. A condition, bien sûr, de respecter les niveaux de difficulté et l'effort de son endurance. Un peu de soleil, beaucoup d'efforts, sont récompensés par les spectacles grandioses qu'offre la nature.

**V.T.T.**

Le vélo tout terrain (V.T.T.) a la cote. Il devrait être, sans conteste, la vedette de cet été. Arrivé en France en 1985, ce 4 X 4 du deux-roues a séduit aussi bien les vrais cyclistes que les amateurs de balades champêtres. Ses maîtres-mots : adhérence à la pente, stabilité, aisance dans le passage des obstacles. Le V.T.T., se faufilant partout, permet enfin d'apprécier chaque détail de la nature.

Escalade

Longtemps confidentielle, voire élitiste, l'escalade a pris, depuis quelques années, de la hauteur... Principales motivations des pratiquants : se surpasser et dominer la nature (tout en la respectant !). Autrefois l'apanage exclusif des régions montagneuses, cette activité se pratique aujourd'hui en plaine, grâce aux murs artificiels qui se montent dans de nombreuses communes. Si la sensation diffère, les qualités exigées sont identiques : force, équilibre. Et volonté entragée !

Tir à l'arc

Le tir à l'arc connaît depuis peu un regain d'intérêt. Ce sport est idéal pour qui veut exercer sa concentration et sa maîtrise de soi. Si le geste est essentiel pour que la flèche parvienne à sa cible, l'activité elle-même procure une détente, un détachement de l'environnement extérieur, proches du yoga. Au moment du tir, savoir doser sa puissance est tout aussi important que la visée.

Où se renseigner ?

Vous trouverez les meilleurs conseils auprès des différentes fédérations des sports concernés. Elles vous aideront notamment dans le choix d'un club.

- CANOE-KAYAK : 87, quai de la Marine, B.P. 58, 94 340 — Joinville-le-Pont. Tél. (1) 48 89 39 89
- CHAR A VOILE : 143, boulevard de Boulogne, 62 600 — Berck-sur-Mer. Tél. 21 84 27 69
- CYCLOTOURISME : 8, rue Jean-Marie-Jégo, 75 013 — Paris. Tél. (1) 45 80 30 21
- EQUITATION : 25/27, rue de Tolbiac, 75 013 — Paris. Tél. (1) 40 77 86 60
- ETUDES ET SPORTS SOUS-MARINS : 24, quai de Rive Neuve, 13 007 — Marseille. Tél. 91 33 99 31
- GOLF : 69, avenue Victor-Hugo, 75 783 — Paris Cedex 16. Tél. (1) 45 02 13 55
- MONTAGNE-ESCALADE : 16, rue Louis-Dardenne, 92 170 — Vanves. Tél. (1) 41 08 00 00
- PARACHUTISME : 35, rue Saint-Georges, 75 009 — Paris. Tél. (1) 48 78 45 00
- PELOTE BASQUE : lycée Renin-Cassin, r. de Lasseguette, 64 100 — Bayonne. Tél. 59 63 35 30
- PETANQUE : 12, cours Joseph-Thierry, 13 001 — Marseille. Tél. 91 50 53 58
- RANDONNÉE PÉDESTRE : 8, avenue Marceau, 75 008 — Paris. Tél. (1) 47 23 62 32
- SKI NAUTIQUE : 16, rue Clément-Marot, 75 008 — Paris. Tél. (1) 47 20 05 00
- SURF : B.P. 28, Plage Nord, 40 150 — Hossegor. Tél. 58 43 55 88
- TENNIS : 2, avenue Gordon-Benett, 75 016 — Paris. Tél. (1) 47 43 48 03
- TIR A L'ARC : 268/270, rue de Brémont, 93 561 — Rosny-sous-Bois. Tél. (1) 48 94 23 82
- VOILE : 55, avenue Kleber, 75 784 — Paris Cedex 16. Tél. (1) 45 53 68 00
- VOL LIBRE : 4, rue de Suisse, 06 000 — Nice. Tél. 93 88 62 89

...BRANCHÉ...**Saut à l'élastique**

Sport du risque par excellence, le saut à l'élastique est désormais strictement réglementé et ne laisse aucune place à l'amateurisme. Pieds sautés, debout sur le parapet d'un pont, le plus souvent alpin, le cœur bat à 280 pulsations/minute. Chute libre dans l'abîme, l'élastique se tend puis vous catapulte en sens inverse, pour s'immobiliser enfin après plusieurs mouvements de yo-yo. Impératif : une santé aussi solide que le

Deltaplane

Inventée en 1948 par un ingénieur américain, cette aile à voilure souple sur une armature triangulaire d'où son nom n'a véritablement... décollé que vers 1975. Comme avec le parapente, on décolle sur ses jambes tel qu'en rêvait Icare, à la condition de disposer d'une pente assez forte, dégagée, et de bénéficier d'un vent de face. A l'atterrissage, un large pré est indispensable aux débutants.

Parapente

Moins cher que le parachute, mais plus excitant, aux dires de ses pratiquants, le parapente monte en flèche ! S'élançant d'un sommet avec un parachute de nylon, largement déployé, le parapentiste exploite, du mieux possible, les courants ascendants, véritables ascenseurs permettant de "tenir" l'air. La technique indispensable s'acquiert rapidement en école, en sauts biplaces. Attention à l'atterrissage : 53 % des accidents surviennent à cet instant majeur.

**Surf**

Le surf est sans doute l'activité nautique qui présente le plus de difficultés. En 1777 déjà, le capitaine Cook, célèbre marin britannique, consignait son émerveillement dans son livre de bord, alors qu'il venait de rencontrer les premiers surfteurs hawaïens. En France, la pratique de ce sport remonte à une trentaine d'années. Ses adeptes se rassemblent, pour la plupart, sur les côtes

Voile : coque ou planche

Aux amateurs de croisières, les quillards. Aux plus "modestes", les dériveurs. A chacun sa taille et sa technique. Les clubs de voile foisonnent au bord de mer ou de lacs. La plupart d'entre eux mettent aujourd'hui, à disposition de leurs membres, les fameuses planches à voile. Si la connaissance des vents est toujours requise, la planche à voile requiert, en surp us, de l'équilibre. Débutants, patience !

Plongée sous-marine

Le premier club de plongée français a été créé en 1935. Aujourd'hui, on en dénombre quelque 1 500. Très technique, ce sport ne peut s'apprendre qu'au sein d'un club-école. Il ouvre alors les portes d'un milieu enchanté. La plongée nécessite cependant, pour la pratique, d'être en parfaite santé. Elle est notamment déconseillée aux personnes souffrant des oreilles ou des sinus, de diabète, d'asthme ou de problèmes cardiaques.

Canoë-kayak

Le canoë se pratique en eaux calmes, le kayak — à la mode — est plus adapté aux hautes rivières. Les adeptes du kayak sont ainsi des sportifs un peu casse-cou, mais privilégiés, qui peuvent apprécier tous les éléments naturels, jusqu'aux rapides et cascades. Attention aux plongeurs : même en été, l'eau des montagnes est souvent bien froide ! Enfin, renseignez-vous : les rivières sont classifiées selon leur degré de difficulté.

...CHIC

Ski nautique : adresse et réflexes

Sport complet, le ski nautique demande de la force, de l'adresse, de la souplesse et surtout des réflexes.

Tout le monde peut pratiquer le ski nautique. Seule condition expresse : savoir nager ! Sport de plein air par excellence, il procure une incomparable impression de liberté et d'évasion, constituant ainsi un merveilleux exercice de détente. Bien que toujours onéreux — coût de la traction en bord-bord —, les clubs et écoles de ski se multiplient. Si vous passez vos vacances sur les côtes, vous n'aurez que l'embaras du choix, de la mer du Nord à la Méditerranée. Mais le ski nautique se pratique également, de plus en plus, sur les lacs, et même sur les rivières. Ainsi, il serait fort étonnant que vous ne trouviez pas quelque site de fraîcheur bleue à proximité de votre lieu de villégiature, quel qu'il soit !



Rafting

Du verbe anglais *to raft*, conduire un radeau, ce sport, importé du Colorado en 1980, doit ses lettres de noblesse aux grands canyons américains. Le rafting est une discipline requérant un physique à toute épreuve. Il faut, pour le pratiquer, un solide canot pneumatique à bord souple et gros boudins. La difficulté consiste à maintenir le bateau dans le bon sens en pagayant, tout en évitant les rochers et les chutes.

Canyoning

Pratiqué exclusivement, aux débuts des années 80, par une poignée d'adaptes de la spéléologie, le canyoning, appelé également descente de clubs, est devenu un sport à part entière, permettant un contact permanent avec l'eau. Consistant en la descente de torrents en sautant, nageant ou en se laissant glisser le long d'une corde, il demande cependant une condition physique correcte. Et une bonne dose de courage !

Halfcourt

Petit frère du tennis et du badminton, cousin du squash, le halfcourt se joue, lui aussi, avec balles et raquette. Contrairement à ce que son nom indique, il se pratique sur une surface de jeu réduite au quart, et non à la moitié, d'un court de tennis. Le halfcourt en France, c'est plus de 1 100 terrains, 120 clubs et près de 50 000 adeptes. Les matches se disputent en 2 sets gagnants de huit jeux.

Golf : le "swing" élégant



Le golf monte, monte, monte... aussi haut que la petite balle lorsqu'elle est frappée par l'un de ses champions.

Bruce Crampton, joueur professionnel, a défini le golf comme "un compromis entre ce que votre ego veut faire, ce que l'expérience vous dicte de faire et ce que vos nerfs vous autorisent à faire". Les qualités requises pour ce sport sont donc patience... et humilité. Amusant pour une discipline au côté "stob" encore très affirmé ! Candidats golfeurs, sachez que si le golf est resté, quatre siècles, l'apanage de nos amis anglais, l'apprentissage du bon "swing" (l'élan), ou du "putting" (judicieux coup roulé), est presque aussi long ! Courage, la balle est satanique, le langage britannique, mais direction le "green". Sans oublier ce proverbe écossais : "le golf n'est pas une question de vie ou de mort, c'est beaucoup plus sérieux..."

Equitation : le plaisir d'un duo

L'attrait des sports équestres ne se dément pas.

Du manège à la promenade, de l'attelage au polo, se retrouve la même tendresse pour le cheval.

Si l'équitation séduit, toute l'année, petits et grands, ce sport devient encore plus agréable l'été. Les beaux jours permettent en effet de longs détours au gré des chemins, les bivouacs, la communion avec la nature... De nombreuses possibilités existent, qui combinent monte et séjours à la ferme ou en gîte. Tout cavalier, débutant ou confirmé, devrait trouver son point... de chute (!) dans un petit livret pratique, Où monter à cheval ?, édité par les Guides équestres, et remis à jour chaque année. Face aux prix prohibitifs pratiqués par certains clubs, des associations, comme l'UCPA, proposent des stages où le cavalier s'occupe de sa monture de A à Z — soins, nourriture... — et qui nécessitent ainsi moins de personnel.

BRINS DE FOLKLORES

Certaines activités sportives ont une forte connotation régionale. Ainsi la pétanque — et bien qu'on y joue aujourd'hui dans la France entière —, le char à voile ou encore la pelote basque. Evocations, ici, de l'accent méridional et du pastis, là, des grandes plages désertes du Nord, ici encore, d'un pays de soleil aux patronymes imprononçables...

LA PÉTANQUE, UN SOURIRE À LA VIE

Née du côté de chez Marius, la pétanque a ricoché partout où les hommes cherchaient un sport de détente, à la fois amusant et spectaculaire.



La pétanque est facile d'accès. Les règles sont simples, le jeu peut se pratiquer

partout, sur tous les terrains, avec un matériel peu coûteux : l'allée d'un jardin, le fond d'une cour, le bord d'un chemin peuvent être les théâtres de parties ardemment disputées. Activité physique et mentale complète, la pétanque requiert adresse, intelligence,

endurance. Ici, l'habileté se combine avec la stratégie, la tension est entretenue par l'abondance des péripéties : aucune partie ne ressemble jamais à la précédente ! On évalue à plus de cinq millions le nombre de joueurs en France, dont 500 000 licenciés auprès de la Fédération française de pétanque et de jeu provençal. De la pratique en famille aux exhibitions rémunérées, en passant par les innombrables concours, trophées et championnats, la pétanque a désor-

mais toutes les caractéristiques d'un sport de masse. Y compris la promotion sociale.

Ainsi, grâce à elle, Marco Foyot, champion hors-pair, a-t-il voyagé dans le monde entier. Ami de Darry Cowl, d'Eddy Barclay, il a remporté, en 1990, le Trophée des parlementaires et du show-biz, associé à un député-maire et à un trésorier du Comité international olympique !

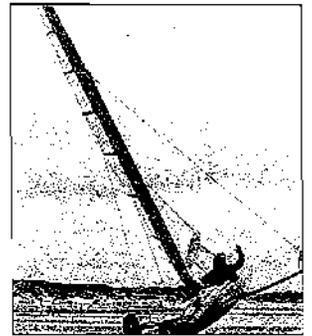
CHAR À VOILE : LA FORMULE 1 DE LA PLAGE

Héritier de l'aéroplage construit par Louis Blériot, le char à voile est né sur les plages du Nord-Pas-de-Calais.

Grisant de vitesse et d'infini, à l'horizon des étendues de sable, le char à voile attire à lui les amateurs de sensations fortes. Ici, l'engin ne doit rien à un quelconque puissant moteur, mais tout à la force du vent et à la dextérité du pilote qui sait l'utiliser au mieux. Si des clubs naissent, aujourd'hui, un peu partout le long des côtes atlantiques, le berceau du char à voile est bien le Nord-Pas-de-Calais, où se concentrent la plupart des écoles, la Fédération française — installée à Berk-sur-Mer — et surtout

les champions. Pour les deux derniers championnats d'Europe, qu'elle a d'ailleurs remportés, Caroline Saint-Venant, de Gravelines, avait un modèle : Bertrand Lambert, le roi de la discipline, à tous les sens du terme. 14 fois champion de France, 10 fois champion d'Europe, 3 fois champion du monde, Lambert doit ce fabuleux palmarès à l'extrême perfectionnisme qu'il met dans la préparation de son char. A ses côtés, les élèves-ingénieurs de l'Ecole Centrale de Paris et son sponsor-employeur,

"Sofamor". Des partenaires qui ont notamment permis à Bertrand Lambert d'établir le record du monde de vitesse, en mars 1991, à 151,55 km/h !



LA PELOTE BASQUE, SURVIVANCE DU JEU DE PAUME

Ce jeu traditionnel est une adaptation par les Basques du jeu de Paume, très répandu dans le royaume de France... et de Navarre.

Une des premières inventions basques est le fronton de place libre. Il s'agit de jouer face au mur, chaque camp frappant alternativement la balle après un seul rebond au sol. Il survit cependant trois spécialités où les adversaires se font face : le rebot, le laxoa et le pasaka. Le jeu des Basques s'est d'abord joué dans les anciens jeux de paume, que l'on nomme aujourd'hui trinquets. Il s'agit de salles couvertes. Plus récemment ont été créées des jai alai, grands frontons cou-

verts assistés d'un mur à gauche et au fond, intégrés aux limites du jeu. On joue soit à main nue, soit avec une raquette de bois, la pala, soit avec un grand récep-



tafle de cuir ou d'osier tressé, le chistera. Parmi la trentaine de disciplines, la joko garbi, la

cesta punta, le rebot, la pala, la pala-ta...

Il y a en France environ 50 000 pratiquants, dont 15 000 licenciés. En Aquitaine, certes, mais aussi dans le Nord, sur la Côte d'Azur et même... à Saint-Pierre-et-Miquelon !

Au rang des joueurs légendaires, citons Chiquito de Cambo, qui, durant la guerre de 1914-18, aurait utilisé son chistera pour arroser de grenades les tranchées allemandes !

THE CULTURAL COMPONENT OF FOREIGN-LANGUAGE LEARNING APPLIED TO THE FRENCH-SPEAKING WORLD

AN OVERVIEW

The report of the AATF Commission on Cultural Competence, embodying the work of scores of contributors over two years, is expected to be available from the AATF Secretariat in November, thanks in part to assistance in 1992 from the Language Acquisition Resource Center at San Diego State University. LARC will produce the report, and also plans to prepare an all-language adaptation for discussion in a meeting of interested organizations.

The report starts from the national need today for citizens with the ability to negotiate abroad and to resolve ethnic conflicts at home. It claims that the study of a foreign language and culture can make a unique educational contribution because this discipline alone combines the cognitive element (knowledge about), with the affective and behavioral experience of another culture's way of thinking, feeling and acting — provided the experience is pursued in sufficient depth.

Sufficient depth, however, requires a concerted effort of educators, from the early grades through college; and this effort requires, in turn, a consensus on a common core of competence, leaving room for individual interests, which indeed the common experience can stimulate and enhance. The core needs to include not only understanding of main French-speaking areas, but equally essential, the ability to interact nonverbally, an understanding of how to observe and analyze a culture effectively, and finally, the ability to deal with cultural differences in a constructive, empathic spirit which elicits good will.

The report identifies four task-oriented levels of cultural competence, and defines each level by a set of "descriptors" indicating what the learner can do. The **Novice level** is one simply of progress toward the **Intermediate level**, whose educational aim goes beyond "the ability to survive in the foreign society" to include a basic understanding in the several aspects of cultural competence. The third level, **Advanced**, defines a more complete understanding, sufficient for a limited social capability. The fourth level, **Superior**, assures the capacity to assume socioprofessional responsibility, an attainment which lies beyond the usual undergraduate major program.

At grades K-8, the Novice level calls for a quite separate kind of achievement. This

will be the subject of a forthcoming article in the AATF *National Bulletin*.

The culture areas selected are French-speaking Europe, Sub-Saharan Africa and the Caribbean, North America, and North Africa. For each area the descriptors are grouped, at each level, under the same set of seven features: Sociolinguistic abilities, Themes of the culture, Social structures and symbols, Social institutions, Geography and the environment, History, Literature and the arts.

This organization facilitates the progressive re-entry or "spiraling" of each feature. But the need remains for some over-all organization that will enable the outsider to feel the coherence of the culture as it is felt by those who live it. The surface manifestations one encounters in a culture's social behavior, its customs, its social institutions, and its artistic expression, are unmanageable without some connecting, conceptual structure.

Fortunately, every culture has an inherent infrastructure: a slowly evolving system of values, such as the French individualism, which are colored by distinctive habits of mind and prevalent assumptions about humanity and society. These recurrent elements can be handled as a few main themes of the culture, each with a value at the center.

Research is being designed to validate the presently proposed inventory of themes, as well as the assignment of descriptors to levels of competence, the relative reaction of native speakers to different kinds of nonverbal miscommunication, and other details where consensus requires verifiable evidence.

Consensus is needed only on defining the scope of a core competence and on task-oriented gradations, or levels. In designing strategies for teaching and testing, on the contrary, the strength of the profession lies rather in diversity.

The four levels identified correspond well enough to ACTFL's levels of language proficiency so that teaching can be integrated. As the cultural content becomes the substance of communication in the language, the two components cease to compete for class time. Cultural insights, moreover, make grammar interesting. The interactive relation between culture, the four language skills, and grammar can be visualized as a cube, filled with lines of reinforcement strengthening all six sides.

One obstacle to a purposeful cultural component has been the supposition that it cannot be tested and must therefore remain marginalized. To refute that assumption, fifteen types of test questions were identified which probe beyond the retention of facts, and a work group has improved on that beginning.

The greatest obstacle has been the quite justified feeling of so many language teachers that they have been insufficiently prepared, on the side of the culture, for the unique role our discipline can play in today's education. They want to meet the need, but they do not have ready the available insights, sources of information, nor conceptual tools. The proposed core definition offers a practical focus for both pre- and in-service teacher training and self-education. Workshops are planned, and user-friendly materials are being developed. The Commission will be guided by the responses to the attached questionnaire.

Please send comments, and inquiries about participating in the Commission, to Howard Nostrand, 18550 29th Avenue N.E., Seattle, WA 98155.

Allan W. Grundstrom,
Bucknell University,
and
Howard L. Nostrand,
University of Washington,
Commission co-chairs,
and
Alan J. Singerman,
Davidson College,
Editor.

To help readers understand graphically the substance of this article, the authors have provided a chart, to be found on page 24.

We ask you please to respond to the Questionnaire on the assistance language teachers want in developing the cultural component. It can be found on page 32.

JNCL-NCLIS EXECUTIVE SUMMARY OCTOBER 1, 1992 THROUGH APRIL 30, 1993

- Monitored and reported on the adoption of titles from the Global Education Opportunities Act; changes in programs, definitions and requirements in Title VI; the inclusion of foreign languages into the "core or key" subject categories; and the recognition of foreign languages and literacy as priorities for teacher education in the reauthorization of the Higher Education Act (HEA).

- Worked to include foreign languages, literacy and international education into the numerous versions of education reform legislation. Tracked over seventy-five bills in the 102nd Congress that related to JNCL-NCLIS' member interests. Prepared information on appropriations for over fifty federal programs.

- Consulted and advised program and legislative staff regarding structural and programmatic changes in the National Security Education Act. Provided information and sought input from the field whenever possible. Draft proposals for pilot programs were provided to all JNCL-NCLIS members for comment.

- Provided draft legislative language and a side-by-side analysis of the Foreign Language Assistance Act for consideration in reauthorization of the Elementary and Secondary Education Act (ESEA) after meeting with NCSSFL and others. Discussed with appropriate JNCL-NCLIS members, other education associations, legislative staff, and executive personnel, possible revisions and changes in other provisions in ESEA such as magnet schools, compensatory education, bilingual education, migrant education, gifted and talented children, and so on.

- Met with representatives of the new Administration and Department of Education to make suggestions for their reform legislation, Goals 2000: Educate America Act which will include foreign languages in its recommendations for core subjects. The importance of recognizing the resource of language minority students and the need for global education was discussed regarding recommendations for the reauthorization of ESEA.

- Continue to provide information to concerned members of the profession and policy makers to avert the possible base closing and realignment of the Defense Language Institute.

- Continue to provide nominations and suggestions to the new Administration of qualified individuals for government positions and service on national boards.

- Completed a summary and analysis of the Administration's budget recommendations for FY 1994, tracking approximately sixty different federal programs and informing the field of the impact of budgetary changes relevant to programs of interest.

- Completed a summary of all the legislation relevant to foreign languages, ESL, bilingual, international education, exchanges and literacy introduced in the 102nd Congress. Provided a legislative update of relevant bills and amendments in the first three months of the 103rd Congress.

- Analyzed, wrote articles, and provided materials on the "Languages for All Peoples Initiative" and its component parts, the English as the Language of Government Act (H.R. 123), tax credits for English language training (H.R. 124), and a Sense of Congress Resolution on language diversity. Staff contacted a number of last year's co-sponsors of H.R. 123 to urge them to reconsider their support.

- Attended every meeting of the National Education Goals Panel, provided copies of the 1992 Report to the JNCL-NCLIS Board of Directors and a summary of the report to all JNCL-NCLIS members. Met with staff and the Executive Director to discuss the importance of languages and international education in Goals 3 and 5 and worked with reform legislation to strengthen these goals.

- Served to provide liaison for the House/Senate International Education Study Group in recruiting a new House Co-chair, Rep. Jack Reed (D-RI) and in creating an executive committee with Sen. Simon and Rep. Dicks. All new Members of Congress were invited to join the Study Group; a newsletter, *International Notes*, was prepared for circulation to the Senate and House of Representatives, and a new description of the Study Group's composition and activities was developed.

- Attended and participated in meetings of JNCL-NCLIS members: FLAM, WAFLL, PSMLA, NYSAFLT, ACTFL, NCSSFL, CSC and NEC. Also, staff helped facilitate individual meetings with policy makers for LSA, MLA, TESOL, NAFSA, and CAL.

- Completed the compilation and writing of the annual state survey on foreign language collaboration and presented it to NCSSFL. After consultation with NCSSFL

and the JNCL-NCLIS Board of Directors, developed the 1993 survey focusing on the relationship between foreign languages, ESL and bilingual education in the states. A final draft is currently being circulated for comment.

- Continued to edit, research and write for *EPIC Events*, the newsletter of the English Plus Information Clearinghouse. Staff drafted articles and summaries specifically for JNCL-NCLIS member publications, for general dissemination and for outside publications. Information was provided as requested by policy makers and member associations, and requests for information from the media were frequently addressed.

- Planned and developed a Capitol Hill program for National Foreign Language Week attended by approximately 140 congressional staff, executive branch personnel and education organizations. An information packet was sent with a Dear Colleague letter from Sen. Dodd and Rep. Dicks to every Member of Congress and selected members of the press.

- Administered the office, facilitated board and committee meetings, recruited an excellent intern from Georgetown, and hired a highly competent policy analyst. Continually tracked, analyzed and provided information to members from the *Federal Register*, *Congressional Record*, *Roll Call*, and *Congressional Quarterly*.

NEH JOINS ELECTRONIC AGE

The National Endowment for the Humanities is now on the BITNET electronic mail system. They can receive and process requests from individuals and institutions for publication and application information more efficiently.

The main goal at NEH is to make grants to individuals and institutions for projects that will further the research, education, preservation and public programs of the Humanities. With the BITNET system, they can assist those individuals and institutions, by decreasing the turnaround time on their requests.

Contact Joy Evans or Suzanne Volpe, at NEHOPA@GWUVM with requests. A listing giving the BITNET addresses for NEH divisions and programs will be published in the November issue of the *National Bulletin*.

1993 SUMMER INSTITUTE IN FRANCE BEGAN WITH SESSION AT INDIANA UNIVERSITY

The first AATF Summer Institute in France, which replaces the AATF Summer Scholarship Program of previous years, began with a 10-day orientation from June 28 - July 8 at Indiana University. Twenty-four AATF members, who were selected to participate in the two summer programs in France, worked with a team of specialists to prepare them for their experiences in France. The emphasis of their 10-day session was an intensive program in language and contemporary culture.

The participants each received an analysis of their spoken French with suggestions for phonetic improvement. Directed by native French speakers, they worked with current material from SCOLA and the print media to enhance communication skills and to understand contemporary issues in France. Lectures on language, methodology, civilization, and current topics in France were given by Isabelle Kaplan, Williams College; Albert Valdman, Indiana University; Jean-Paul Dany, Attaché Culturel, Consulat de France à Chicago; Yves Gaudeul, Consul Général de France à Chicago; Jean-Pierre Jardel, Université de Nice-Sophia-Antipolis; Allen Grundstrom, Bucknell University; Michael Berkvam, Indiana University; and Cathy Pons, Indiana University.

Albert Valdman directed the 10-day seminar at Indiana University, along with Amanda Ciccarelli, Assistant Director of Western European Studies, and Cathy Pons, Department of French and Italian. The French Cultural Services, under Claude Kieffer, Attaché Linguistique, Consulat Général de France à New York, provided the services of Professor Jardel from Nice. Isabelle Kaplan, Williams College, served as project director for the group going to Aurillac (Auvergne) while Allen Grundstrom, Bucknell University, served as project director for the participants in Amboise (Loire Valley).

Margot M. Steinhart
Vice President,
AATF
Chair of AATF
Summer Institute in
France



Aurillac group gathers at Indiana University to begin a 10-day orientation session before heading for Auvergne for a program on la Société française et le mode rural.

Row 1—Corinne Etienne (Instructor), Verna Lofaro, Joanne Tracey, Lioua Steele
Row 2—Diana Congdon, Margaret Kleinhenn, Jan Dean, Paige Brown, Britt Jung
Row 3—Jeri Dies, Isabelle Kaplan (Project Director), Terry Walls, Moses Hardin, Margot Steinhart (Coordinator, AATF Summer Institute in France)
Not pictured: Celeste DuBois Flax



Amboise group comes together on Indiana University campus to prepare for a three-week program in France on La Presse et les Médias.

Row 1—Lucette Fogel, Barbara Armstrong, Edward Ray, Mary Jo Netherton
Row 2—Cathy Pons (Coordinator and Faculty, Indiana University), Vera Wenzel, Catherine Pirou, Cynthia Caloia, Anne Herbert, Carole Hull, Margot Steinhart (Coordinator, AATF Summer Institute in France)
Row 3—Sylvie Vanbaelen (Instructor, Indiana University), Luana Coleman, Frederick Hodgson, Amanda Ciccarelli (Assistant Director, Western European Studies, Indiana University), Albert Griffin



Some of the individuals who were part of the coordination, organization and instruction of the first AATF Summer Institute in France pre-program orientation at Indiana University during Summer 1993 include:

Row 1—Amanda Ciccarelli, (Assistant Director, Western European Studies, Indiana University), Margot Steinhart (AATF Vice-president, Coordinator for AATF Summer Institute in France), Isabelle Kaplan. (Aurillac Group Project Director, Williams College)
Row 2—Albert Valdman (AATF Vice-president, Indiana University, Director), Corinne Etienne (Instructor for Aurillac Group, Indiana University), Sylvie Vanbaelen (Instructor for Amboise Group, Indiana University), Cathy Pons (Indiana University Coordinator)
Not pictured: Allen Grundstrom (Amboise Group Project Director, Bucknell University), Jean-Pierre Jardel (Missionnaire du Service Culturel du Ministère des Affaires Etrangères de France, Université de Nice-Sophia-Antipolis)

AATF SUMMER INSTITUTE GUIDELINES AND APPLICATIONS

1994 AATF SUMMER INSTITUTE IN FRANCE AND AT INDIANA UNIVERSITY Application deadline: December 1, 1993

AATF is continuing its 1993 initiative to provide in-service to its members: the AATF Summer Institute in France with a preliminary 10-day seminar at Indiana University. Like the previous summer programs, participants will be directed to enhance their own skills in French and to update their understanding of contemporary France. Unlike other AATF summer scholarship programs prior to 1993, participants will undertake their program in the U.S. and in France and receive six graduate university credits for their work.

PROGRAM DESCRIPTION

Twenty-four AATF member applicants will be selected to participate in a program of about five weeks, from the end of June to the end of July. (Tentative dates: June 26 - July 30.) The program will begin at Indiana University (Bloomington) for a 10-day orientation to contemporary French culture. It will also include a linguistic component to target specific areas for individual improvement. During their program at Indiana University, the two groups of 12 participants will collaborate to devise a group project of a pedagogical/cultural nature to be undertaken in France. Each group will work with a project director, who will also be responsible for assisting in the final phase of the project before it is presented to Indiana University for credit and to the AATF Lending Library. The purpose of this project is to provide instructional materials that will be applicable to each participant's teaching assignment. The academic program at Indiana University will be directed by Professor Albert Valdman, Rudy Professor of French and Italian Linguistics at IU and an AATF Vice-President. Upon successful completion of the entire program, participants will receive 6 graduate semester hours from Indiana University.

AATF is committed to providing in-service to enhance the language skills of members who already demonstrate a high level of competence and to those who need to function at a higher level of competence. Candidates from both groups will be selected for this institute. In order to provide a homogeneous grouping of participants,

these guidelines are suggested: Those who are seeking to function at a higher level of communicative competence in French are encouraged to apply for Program 1: *La Société française et le monde rural*. Those who already demonstrate a high level of linguistic and cultural competence are encouraged to apply for Program 2: *La Presse et les Médias*. However, all candidates must be able to function at a level appropriate to understanding lectures presented in French at a normal rate of speech and to interacting with native speakers.

Applicants with elementary, secondary or university responsibilities will be applying for one of two types of programs:

Program 1:

La Société française et le monde rural

Participants will discover how the French function in relation to their primary institutions within two settings that have been traditionally rural: l'Auvergne and le Piémont pyrénéen. Participants will experience these two areas by spending half of their program time in each one. Through visits, round table discussions, and lectures, participants will try to understand the mentality of the French in *la France profonde*, the environmental concerns and the responses being made to adjust to the challenges and inevitable changes in an agrarian economy. Topics, such as architecture, history and traditions (Occitan language, holidays and cuisine), political organization of the land (commune, département, région) and education, will be among those discussed.

A weekend *en famille*, the continual interaction with a variety of French people, as well as opportunities to travel in the areas described are highlights of the program. Participants are housed in la Maison des Volcans, a modern structure which adjoins the Château de St. Étienne in Aurillac. In 1993, the second part of the program used Salies/Salat in Haute-Garonne as the base for exploring Toulouse and the Piémont pyrénéen.

The candidate for this stage is one who may or may not have had the opportunity to study or travel extensively in France. The faculty member who is looking to improve his/her communicative skills in French and who is open to exploring a region of France that is outside of the usual tourist's itinerary will profit

from this experience. Those who enjoy the out of doors and hiking will have opportunities to explore a mountainous countryside.

Program 2:

La Presse et les Médias

This program will focus on the various forms of presentation of information: la presse écrite, la télévision and la radio. Participants will be exposed to a variety of sources of information disseminated in France and will also produce their own materials, which can be used to exploit cultural and linguistic goals in their own classrooms. In 1993, the program was centered in Amboise, but another location in the provinces may be selected for the 1994 program, which will again be organized by CLEMI, an agency under the French Ministry, which provides in-service to teachers in France who want to use the media as an instructional tool.

Highlights of the 1993 program included workshops to produce a video or a radio segment on the celebration of the Quatorze Juillet in Amboise. The participants worked with production experts to film and record on location, to interview local participants in the festivities and to complete the post-production. Lectures and round table discussions with journalists and other media personnel as well as a late night visit to the daily regional newspaper office of La Nouvelle République brought the participants into the world of journalism and contemporary culture and provoked discussions on the application of media as a teaching tool. Opportunities to visit a number of castles in the Loire Valley were provided.

Both groups of AATF members will be convened on the Indiana University campus and will interact with experts in language and culture. A specialist from France will be sent by the French Culture Services to Indiana University to conduct some of the lectures related to contemporary culture. The participants will be going to France for about a three-week period. They will be sent to one of two centers; one group will be in Aurillac and the other, in the provinces. Applicants are asked to indicate their first choice of program in France: either *La Société française et le monde rural* or *La Presse et les Médias*. Consideration will be given to each participant's preference but the selection committee reserves the right to select the center for each participant.

PROGRAM COSTS

This institute will be financed in large part through AATF, the French Cultural Services

and Indiana University. Most of the program costs, i.e., tuition, mandatory fees, instructional costs, room and board on the U.S. campus, room and board in France and transportation costs to and from the center in France to Paris will be covered by the sponsoring groups. Participants selected for the program will also bear some of the expenses, i.e., transportation costs to Bloomington, Indiana, and to and from France as well as some meals.

Each participant may receive up to a total of \$600 as a direct stipend of reimbursement from AATF:

- 1) Upon completion of the program and the final evaluation form, each participant will receive \$400 to help defray transportation costs.
- 2) One of the program requirements is that each participant must share what has been learned through the institute experience in a presentation or workshop format. The participant will receive another \$100 stipend to help defray expenses. The workshops or presentations should be completed between Fall 1994 and Fall 1995.
- 3) Those who incur additional expenses to prepare materials for the project to be submitted to the AATF Lending Library may receive up to \$100 for these expenses. Receipts are to be submitted.

ELIGIBILITY

Applicants must be

- teachers of French currently employed in elementary or secondary schools or in a college or university, up to and including the rank of full professor
- teachers who plan to continue teaching French during 1994-95 and for at least five more years
- U.S. citizens or permanent residents
- members of AATF in good standing, as of January 1, 1994. (Everything else bring equal, preference will be given to applicants who have been members for at least two consecutive years, i.e., since January 1, 1992.)

Applicants may not be

- current AATF Chapter Presidents or members of the AATF National Executive Council
- recipients of AATF or French Government scholarships within the past five years (1990-1994)
- native speakers of French from any Francophone country. (Exceptions will be made only for those who came to the U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native.)
- recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

N.B. There is no age limit for application. However, date of birth must be furnished on the application form in order to conform to program requirements.

GENERAL GUIDELINES

The summer institute will be intensive in nature and is designed to be a **total immersion** of the participants in the French language and culture. As such, family members may not accompany the participant during the program. Participants should be in good health and be willing to accept significant demands on their time and energy level. The program is not designed as a holiday and does not permit much free time. The participants should be prepared to attend all classes and activities and to participate in group projects. Because of the program demands, participants may wish to extend their stay in France beyond the time of the program in order to complete individual and professional projects. The cost of the extended stay is borne by the program participant.

Although most of the expenses of the program will be covered by the three sponsors of the institute, participants are responsible for transportation costs, some meal expenses, and incidental expenses. (In France, beverages are normally added to the cost of a meal.) Because of the unparalleled opportunities to participate in cultural events and to procure materials and books, the participants should budget for these additional costs. While not required, participants are encouraged to consider taking a video camera. All participants should have a still camera, several rolls of slide film, a high-quality cassette recorder and a number of blank audio cassette tapes for their program. Before the summer program begins at Indiana University, participants should have read *Les Évidences invisibles* by Raymonde Carrol (Seuil, 1987).

SELECTION PROCESS

In the course of the selection process, the institute applicant may be asked to participate in a telephone interview in order to assess his/her level of oral communication. This will place the applicant in an informal and unscripted conversation with a member of the selection team. It is an objective of the scholarship program to provide opportunities for our association members to present themselves to their advantage and to reduce the level of anxiety that this on-the-spot interaction might engender. Ranking of candidates will occur in three stages — at the local, regional and national levels. A committee composed of AATF members and a French Government representative will make the final selection.

A number of factors will be weighed in the selection process:

- level of linguistic competence (Candidates with linguistic need as well as those with a high level of proficiency will be selected. See program description.)
- geographical representation
- clarity and specificity of the statement of benefits to the applicant and his/her institution or program
- teaching assignment (number of classes in French and number of students impacted)
- evidence of professional commitment (local, state, regional and/or national)
- future career plans in education
- past travel, study or residence in a Francophone country
- letters of recommendation

APPLICATION

Teachers interested in applying for the 1994 AATF Summer Institute should complete the application form printed in the September 1993 issue of the *AATF National Bulletin*. Additional copies of the application may be obtained from chapter presidents, regional representatives and AATF National Headquarters.

Applications for the institute will be **due on December 1, 1993**, to AATF Chapter Presidents.

Applicants should do the following:

- 1) Complete both sides of the application form, including the **signature** on page 2, and attach additional pages of the application
- 2) Request that two letters of recommendation **plus five copies** be sent directly to the chapter president. (The letters should come from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well. Since these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.)
- 3) Include a stamped and self-addressed postcard with the application. (Candidates will receive confirmation that their application and recommendations have been received by the chapter president.)
- 4) Mail a postcard or note to the AATF Vice President chairing the AATF Summer Institute to indicate that the application form has been sent to the chapter president. (This will help to anticipate individual applications in the selection process.) [Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010]
- 5) Send **original plus five copies** of the application form and supplementary pages, **audio cassette tape**, and **post**

card to the chapter president. (See note under "deadlines" on variance for Chicago/Northern Illinois Chapter.)

**MAILING LIST FOR
INFORMATION UPDATE**

Since the information about the 1994 AATF Summer Institute will continue to be refined during the next few months, those members interested in having this information are invited to add their names to the mailing list being compiled by AATF National Headquarters. As soon as additional details become available, AATF National Headquarters will forward this information to those who have contacted AATF at 57 East Armory Avenue, Champaign, IL 61820 (voice and FAX: 217/333-2842).

DEADLINES

December 1, 1993
**Applications due to
chapter president***

January 7, 1994
**Applications due to
regional representatives**

January 28, 1994
Applications due to
National Summer Institute
Selection Committee

March 15, 1994
Applicants informed of
selection results

*Applications from Chicago/
Northern Illinois Chapter mem-
bers are to be sent to Mrs.
Nancy Baum, Harold Washing-
ton College, 30 East Lake
Street, Chicago, IL 60601 (Tel:
312/781-9430 x 2561).

For additional information, please contact:

Margot M. Steinhart
AATF Vice-President
AATF Summer Institute Chair
Barrington High School
616 West Main Street
Barrington, IL 60010

Tel: 708/381-1400 x223
(7:00 a.m.-8:00 a.m. CST
1:00 p.m.-4:00 p.m. CST)

FAX: 708/304-3937

Tel: 708/724-3749
(7:30 p.m.-9:00 p.m. CST)

CULTURAL COMPETENCE: CONSTITUENT ABILITIES AT FOUR LEVELS

Understanding Cultural Differences

Disposition toward cultural differences

Component attitudes:

A discerning empathy Perspective on the home culture Openness and interest Acceptance of different values and behaviors Constructive approach to cross-cultural conflict
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Observing and analyzing cultural differences

Four levels of competence are designated:

Novice	Intermediate	Advanced	Superior
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Knowledge of French-Speaking Areas

Four cultural areas have been selected:

Europe	Sub-Saharan Africa & Caribbean	North America	North Africa
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Seven features are defined for each cultural area:

Socio- linguistic abilities	Themes of the culture	Social structures & symbols	Social institutions	Geography and the environment
History	Literature and the arts			

Levels of competence

Each of the seven features is defined at the four levels of competence:

Novice	Intermediate	Advanced	Superior
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Levels of competence taught at each age level:

	Novice	Intermediate	Advanced	Superior
Grades K-8	x			
Grades 9-12	x	x		
College	x	x	x	
Adult	x	x	x	x

1994 AATF SUMMER INSTITUTE IN FRANCE

APPLICATION FORM Deadline: Wednesday, December 1, 1993

Program preference (Check one)

Region # _____

_____ La Société française et le monde rural

_____ La Presse et les Médias

(Check one)

_____ I am willing to accept the other program.

_____ I am not willing to accept the other program.

Self-assessment of linguistic competence (Check one)

_____ moderate

_____ high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

Telephone: Home _____/ _____ Best time(s) to call _____

Office _____/ _____ Best time(s) to call _____

FAX Number: (home or institution): _____/ _____

Institution of employment _____

Institutional Address _____
Number and Street

City State Zip

Level of French taught: Elementary _____ Secondary _____ Post secondary _____

In 1993-94: Number of French classes _____ Number of French students _____

Level of French classes taught _____

Other subjects taught _____

AATF Chapter Name/Location _____ President _____

Continuous member of AATF for _____ years, including 1994 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen _____ Yes _____ No _____ Place of birth _____
City State Country

Date of birth _____ day, MONTH, year Age as of 1 July 1994 _____

Have you ever applied for an AATF Scholarship? Yes _____ No _____ If yes, year _____

Have you ever received an AATF Summer Scholarship? Yes _____ No _____ If yes, year _____

Have you ever received a scholarship from the French Government? Yes _____ No _____ If yes, year _____

Location _____

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

If yes, year _____ Location _____ from what organization _____

Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.

I ACADEMIC PREPARATION

- A. Institution (List all colleges/universities attended.)
Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates
- B. Travel, study and residence in Francophone countries (List all experiences.)
Inclusive dates Location Purpose

II TEACHING EXPERIENCE

Years (inclusive dates) Institution Location (City, State, Country)

III CURRICULUM VITAE SUPPLEMENT (OPTIONAL)

List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

IV RECOMMENDATIONS

List name, address, telephone and FAX numbers of the two individuals who will be writing a recommendation in support of your application.

V ESSAYS

- A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English.
- B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.

VI RECOMMENDATIONS

- A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:
1. your contributions to your institution and to the profession
 2. your interaction with students, colleagues and others
 3. your flexibility and openness to new experiences, increasing demands and change
 4. your linguistic competence, if applicable
- B. Have your recommender send the original letter **PLUS FIVE COPIES** directly to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline.

VII AUDIO CASSETTE RECORDING

On an audio cassette tape (standard size, good quality, in a plastic case) include the following information at the beginning: your name, address, AATF region number and AATF chapter name. Also write this information **on the cassette label**. Record a statement in FRENCH on why you are applying for this institute and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. Organize your thoughts before recording, **but do not read from a prepared text**. Include two audio cassettes (one original and one copy) with your application. (5 minutes maximum)

VIII Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. Your chapter president will return the card to you as verification that your application has been received.

IX Send ONE POSTCARD to the AATF National Vice-President, who is chairing the AATF Summer Institute program by December 1, 1993, to indicate that you have submitted your application for the institute. (Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010)

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

SIGNATURE OF APPLICANT _____ **Date** _____

N.B. Only applications of U.S. citizens or permanent residents can be considered. There is no maximum age limit but date of birth is required by the agencies administering the program.

Please read the description of the AATF Summer Institute in France in the September 1994 issue of the AATF National Bulletin. Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about the summer program as they develop. Please type all information on the two-page form and attach additional pages as needed.

ALL MATERIALS, original application form, 5 copies of the application form, 2 letters of recommendation with 5 copies each, two audio cassette recordings (original and copy) and one self-addressed postcard, are to be sent to the CHAPTER PRESIDENT. However, members of the Chicago/Northern Illinois Chapter are to send materials to Mrs. Nancy Baum, Harold Washington College, 30 East Lake Street, Chicago, IL 60601 (Tel: 312/781-9430 x 2561)

Deadline: Wednesday, December 1, 1993

DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE DIPLÔME APPROFONDI DE LANGUE FRANÇAISE

2 diplômes français pour motiver, récompenser et évaluer vos élèves

Au printemps 1993 s'est tenue aux États-Unis la 3ème session du DELF-DALF. 472 Unités ont été passées par plus de 200 candidats. Le taux moyen de réussite s'élève à 85%. Nous félicitons les candidats qui ont été reçus et les nombreux professeurs qui ont participé à l'organisation et à la correction de cet examen.

RAPPEL : QU'EST-CE QUE LE DELF/DALF?

Créés en 1985, le DELF et le DALF sont 2 diplômes de français langue étrangère, officiellement délivrés par le ministère de l'Éducation Nationale. À ce jour, plus de 80.000 unités sont délivrées chaque année dans plus de 70 pays.

Le DELF et le DALF sont des certifications qui valident avant tout le **savoir-faire** des candidats, sans négliger pour autant leur **compétence linguistique**. Les épreuves écrites et orales sont toutes basées sur des **documents authentiques** destinés à évaluer les compétences des candidats tant dans le domaine de la compréhension que dans le domaine de l'expression.

Le DALF dispense du test de langue et permet l'accès à toutes les universités françaises. Ces diplômes intéressent aussi bien les lycéens que les étudiants, sans oublier les adultes en formation ou toute personne souhaitant avoir une reconnaissance officielle de ses compétences en français afin d'étoffer son curriculum vitae.

Le DELF et le DALF sont composés de nombreuses unités indépendantes, donnant chacune lieu à la remise d'un certificat. La première unité peut être proposée à des candidats ayant suivi 100 heures de formation (intermediate-low cf ACTFL). La dernière unité s'adresse à des candidats dont les compétences sont d'un haut niveau.

POUR EN SAVOIR PLUS:

• WAFLT-COFLT CONVENTION

Tacoma, WA. Samedi 9 octobre à 10h15 session for teachers

• ACTFL CONVENTION

San Antonio, TX. Dimanche 21 novembre à 14h30 session for teachers

• BUREAU DE COOPÉRATION LINGUISTIQUE ET ÉDUCATIVE

540 Bush Street
San Francisco, CA 94108
tél: (415) 397 4330 ext 248
fax: (415) 397 7843

Si vous souhaitez créer un centre d'examen dans votre région, avec le concours du chapitre local de l'AATF, de l'Alliance Française, des universités et collèges du secteur...

• CENTRES D'EXAMENS AUX ÉTATS-UNIS

CALIFORNIE: San Jose State University, Mme Dominique Van Hoof tél: (408) 924 4610.

San Francisco, Alliance Française, M. Hervé Miaux, tél (415) 775 7755. University of San Diego, Mme Michèle Magnin, tél (619) 565 7815.

NEVADA: FLAN, Las Vegas, Mme Cécile Rousseau, tél (702) 251 9925 University of Nevada, Las Vegas, Mme Marie-France Hilgar, tél (702) 878 9608.

University of Nevada, Reno, Mme Mireilla Melara tél: (702) 784 6055.

TEXAS: University of Houston, Mme Rolande Leguillon, tél (713) 522 7911.

University of Texas, Denton, Mme Marie Christine Koop, tél (817) 565 2404.

University of Texas, San Antonio, M. Townsend Bowling, tél: (210) 691 4373.

Alliance Française, Dallas, M. Claude Boutin, tél: (214) 954 0165.

NEW MEXICO: New Mexico State, Las Cruces, Mme Renée Laroche, tél: (505) 646 3408.

WASHINGTON: Washington State, Pullman, Mme Joan Grenier Winter, tél: (509) 335 4829.

MONTANA: University of Montana, Missoula, Mme Sigyn Minier, tél: (406) 243 2401.

LOUISIANA: Alliance Française, New Orleans, Mme Nelly Sadoun, tél: (504) 568 0770.

OREGON: Willamette University, Salem, Mme Goeury Richardson, tél: (503) 370 6252.

COLORADO: Alliance Française, Denver, Mme Isabelle Scheibling, tél: (303) 831 0304.

HAWAII: Alliance Française, Honolulu, M. Douglas Massey, tél: (808) 735 6751.

CALENDRIER DES PROCHAINES SESSIONS

DELF 2ème degré: 16 octobre 1993

DALF 13 novembre 1993

DELF 1er degré: 9 et 16 avril 1994

N'hésitez pas à contacter les centres d'examens ou le Bureau de Coopération Linguistique et Éducative si vous souhaitez des exemples d'épreuves, ou inscrire certains de vos élèves.

Bernard Moreau
Attaché Linguistique

AATF MEMBERS RECEIVE NEH FELLOWSHIPS

Of the approximately 100 NEH Summer Fellowships awarded for Summer 1993, 21 were awarded in French. The following AATF members were NEH Foreign Language Fellows during Summer 1993.

Name and Hometown

Barbara Barnett, Newtown Square, Pennsylvania:

Jacque Bott-Van Houten, Villa Hills, Kentucky:

Bonnie Caldwell, Waukegan, Illinois:

Astrid DeBuhr, Fenton, Missouri:

Catherine Duncan, Thousand Oaks, California:

Della Ferreri, Poughkeepsie, New York:

Eileen Girouard, South Dartmouth, Massachusetts:

Diana Huey, Clovis, New Mexico:

Betty Meissner, Menlo Park, California:

Maureen Peltier, Owatonna, Minnesota:

Cellan Putnam, Philadelphia, Pennsylvania:

Marguerite Terrill, Akron, Ohio:

Lisa Walters, Ipswich, Massachusetts:

Jacqueline Watts, Columbus, Ohio:

Veronica Wroblewski, Canton, Michigan:

Project

Anti-Semitism and Vichy France"

"The Horse in French Society"

"Beyond *Un Sac de Billes*"

"Children's View of a French Village"

"Breton Influence in French History"

"Folklore of Brittany"

"The Painting and Architecture of Provence"

"Breton Folklore, Art, and Humor"

"Bringing Senegal to the Classroom"

"Linguistic Law in Québec"

"Culture and Music in French Children's Songs"

"French Business and Culture after Maastricht"

"The Evolution of French Cinema"

"Two Cultures in Senegal"

"Children's Literature in Belgium"

The deadline for applications for 1994 Summer fellowships is October 31, 1993. For more information see April 1993 *National Bulletin* or contact:

NEH Fellowship Program for Foreign Language Teachers K-12
Connecticut College • 270 Mohegan Avenue • New London, CT 06320
Telephone: (203) 439-2282

FONDATION FRANCO-AMÉRICAINNE CHERCHE CANDIDATS POUR UN VOYAGE D'ÉTUDE

Tous les étés la Fondation Franco-Américaine envoie très généreusement cinq "state coordinators," ou "supervisors of secondary foreign language teachers" en France. Depuis 1978, 65 inspecteurs ont bénéficié de ce programme.

L'objet de ce programme est de faire connaître la France contemporaine dont les réalisations sont souvent mal perçues aux États-Unis, dans le domaine de l'enseignement, mais aussi dans les domaines économique et social. Le programme s'adresse aux "US State Coordinators" (ou Supervisors of secondary school foreign language teachers and programs) qui sont les "inspecteurs" du français et des langues latines dans les universités d'État et privées et à ce titre exercent des fonctions variées dans l'enseignement et la diffusion de la culture française dans leur État.

La durée du programme est de trois semaines. Un séjour de deux semaines est prévu à Paris, avec la visite de lycées, de centres pédagogiques, d'organismes industriels, d'éditeurs de manuels scolaires, de Tribunaux, etc. Ensuite un voyage d'étude d'une semaine est prévu en province avec un séjour dans une famille française.

Les bénéficiaires de cette bourse sont choisis après avis de l'Inspection Générale d'Anglais au ministère de l'Éducation Nationale, de certains membres de l'AATF et de la Direction de la Politique Linguistique au ministère des Affaires Étrangères. La Fondation s'efforce d'élargir le champ géographique du recrutement à travers l'ensemble des États et de maintenir avec les anciens boursiers des contacts pour promouvoir la culture française aux États-Unis.

Ce voyage est intégralement à la charge de la Fondation à partir de New York. La Fondation Franco-Américaine reçoit l'aide financière de la Direction Générale des relations culturelles, scientifiques et techniques du ministère des Affaires Étrangères.

Si ce programme vous intéresse et vous avez des fonctions d'inspecteur, vous êtes prié de vous adresser directement à Mme France Bursaux, Directeur du Programme, 102, avenue du Maine, 75014 Paris. Envoyez-lui votre lettre de demande et votre curriculum vitae.

Nous qui avons déjà bénéficié de ce voyage pouvons attester à combien nous avons profité de ce séjour si riche en enseignements et contacts. C'est un programme rigoureux qui ne permet pas de

repos pendant les trois semaines dont chaque minute est remplie d'activités l'une plus intéressante que l'autre. Pour en savoir plus, veuillez prendre contact avec un des plus récents boursiers dont la liste suit.

COORDINATORS

1989

Jean Pierre BERWALD, Director Foreign Language Teacher Training Program, UNIVERSITY OF MASSACHUSETTS AT AMHERST: 49 Maplewood Drive, Amherst, MA 01002

Paul HOEKSTRA, Conseiller de Langues Étrangères, DEPARTMENT OF EDUCATION-STATE OF IOWA: 8314 Twana Drive, Urbandale, IA 5032.

Linda LANE, Professeur de langues étrangères, MISSISSIPPI UNIVERSITY FOR WOMEN: 1340 Simwood Place, Jackson, MS 39211

Jeanne RENNIE, Associate Director, ERIC Clearinghouse, Washington, D.C.: 514-B "G" Street SW, Washington, DC 20024

Ellen SILBER, National Coordinator, Academic Alliances-MARYMOUNT COLLEGE TARRYTOWN: 2757 Edgehill Avenue, Bronx, NY 10463

1990

Mary APODACA, Supervisor of Foreign Languages, UNIVERSITY OF COLORADO, BOULDER: 1515 East Ninth Avenue Apt. 201, Denver, CO 80218

Margaret COLLINS WEITZ, Chairman of Humanities and Modern Languages, SUFFOLK UNIVERSITY: 986 Memorial Drive, Cambridge, MA 02138

Maurice ELTON, SOUTHERN METHODIST UNIVERSITY, Dallas: 6825 Cornella Lane, Dallas, TX 75214

Diane F. GING, Supervisor of Foreign Languages, COLUMBUS PUBLIC SCHOOLS, OH: 1763 Stemwood Drive, Columbus, OH 43228

Mary de LOPEZ, Coordinator, Modern & Classical Languages Program, ALBUQUERQUE PUBLIC SCHOOLS: 2600 Veranda N.W., Albuquerque, NM 87107

1991

Louise FIBER LUCE, MIAMI UNIVERSITY: 117 West Walnut Street, Oxford, OH 45056

Gerald S. GIAUQUE, NORTHERN ARIZONA UNIVERSITY, Flagstaff: 814 East David Drive, Flagstaff, AZ 86001

Lorraine PASZKIECZ d'AMBRUOSO,

Coordinator, EAST SIDE UNION HIGH SCHOOL DISTRICT, San José: 22175 Via Camino Court, Cupertino, CA 95014

Marlyn SPARKS SEVERSON, SEATTLE PACIFIC UNIVERSITY, Washington: 7546-23rd Avenue N.W., Seattle, WA 98117

Patricia WESTPHAL, DRAKE UNIVERSITY, DES MOINES, IA: 5701 Waterbury Road, Des Moines, IA 50312

1992

Diane W. BIRCKBICHLER, THE OHIO STATE UNIVERSITY, Columbus: 94 Aldrich Road, Columbus, Ohio 43214

Sylvia BROOKS-BROWN, Coordinator, BALTIMORE COUNTY PUBLIC SCHOOLS: 4 Pomona West, Ap. 10, Pikesville, MD 21208

Art BURNAH, PRESIDENT OF THE UTAH CHAPTER OF THE A.A.T.F.; Coordinator de l'enseignement du français dans les écoles privées: 190 East Spring Drive 310, Woodland Hills, UT 84653

Susan M. GRIER, President of National Council of State Supervisors of Foreign Languages, and Supervisor, ARKANSAS STATE DEPARTMENT OF EDUCATION: 5505 Scenic Drive, Little Rock, AK 72207

Margaret K. SINGER, Education Program Manager, Foreign Language Section, LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge: 4900 Clayout Road, Apt. 4, Baton Rouge, LA 70806

NEH YOUNGER SCHOLARS AWARDS

November 1 is the deadline for receipt of applications for the NEH Younger Scholars Awards. This nationwide competition provides an excellent opportunity for high school and college level students.

These awards support student-conducted research and writing projects in the humanities. High school students are awarded \$2,100, including \$500 for the project adviser; College level students are awarded \$2,500, including \$500 for the project adviser. Award recipients will be expected to work full time for nine weeks during the summer.

For application information and guidelines write or call:

NEH Younger Scholars, Room 316
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202/606-8463

LES DATES DES VACANCES SCOLAIRES EN FRANCE PUBLIÉES AU JOURNAL OFFICIEL

Les académies de France métropolitaine sont réparties, pour les congés de février et de printemps, en trois zones de vacances qui ont des dates distinctes. L'académie **A** comprend Caen, Clermont-Ferrand, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse, Grenoble et Lyon; **B** est constituée par Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orléans-Tours, Poitiers, Reims, Rouen et Strasbourg; **C** inclut Bordeaux, les académies de Paris, Créteil et Versailles.

L'année scolaire consiste en 36 semaines de classe et repose sur l'alternance régulière de périodes de travail d'environ sept semaines suivies d'à peu près deux semaines de congé, avec neuf semaines de vacances d'été qui comprennent la totalité du mois d'août.

La rentrée sera le premier mardi de septembre. Les enseignants reviendront le premier lundi, la veille de la rentrée. Les vacances d'été commenceront début juillet.

Le départ en vacances a lieu après la

dernière classe; la reprise des cours a lieu le matin des jours indiqués, dès la première classe.

1993-1994:

Rentrée: mardi 7 septembre 1993

Toussaint: du jeudi 21 octobre au mardi 2 novembre

Noël: du mardi 21 décembre au lundi 3 janvier

Hiver: Zone A: du vendredi 25 février au lundi 14 mars;

Zone B: du vendredi 18 février au lundi 7 mars;

Zone C: du vendredi 11 février au lundi 28 février.

Printemps: Zone A: du samedi 23 avril au lundi 9 mai;

Zone B: du samedi 16 avril au lundi 2 mai;

Zone C: du samedi 9 avril au lundi 25 avril.

Vacances d'été: mardi 5 juillet 1994

1994-1995:

Rentrée: mardi 6 septembre 1994

Toussaint: du samedi 22 octobre au mercredi 2 novembre

Noël: du mercredi 21 décembre au jeudi 5 janvier

Hiver: Zone A: du vendredi 17 février au lundi 6 mars;

Zone B: du vendredi 3 mars au lundi 20 mars;

Zone C: du vendredi 24 février au lundi 13 mars.

Printemps: Zone A: du samedi 15 avril au mardi 2 mai;

Zone B: du samedi 29 avril au lundi 15 mai;

Zone C: du samedi 22 avril au mardi 9 mai.

Vacances d'été: jeudi 6 juillet 1995.

1995-1996:

Rentrée: mardi 5 septembre 1995

Toussaint: du samedi 21 octobre au jeudi 2 novembre

Noël: du mercredi 20 décembre au jeudi 4 janvier

Hiver: Zone A: du vendredi 23 février au lundi 11 mars;

Zone B: du vendredi 16 février au lundi 4 mars;

Zone C: du vendredi 1er mars au lundi 16 mars.

Printemps: Zone A: du samedi 20 avril au lundi 6 mai;

Zone B: du samedi 13 avril au lundi 29 avril;

Zone C: du samedi 27 avril au lundi 13 mai.

Vacances d'été: mercredi 3 juillet 1996.

EDUCATIONAL KIT ON SWITZERLAND FOR TEACHERS OF FRENCH



The Cultural Section of the Embassy of Switzerland is preparing two sets of educational kits, one for high school teachers and one for college professors of French, aimed at helping them to integrate Switzerland, especially the contribution of French-speaking Switzerland to French culture, in their course.

These kits will include general information on the country, its geography (maps), its history, its economy, its political and social systems and its four cultures, with special emphasis on plurilingualism, as well as activities and original documents in French (maps, brochures, menus, recipes and so on...). There will be short stories in French and, for college level, teaching material on specific

Swiss themes such as French Swiss literature, the Alps in European literatures, plurilingualism in Switzerland, the Swiss political culture...

The kits will also include lists of available videos and tapes as well as student and teacher exchange programs with Switzerland and language schools in the French speaking part of the country.

Kits can be ordered after November 1993 at the following address:

Embassy of Switzerland
Cultural Section
2900 Cathedral Ave., N.W.
Washington, D.C. 20008

For more information, please call (202) 745-7928.

TWO AATF TREASURERS HONORED

National Headquarters announced in late spring that two of its 76 Secretary-Treasurers have been honored with the AATF's annual award for *Best Treasurers of the Year* for their outstanding service to the organization:



Donald Sevigny



Carol Schneider

Smaller Chapters: Donald Sevigny, Suffolk NY, 1987-present
(also S-T of Rhode Island, 1978-80)

Larger Chapters: Carol Schneider, Pittsburgh, 1986-present

Nominations with supporting documentation are always welcome from our Chapters. Selection criteria have been published in past issues of the *National Bulletin* and are also available upon request from National Headquarters. The Winners receive a check and a specially inscribed plaque.

ADVANCED PLACEMENT ACCEPTED IN FRANCE

The University of Montpellier, France, has decided to accept AP Examination grades for direct admission to the University. The applicant must present at least two AP Examinations with a grade of 3 or better: one in AP French Language and at least one in the field of the student's future major or field of study.

Montpellier's academic year begins in October, but the student must attend a five-week pre-session, which starts the first Monday in September. In the pre-session, the student will take an intensive French language course and be given an academic and institutional orientation.

The all-inclusive fee for the pre-session and the academic year is 20,000 French francs (approximately \$4,000). Room and board are not included, but the university will offer its assistance.

1993-94 is an experimental year, and the number of students accepted on the basis of the AP grades is limited. All questions, future applications, and concerns should be addressed to:

Charlotte Rosen
Advanced Placement Program
The College Board
45 Columbus Avenue
New York, NY 10023-6992
Telephone: (212) 713-8058

Apprendre le français en découvrant les régions françaises

« Vous êtes professeur de français à Houston, New York, San Diego, Seattle... membre de l'A.A.T.F., et vous souhaitez offrir à vos élèves des informations de France et des techniques d'apprentissage du français. Aussi "France Journal", qui vous a été présenté lors du congrès annuel de l'A.A.T.F. de San Diego, est heureux de vous offrir :
- son dossier "Sports d'Été",
- une réduction exceptionnelle de 20 % sur votre futur abonnement.
Au fil de ses 52 pages, "France Journal" vous propose un tour de France au travers de synthèses d'informations issues de la Presse Quotidienne Régionale. En outre, vos élèves appréhenderont mieux l'apprentissage du français grâce aux activités pédagogiques conçues pour eux. "France Journal" est sans aucun doute l'outil que vous attendiez.
Comme les professeurs des autres pays du monde, abonnez-vous à "France Journal" » !

Je m'abonne à l'édition pédagogique de "France Journal" en bénéficiant d'une réduction de 20 % :

pour un an, soit 34 \$ au lieu de 44 \$ pour 6 mois, soit 17 \$ au lieu de 22 \$

pour 4 mois, soit 12 \$ au lieu de 15 \$.

Je souhaite que mon abonnement débute au mois de.....

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F 57014 METZ CEDEX 1 FRANCE
Tél. (33) 87 34 19 81 • Fax (33) 87 34 19 77



Découvrez une nouvelle source
d'information française qui
enrichira davantage vos cours
et profitez de notre offre
exceptionnelle.

CALENDAR OF EVENTS

OHIO TESOL CONFERENCE (co-sponsored by OFLA): October 12-13, 1993, Columbus, OH. Information: Rob Robison. Telephone: (614) 365-5033.

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.

TENTH ANNUAL CONFERENCE ADVOCATES FOR LANGUAGE LEARNING, EARLY LANGUAGE LEARNING, PRE K-8: October 21-24, 1993, Kansas City, MO. Information: Dr. Paul Garcia, President, ALL, P.O. Box 32083, Kansas City, MO 64111. Telephone: (816) 871-6317.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL MEETING: October 22-24, 1993, Concord Hotel, Kiamesha Lake, NY. Information: Carol Reed, Rte 1, Box 42, KeKalb Junction, NY 13630. Telephone: School (315) 386-8561; Home (315) 347-3416.

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.

COLLOQUIUM IN NINETEENTH-CENTURY FRENCH STUDIES: October 28-31, 1993, University of Kansas, Lawrence, KS. Information: John T. Booker, Dept. of French and Italian, The University of Kansas, 2056 Wescoe Hall, Lawrence, KS 66045-2120. Telephone: (913) 864-4056.

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.

NEW HAMPSHIRE ASSOCIATION FOR THE TEACHING OF FOREIGN LANGUAGES CONFERENCE: October 29-30, 1993, Waterville Valley, NH. Information: Christine Hoppe, P.O. Box 375, Rollinsford, NH 03869. Telephone: (603) 742-3350.

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.

SYMPOSIUM: RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION: "ARTICULATION: THE

ROLE OF PLACEMENT AND PROFICIENCY TESTING": November 5-6, 1993, Hyatt Regency, Columbus, OH. Information: RP-ALLA 93, 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.

NORTHERN NEW ENGLAND TESOL: November 13, 1993, Manchester, ME. Information: Don Bouchard, University of Southern Maine, College of Education, Department of Literacy Education, Bailey Hall, Gorham, ME 04038. Telephone: (207) 780-5069.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 20-22, 1993, San Antonio, TX. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; FAX (914) 963-1275.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1993, Toronto. Information: MLA, 10 Astor Place, New York, NY 10003-6981.

SOUTHEAST CONFERENCE ON FOREIGN LANGUAGES AND LITERATURES: February 24-26, 1994, Rollins College, Winter Park, FL. Information: R.A. Lima, Chair, Department of Foreign Languages, 1000 Holt Avenue, Box 2634, Rollins College, Winter Park, FL 32789-4499.

TEACHERS OF ENGLISH OF SPEAKERS OF OTHER LANGUAGES: February 28-March 5, 1994, Baltimore, MD. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX (703) 836-7864.

SEVENTH INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: March 10-12, 1994, Tulsa, OK. Information: (Before August 15, 1993) Al Gage, OFLTA, P.O. Box 15356, Del City, OK 73155. Telephone: (405) 672-8681. (After August 15, 1993) Rosemarie Benya, P.O. Box 2053, Ada, OK 74821. Telephone: (405) 332-8000.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 17-19, 1994, Dayton, OH. Information: Barry Thomas, Dept. of Modern Languages, Ohio University, Athens, OH 45701.

RENAISSANCE SOCIETY OF AMERICA: April 7-9, 1994, Texas. Information: Craig Kallendorf, English Department, Texas A&M University, College Station, TX 77843.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 7-10, 1994, New York. Information: Northeast Conference, 200 Twin Oaks Terrace, Suite 16, South Burlington, VT 05403. Telephone: (802) 863-9939.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING and UTAH FOREIGN LANGUAGE ASSOCIATION MEETING: "SOAR IN '94: REACHING NEW HEIGHTS

IN LANGUAGE EDUCATION." April 21-23, 1994, Red Lion Hotel, Salt Lake City, UT. Information: Joann K. Pompa, SWCOLT Executive Director, Mountain Pointe High School, 4201 East Knox Road, Phoenix, AZ 85044. Telephone: (602) 759-8449, ext. 3036.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES with MISSOURI FOREIGN LANGUAGE ASSOCIATION: April 21-24, 1994, Kansas City, MO. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES with MONTANA ASSOCIATION OF LANGUAGE TEACHERS: May 12-14, 1994, Missoula, MT. Information: Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603. Telephone: (503) 737-2146; e-mail verzascr@cmail.orst.edu.

FOURTEENTH ANNUAL CINCINNATI CONFERENCE OF ROMANCE LANGUAGES AND LITERATURES: May 12-14, 1994, Cincinnati, OH. Information: Armelle J.F. Clark and Luis Gabriel-Streeman, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0337. Telephone: (513) 556-1827 or 556-1950.

COLLOQUE INTERDISCIPLINAIRE: "PRÉSENCE ET INFLUENCE DE L'OUËST FRANÇAIS EN AMÉRIQUE DU NORD: ACADIE, LOUISIANE, NOUVELLE-ANGLETERRE, QUÉBEC, ET AUTRES AIRES FRANCOPHONES." May 26-29, 1994, L'Université d'Angers, Angers. Information: Georges Cesbron ou Ben Forkner, U.F.R. Lettres, Langues et Sciences Humaines, 11 Bd Lavoisier, 49045 Angers Cédex 01, France. Téléphone: 41-35-21-22; Fax: 41-35-21-91. Or, Joseph Garreau, Department of Languages, University of Massachusetts-Lowell, 1, University Avenue, Lowell, MA 01854. Telephone: (508) 934-4123 or 256-9602.

FIFTH CONGRESS, INTERNATIONAL ASSOCIATION FOR SEMIOTIC STUDIES (IASS): June 12-18, 1994, University of California Berkeley, CA. Information: Irmengard Rauch, 2036 Columbus Parkway #347, Benicia, CA 94510 USA. FAX: (707) 746-7480; Voice Mail: (707) 746-1486; e-mail: lrauch@garnet.berkeley.edu.

AATF ANNUAL MEETING: July 17-20, 1994, Québec City. Information: Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone and FAX: (217) 333-2842.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 13-15, 1994, Greensboro, NC. Information: Wayne Figart, 204 North 16th Street, Wilmington, NC 28401. Telephone: (919) 763-4009.

QUESTIONNAIRE ON THE ASSISTANCE LANGUAGE TEACHERS WANT IN DEVELOPING THE CULTURAL COMPONENT

The AATF National Commission on Cultural Competence will be guided by your response as it designs materials and workshops. Please help by responding as soon as possible to Professor Rolande Léguillon, Modern Foreign Languages, University of St. Thomas, Houston, TX 77006.

1. At what age level do you teach? K-8. 9-12. College. Other Please specify. _____

2. In which state? _____
3. What kinds of help should a workshop give you?
 - a. Knowledge of the culture areas; sources of information
 - b. Teaching how to observe and analyze a culture
 - c. Help in integrating language and culture
 - d. Help in designing instructional units
 - e. Help in constructing tests
 - f. Vertical integration (school/college)
 - g. Horizontal coordination (with other subjects)
 - h. Other. Please specify _____
4. What length of workshop? A weekend A summer month. Other _____
5. What materials would be useful to you?
 - An annotated bibliography on the topics involved.
 - Pedagogical strategies and examples of culture patterns
 - Other. Please specify. _____
6. What parts of the Overview, above, appear to meet your needs? What parts do not seem relevant to you? Please attach another sheet for these and other comments.
7. If you would like to help in developing materials, classroom testing, or in another way, we are anxious to have your name and address.

AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
57 East Armory Avenue
Champaign, Illinois 61820