



LETTER FROM THE PRESIDENT

VOLUME 19 NO. 3 JANUARY 1994



Rebecca M. Valette

Dear AATF Colleagues,

As I sit down to write this letter wishing you a very rewarding 1994, I realize that this will be my last « Bonne Année » letter to all of you for I am now entering the third year of my presidency. That the first two years have gone by so quickly and that the association has embarked on so many new projects is in very large part thanks to the support I have received on all sides: from the Champaign office, from the officers, the editors, the regional reps and all those on the executive council, from the commissions and standing committees, and especially from all of you across the country who have written letters, responded to mailings, returned surveys, and talked to me at regional and national meetings.

Changes in the Executive Council

Every year there is a certain rotation of members on the Executive Council, and this year is no exception. Let me begin by expressing my personal appreciation to two departing regional representatives, Raymond Tourville from Region VII (West Central), and Phyllis Dragonas from Region II (New England). Both have energetically represented their regions, encouraged chapter events, stimulated participation in the Concours, and, at my behest, served on numerous working committees. Without the commitment of people like Ray and Phyllis, the work of the AATF as we know it would be impossible. I hope to be able to thank both of them personally at the Awards Banquet in Quebec next July. Of course, just because their terms on the Executive Council have come to an end, it

does not mean that our out-going regional reps become less active. Phyllis, for example, is a member of the steering committee that is organizing the New England Regional AATF Meeting next September, and Ray, I am sure, has projects he is pursuing.

The Executive Council will also be missing the wise counsel of Past President Stirling Haig whose dedication we were all able to honor together in San Diego last July. Stirling, after his many years of service as Managing Editor and Editor of the French Review, and as President of the association, has most definitely earned his new status as Honorary Member of the AATF. Thank you, Stirling, for your many years of leadership.

Next, let me take this opportunity to welcome the new members on the Executive Council. Thérèse Harnois is now representing Region II (New England). (At the time of writing, a run-off election is being held in Region VII, and the results are not yet available.) Gladys Lipton, who has so ably chaired our FLES* Commission over the past several years, has been elected vice president to fill the position held by Albert Valdman, who has now become president-elect. Albert's actual term as president will begin a year from now, but he is already involved in the preliminary planning of our 1995 annual meeting in San Antonio and our 1996 meeting in France.

And so, the work of the association goes on. While it is sad to say goodbye to colleagues I have worked with over the past three years, it is heartening to participate in this renewal of the board which reflects the dedication of the membership of AATF. Let me thank all of you who voted in this past election, and encourage many more of you to vote next year! These elections allow you to have a voice in selecting the leadership of the association. We on the Executive Council all hope to live up to your expectations and to merit your confidence.

AATF Presence at the ACTFL meeting in San Antonio

In addition to the six sessions that AATF was given on the ACTFL program, there were many other interesting workshops for French teachers, plus a get-together for

members of Region VIII organized by the Regional Representative Mary de Lopez who was delighted to welcome our Executive Director Fred Jenkins. Several of the AATF Commissions scheduled working sessions during the convention.

At the general AATF meeting, which I chaired, Vice President Margot Steinhart described the contents of the AATF promotional video, now in production. Bernard Moreau, our French attaché linguistique in San Francisco, stood in for Claudine Hnatkiw, who had just arrived in New York a few days earlier and was therefore unable to be with us in Texas. (Madame Hnatkiw is the new attaché culturel et linguistique replacing Claude Kieffer who has been transferred to Dublin, Ireland.) Bernard Moreau described the various scholarships for teachers offered by the French Cultural Services: for more information, contact your nearest cultural attaché. (Current names and addresses were published in the November 1993 AATF National Bulletin.) François Barras, our Swiss cultural attaché, presented the new Educational Kit on Switzerland for Teachers of French. These kits are available to AATF members free of charge by writing the Cultural Section, Embassy of Switzerland, 2900 Cathedral Ave., NW, Washington, DC 20008.

67th AATF Annual Meeting in Quebec City

The plans for our July 1994 meeting in Quebec are rapidly taking shape. Let me

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thank all of you who submitted proposals: you should soon be hearing from your section heads as to whether your topic was accepted. It is always a dilemma whether to have only a few sessions at a given time slot, and consequently to turn down many excellent proposals, or whether to schedule many sessions simultaneously and consequently run the risk of lower attendance at each session. We will try to "walk the fine line" this year by offering a generous but not too extensive choice of sessions on a variety of topics in each time slot, using some larger and some smaller rooms, in the hope that all activities are well attended. We would also hope that all those who are on the program will plan to stay for the entire four days, participating in activities and attending sessions of their colleagues. I must admit it was rather disappointing in Strasbourg to find that some speakers on the program were so busy they came for only one day, presenting their talk or workshop and then leaving. Given the enthusiastic welcome we are receiving from our colleagues in Quebec, let me warn you that you will be missing out on a wonderful treat if you limit your participation to a one-day appearance.

You will be receiving shortly the official registration mailing for the 67th AATF Annual Meeting in Quebec City. I would like to thank all those of you who took the time to return the convention questionnaire: your responses and suggestions were most helpful to the planning committee in preparing what promises to be a very exciting meeting. Once again, let me encourage those of you who will be in attendance to plan to arrive not too late on Saturday, July 16, so that you can enjoy the numerous activities and concerts on this closing day of the « Fête de la Musique »! I should also point out that several of the *Découverte de Québec* workshops will have space for a limited number of participants, and there may also be space limitations on some of the post-conference activities and excursions planned for us by our colleagues in Quebec. Therefore, I would warmly suggest that once you have decided which options you are interested in, you send in your reservations as soon as possible.

Workshop in Saint-Pierre et Miquelon

Given the positive response to the Quebec questionnaire concerning post-conference excursions and activities, I am pleased to announce that the Francoforum: Institut de Langue française de Saint-Pierre et Miquelon will definitely be offering a special one-week workshop for AATF members from Saturday, July 23, to Saturday, July 30, 1994. (In case more advantageous air fares can be arranged

for Sunday flights, the dates will be July 24 to July 31.) Since many members indicated that they would also like to participate in a post-conference Quebec workshop as well as visit Saint-Pierre, these dates were selected because they offered the maximum flexibility. The dual focus of this workshop will be on getting to know the islands of Saint Pierre and Miquelon and using authentic documents to prepare teaching materials for American students. Participants who are interested in media will also have the opportunity to record interviews and/or put together a brief video. The Francoforum will be offering a generous subsidy to AATF members in the form of a special low workshop price which will be announced in the registration brochure. To the extent that space is available, members can bring an accompanying person at a somewhat reduced rate. (I must warn you that air fare between Canada and Saint-Pierre is quite expensive: we are trying to arrange group charter fares but this will depend on the number of participants.) Many members have written me that they are looking forward to this unique opportunity to visit a part of France which is so near our borders and yet off the beaten path. Unfortunately, space for this workshop will be limited, so if you are interested in participating, I would suggest that you sign up as soon as you receive your brochure.

In my April letter, I will talk to you about the status of some of our on-going AATF

projects. In the meantime, let me wish all of you a great semester! It is because of your commitment and enthusiasm that our French students look forward to continuing their studies, building their proficiency, and exploring the culture and variety of the French-speaking world. Bon courage!

Rebecca M. Valette

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AATF ELECTION RESULTS

With the completion of the Fall election process, we are now in a position to announce all results except in Region 7 (West Central) where a runoff election is in progress, as of mid-December:

President-elect (1994): President (1995-7): Albert Valdman, Indiana University

Vice President (1994-6): Gladys Lipton, University of Maryland-Baltimore

Regional Representative 2 (New England; 1994-6): Thérèse Harnois, Ansonia, CT

Regional Representative 9 (Pacific; 1994-6): Eveline Leisner, Los Angeles Valley College (re-elected)

F.M. Jenkins
Executive Director

Volume 19 Number 3

AATF NATIONAL BULLETIN

January 1994

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

MEMBERS' NOTES

From the recent meeting of ACTFL held in November 1993 at San Antonio, Texas comes news of several AATF members.

The President of ACTFL in 1994 is **Robert Terry** of the University of Richmond, Virginia. Continuing to serve on the Executive Council are **Constance Knop** of the University of Wisconsin at Madison and **Mary de Lopez**, University of Texas at El Paso.

The President-elect is **Kathleen M. Rordan**, Director of Foreign Languages for the Springfield, Massachusetts, Public Schools. Among the new members of the Executive Council are **Gale Kent Crouse**, University of Wisconsin at Eau Claire and **Emily Spinelli**, University of Michigan at Dearborn.

Among the eight teachers and administrators honored at the ACTFL Awards Luncheon is **Wendy W. Allen**, St. Olaf College in Northfield, Minnesota who received the Nelson Brooks Award for Excellence in the Teaching of Culture.

An additional note relating to ACTFL: John Miles, formerly of Wheaton College, Illinois and a past president of the Chicago/Northern Illinois Chapter of AATF, has recently joined the ACTFL staff as its new Director of Professional Development.

Congratulations to all these members for their work in French and foreign language teaching in general.

THE FRENCH REVIEW RECEIVES PRESTIGIOUS AWARD



Ronald W. Tobin, Editor-in-Chief,
The French Review.

At the Awards Banquet of the AATF annual convention in San Diego last summer, M. Phillippe Reliquet, *Conseiller Culturel Adjoint* announced that the 1993 *Prix de la Fondation Georges Pompidou* had been awarded to the *French Review* for outstanding contributions to the study of

Francophony. This prize, which is awarded only occasionally, was given in special appreciation for the April 1991 issue of the *French Review* which contained articles on Sony Labou Tansi, Mariama Bâ, and an interview with one of Switzerland's leading authors, Étienne Barillier, on the 700th anniversary of the Swiss Confederation.

Editor in Chief, Ronald W. Tobin of the University of California at Santa Barbara, took great pride in the award (which will enrich the AATF's coffers by some 20,000 FF) as recognition of the *French Review's* devotion to quality writing about all of the Francophone world. He praised in particular the readers for the Francophone articles of that issue, Claire Dehon, Thomas Hale, and Marjorie Fitzpatrick.

RAY TOURVILLE COMPLETES TWO TERMS AS REGION VII REPRESENTATIVE



D. Raymond Tourville

D. Raymond Tourville has just concluded six years as AATF Region VII Representative, but he is already looking ahead to new contributions to AATF and to the profession. His efforts to furthering the cause of French and of foreign language study in Illinois and in the country have been numerous and continuous over many years. The conferring of the medal of *Chevalier des Palmes Académiques* by the Consul Général for the Midwest, Yves Gaudeul, in October is an acknowledgment of those many activities which Ray has supported.

As an AATF member for almost 30 years, Ray has held several offices at the local and national levels. He has served on the Executive Council of the Chicago/Northern Illinois Chapter since the 1970's and completed terms as president and treasurer. He was president at the time this Illinois chapter became the largest AATF

chapter. He was a pioneer in computerizing chapter and treasurer's records and he created a chapter membership brochure, two ventures which preceded AATF's commitment to these ideas on a national scale. In recognition for his outstanding work as treasurer, he was named Best AATF Treasurer in 1980. He continues to serve on the Executive Council, choosing to run as a candidate, although the chapter's bylaws would permit him to serve by virtue of having been a past president.

Between 1988 and 1993, Ray was elected to two terms as AATF Regional Representative. His duties at the national level have included membership on the steering committee, the nominating committee, the honorarium committee, the scholarship advisory committee and the promotional video project. He was an influential link in taking the idea originating in Chicago of developing the brochure, "French is more than..." to AATF National to make it a national project, with major funding from the French Cultural Services.

As Region VII Representative, he established National French Contest prizes for top students in states with no regional winners and he increased the number and type of awards in the region. During his tenure, he visited every chapter from which he received an invitation. Each year, he participated in the National French Contest *Distribution des Prix* for the two chapters with the greatest number of regional and national winners: Chicago/Northern Illinois Chapter and Minnesota Chapter.

Ray has been a leader in foreign language in his own state. Since the 1980's he has been a member of the Executive Board of the Illinois Foreign Language Teachers Association and has served as vice-president for membership. Presently, he is completing a third term as treasurer. In 1987, he co-founded the Illinois Foreign Language Leadership Council to bring together representatives from all the foreign language affiliates in the state under the auspices of the Illinois State Board of Education. Ray has also been active in teacher certification efforts at the state level.

In reflecting on his leadership role in AATF, Ray notes that he has really enjoyed working with the chapters in his region and getting to know teachers in various states. This has made him better able to provide direction at the national level. The voluntary time he has given has been meaningful and has permitted him to view French and foreign language education as a whole. If given the opportunity to do it again, he says he would not hesitate to say "oui, oui."

CHAPTER NEWS

HAUTES PLAINES

Le "far-west" français and le "far-west" américain met in Lubbock, TX when the Hautes Plaines chapter of AATF held its fall meeting September 11, 1993. Christian Espelly, a French *gardian* from the Camargue, was the guest and speaker for

the meeting. He was in Lubbock for the National Cowboy Symposium at the invitation of Judy Rainger, member of Hautes Plaines chapter, who had worked on a project about the *gardians* and the Camargue in the summer of 1992 while on a fellowship from the National Endowment for the

Humanities.

Espelly's family owns the oldest herd of Camargue bulls in France and has received numerous prizes and recognition for the bull's competition in the bullring.

Espelly participated in an international panel for the National Cowboy Symposium that included a saddlemaker from Paris, the director of the Symposium and Rainger as the moderator. The participants talked about the differences and similarities of the Camargue *gardians* and American cowboys.

Espelly spent his ten-day stay in Texas visiting area ranches and attractions. He also attended the New Mexico State Fair and Rodeo in Albuquerque. He claimed to be the most impressed by the size of the American cattle feed-lots, the length of the American lasso and several cutting-horse events.

Espelly's expenses were paid with several small grants from AATF and donations from individuals.



Hautes Plaines members pose with Christian Espelly, third from the right, bottom, and Judy Rainger, first from the right, bottom. Peggy Tharp, president, is pictured third from the right, top row, and Margie Rodgers, French Contest director, is pictured third from the left, top row.



Christian Espelly, French *gardian* from Arles, traces his air route for the benefit of French students in Lubbock, TX.

RASSIAS FOUNDATION COMPETITION

The Rassias Foundation of Dartmouth College announces the James A. Perkins Award for the best scholarly essay on the use of the Rassias Methodology in the classroom. The \$1000 prize honors the former chairman of the Presidential Commission on foreign language and International Studies and one of the foremost leaders in the field of international education.

To enter the competition, candidates should submit an essay, from 1,500 to not more than 2,500 words, describing their experience with the Rassias Method, also known as the Dartmouth Intensive Language Model, and, if possible, evaluating quantifiable results.

Entries should be addressed to Dr. James F. Jones, Chairman of the Selection Committee, Perkins Prize, Office of the Dean and Vice Provost, Dedman College, Southern Methodist University, Dallas, TX 75275.

ANNOUNCING NATIONAL FLES* DAY, 1994

The second celebration of **National FLES* Day** will be held on the first Monday (March 7) of **National Foreign Language Week, 1994**.

This is an opportunity to have all kinds of public awareness programs to demonstrate the value of foreign languages in elementary schools, in grades K-8. Skits, assembly programs, presentations to parents, school board members, local business and community groups, etc. can garner support from all members of the local school and community. Displays of student work in foreign languages are of interest, too, such as posters, pen pal letters, illustrations of famous people and events in the history of the target cultures, etc.

This is also an excellent opportunity to distribute the new *Why FLES** brochure.

Celebrate **National Foreign Language Week!** Celebrate **National FLES* Day, 1994!**

NEW BROCHURE NOW AVAILABLE WHY FLES*? FOR KIDS

This is a new brochure, in color, indicating the important reasons for an early start in the study of a foreign language. This brochure includes:

- Rationale for all types of FLES* programs for all children
- Definitions of programs (sequential FLES, FLEX or exploratory, immersion)
- Testimonials from administrators, parents, teachers
- Sponsorship by National FLES* Commission of the AATF and the National FLES* Committee of the American Association of Teachers of Spanish and Portuguese.

HOW TO USE THIS NEW BROCHURE

- Planning new FLES* programs; maintaining programs
- Distribution at local, state and national parents' meetings
- Distribution at local, state and national administrators' and guidance counselors' meetings
- Distribution at local, state and national teachers' meetings
- Distribution at local, state, regional and national FL meetings
- Discussion in foreign language methods courses and institutes
- Distribution to funding agencies,

local, state, national business agencies, civic associations, elected officials, etc.

- Distribution to and discussion by other interested groups

Available from: **AATF, 57 E. ARMORY AVENUE, CHAMPAIGN, IL 61820** (\$1.00 each, or 65¢/ea. for quantity orders – 10 or more; 50¢/each – 100 or more).

ANNOUNCING A NEW REPORT: EXPANDING FLES* PROGRAMS

THE 1993 REPORT OF THE NATIONAL FLES* COMMISSION OF AATF, EDITED BY GLADYS C. LIPTON

Authors include: Peter J. Negroni, Superintendent, Springfield, MA Public Schools, Christine Brown, Astrid DeBuhr, Juliette Eastwick, Virginia Gramer, Philip Korfe, Katherine Kurk, Hilary Landwehr, Gladys Lipton, Harriet Saxon, Mary Sosnowski, Elizabeth Tomlinson.

A few selected titles are: "Public Education in America: Implications of FL and Second Language Acquisition"; "Reading the World: FLES* and Multicultural Teaching"; "Is There Life After 'Simon Dit'?"; "Differing Abilities"; "Beyond the Horizon"; "A French-ship with the Community"; "The People Factor".

To obtain your copy, send a check for \$9.00, made out to AATF, to: AATF 57 E. Armory Avenue Champaign, IL 61820.

DEFINING FLES* TERMS

FLES* (with an asterisk) is the umbrella term for all kinds of foreign language programs in the elementary and middle schools (K-8).

Sequential FLES is instruction in one foreign language for two or more years, with a sequential development of listening, speaking, reading, and writing skills, as well as cultural content. Experts recommend that classes be scheduled five days a week, thirty minutes a day if proficiency is to be expected after four or more years in the program.

FLEX (Exploratory or Exposure) is an introduction to one or more foreign languages. A FLEX program can be designed in a variety of formats, but the two basic models that have emerged are the "sampler" and the "mini-course."

In the FLEX "sampler" model, students explore two or more languages, with the emphasis being on the nature of language and how it relates to culture. Few lan-

guage skills are acquired, although a good sampler program will build readiness for language skills through some memorization and listening. In this model, classes may be scheduled once or twice a week over the course of the school year.

In the FLEX "mini-course" model, students are introduced to one language in a six- to nine-week program that meets five days a week, thirty minutes a day. Because of the intensity of this format, some language skills can be acquired.

Immersion is the use of the foreign language throughout all or part of the school day for teaching various content areas of the elementary school curriculum. Fluency in the language is expected after four or more years in the program.

MEMBERS/CONTACT PERSONS, 1993-1994 NATIONAL FLES* COMMISSION OF AATF

Contacts are members of AATF and their addresses may be found in the AATF Directory. If additional information is needed about the National FLES* Commission of AATF, contact its Chair, Dr. Gladys Lipton, U.M.B.C.-Modern Languages, Baltimore, MD 21228.

Evelyn Armstrong, WA
Pat Barr-Harrison, MD
Carol Bickford, ME
Mollye Bright, IL
Christine Brown, CT
Lynne Bryan, GA
Suzanne Cane, RI
Anita Cipriani, NY
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**THE NATIONAL FLES*
 INSTITUTE OF UMBC:
 FLES* TECHNIQUES FOR
 ALL FOREIGN
 LANGUAGE LEVELS**

The Institute will be held at the University of Maryland-Baltimore County from July 26-31, 1994. The Institute will present FLES* methods for teaching all foreign languages in grades K-8 in elementary and middle schools for sequential FLES, FLEX or Exploratory and Immersion.

For further information write to: Dr. Gladys Lipton, U.M.B.C.-M.L.L., Baltimore, MD 21228. Telephone: (301) 231-0824; FAX: (301) 230-2652.

**UPDATE ON 1994 AATF
 SUMMER INSTITUTE**

Because of budgetary constraints imposed upon the French Cultural Services in the United States, upon whose largess the AATF scholarship program has depended greatly, the 1994 AATF Summer Institute in France is being modified.

Certain changes are not reflected in the guidelines proposed in the September 1993 AATF *National Bulletin*. There will be one center for all AATF participants, not two. All recipients of AATF and FCS scholarships will go to Auvergne, which is listed as the center for *Program 1*, "La Société française et le monde rural." Although there will not be a Program 2 of "La Presse et les Médias," the theme will be incorporated into the *pré-stage* institute at Indiana University and into Program 1, to the extent possible in France. In addition, the number of scholarships to be awarded has been reduced to 19, from the anticipated 24.

The tentative dates for the institute are June 26 (p.m. in Bloomington, IN) - July 29 (5:00 p.m. in Toulouse), but we cannot yet confirm these dates. There will also be a preliminary session focusing on linguistic needs and contemporary French culture for all participants at Indiana University. The scholarship recipients will also work with a project director at Indiana University and in France.

As announced in September, the deadline for the first round of applications to the summer institute was December 1, 1993.

These applications will be ranked at three levels: chapter, regional and national before recipients are notified. **AATF will, however, continue to accept applications until February 1, 1994**, to fill any openings that remain after the first round and to establish a list of alternates. Applications received after December 1 will be considered separately and reviewed only at the national level, not at the chapter and regional levels.

Late applicants should send all materials indicated in the AATF *National Bulletin* announcement in September to me at

Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 until February 1, 1994. After that date (February 1), potential applicants should send me a letter of interest and a *curriculum vitae*. In the event that there are not enough candidates for the 19 positions, this third group of candidates will be considered for any available places in the program. AATF members may contact the AATF National Headquarters for a copy of the application form: telephone/FAX (217) 333-2842.

Margot M. Steinhart

ORDER FORM

French Coloring Book

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

In Association with the French Cultural Services

Color Your World With French



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

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Single copy \$2, postpaid	8 copies: 12.50	15 copies: 20.50
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FRENCH IMMERSION DAY FOR HIGH SCHOOL STUDENTS

The following article was sent to the National Bulletin in response to President Rebecca Valette's request to Chapter Presidents to write short descriptions of successful projects.

Some weeks prior to the proposed immersion day I sent out invitations to area high school teachers inviting their intermediate and advanced students (second year and up) to attend a French immersion day on the campus of Texas A&I University. I arranged for a welcome snack and lunch to be catered by our food services and reserved a room and a VCR. The students each paid \$10.

Fifteen students from five different schools arrived with their teachers. The teachers sat together at a table to observe the day's events and to act as resources when necessary. As the students ate breakfast beignets I circulated with contracts that I had them sign promising to speak only French all day!

Then I distributed a 5x8 card and a giant safety pin to each student and asked them to write their name in the middle of the card. I then asked them to write something in each corner: top left – a place they would like to be; top right – a person they would like to be there with; bottom left – an activity they enjoyed; bottom right – an activity they were good at. The students pinned the card to their shirt and walked around reading each other's cards. They were told ahead of time that after seven or eight minutes they would be asked to remember one thing about three different people in the room. This activity served as an icebreaker as each student had to say something and each had something to say.

The next activity also required the students to walk about the room and talk to each other. This time they each had a list of fourteen verb phrases second year students would know such as: "a deux sœurs;" "aime Barry Manilow;" "conduit une voiture américaine;" "habite un appartement;" "joue au tennis;" "danse bien," etc.

The students had to find someone in the group who answered "oui" when asked one of the questions in the "tu" form (for example, "Est-ce que tu aimes Barry Manilow?"). Once a student answered "oui" they had to write that person's name alongside the verb phrase and move on to another person. Those students who remembered some of the answers from the first activity were the first to complete their questionnaires and

stopped the clock. I led a discussion to review what they had discovered about each other and asked them follow-up questions such as "Ah, tu as deux sœurs? Comment s'appellent-elles?"

These two activities were followed by a visit from a French exchange student who was attending one of the schools. She talked about her life in France and some of the major differences she had noted between the two cultures. Then she fielded questions from the students. The question-and-answer session was definitely more successful than it would have been without the two warm-up exercises because the students had already heard each other speaking French. Lunch was then served and the teachers and other native speakers from the community joined the students for French food and limited French conversation.

After lunch we viewed the film, *La Boum*, a subtitled full-length feature film about a teenage girl who is beginning to date just as her parents are going through some marital problems. It is a sensitive and funny film without bad language or nude scenes. We discussed the movie a little in French afterwards, but I think this activity would be more successful if the students were provided with a question sheet ahead of time so that they could take notes to help them with the discussion (for example, "Vic, quel âge a-t-elle?" "Qu'est-ce qu'elle commande à boire au restaurant?" to lead to a discussion of the fact that she has wine).

I concluded the day by distributing certificates of merit purchased from AATF.

The immersion day was not difficult to organize but was very successful. The students left with a greater knowledge and appreciation of French culture. In addition, they left feeling encouraged at how much French they had understood and spoken. Even the second year students had fun and learned something.

Depending on the time available and the age of the participants, other activities could include "Simon dit" with parts of the body and/or a total physical response activity with realia such as plastic fruit and bread. *L'Argent de Poche* is another good movie to show but it does have a brief scene with a woman taking a shower, so some teachers might need written permission from parents to show it. Commercials recorded from French television are amusing and students can easily identify the product and the technique used to sell it. Since the commercials are not subtitled they may need to be viewed more than

once to aid comprehension.

The secret is to make students feel at ease with each other, encourage them to use their French to find out information, and take them to a new point in their study of French language and culture. Immersion days for area high school students promote the study of French and build up enthusiasm. If sponsored by local businesses they need not cost the students anything and they are easy to organize.

Jacqueline Thomas
President, Central Texas Chapter

UPDATE ON 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 B. Goepper, Allan W. Grundstrom,
Leona LeBlanc, Carleen Leggett

SUSTAINING MEMBERS (\$50-99):
Sanford Dugan, Billie O. Edmonds

PATRONS (\$100-499): Alyce Brandman, Pearl B. Chiari, Chicago/N: Il Chapter, 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, A. Edward Zane

Sponsors (\$500-999): none

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

Fund total as of December 1993:
\$19,377

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

"FRENCH IS MORE THAN..." STILL AVAILABLE FROM NATIONAL HEADQUARTERS

Created in 1991 as a cooperative venture by the AATF, the French Cultural Services, and the Alliance Française to promote the study of French in the U.S. by stressing in particular France's latest scientific, technical and commercial accomplishments (such as the TGV and Minitel), the above-titled 8-panel, 3-color, generously-illustrated flyer has already been distributed FREE nationwide to interested teachers in approximately 150,000 copies. Without downplaying France's already well known cultural contributions, the text – along with an explanatory brochure – emphasizes the geographical spread of French as an important language of general communication throughout the world.

Ideally, the flyer can be distributed to those students, particularly in Junior High or Middle school, who are on the point of making their choice of foreign language for future study. It is equally effective as a promotional piece for the parents of such students, as well as PTA groups with an interest in widening students' perspectives.

Copies continue to be available through National Headquarters either singly or in quantity; *priority given to AATF members*. When you order, please state (1) the number you can use, and (2) the intended use. Upon approval, all orders are sent FREE of cost via USPS or UPS; possible short delays in receipt if there are many orders on hand to fill.

Name _____

Address _____

Current AATF member yes no

Quantity of flyers requested _____ (limit: 500 per order)

Intended use _____

Mail to: Flyers, AATF, 57 E. Armory Ave., Champaign, IL 61820

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES ANNOUNCES PROGRAMS

The Summer Intensive Language Program offers instruction in ten languages. Nine-week programs in Chinese, Japanese and Russian: June 15-August 17, 1994. Eight-week programs in Arabic, French, German, Hungarian, Italian, Korean, and Spanish: June 22-August 17, 1994. Czech and Hungarian available on request. Inquire early spring about possibilities for advanced Russian scholarships.

Rouen: Intermediate/Advanced French Business, Language and Culture courses are available at the Institut de Formation Internationale, May 16-June 24, 1994. Accommodations and two meals daily

(breakfast and dinner) with a French family. Program is followed by an optional internship with a French business.

Contact: Summer Session Office, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; telephone: (408) 647-4115; FAX: (408) 647-3534.

FRENCH EMBASSY SUMMER SCHOLARSHIPS

The Cultural Services of the French Embassy announce the availability of scholarships reserved for teachers of French for summer study programs during June and July 1994. The programs include seminars in France, Senegal, and Martinique.

All seminars will be conducted in

French. These scholarships are open to teachers at the secondary and college/university level and cover tuition fees, room and board, as well as travel within France. The round-trip airfare to the seminar site is to be paid by the participant.

The ultimate goal of this scholarship program is to create an American network of French teachers who would serve as teacher-trainers and resource people for their colleagues. Participants are therefore required to make two presentations during the year following their scholarship, at the local, state, or national levels.

More detailed information and application forms are available from the French Cultural Services for your area. (See the November 1993 *National Bulletin*, 22 for the address for your region.)

LES CLIPS FRANCOPHONES

Les chansons qui font bouger les jeunes

Pour les amateurs de musique française, pour les exilés en mal du pays, pour ceux qui apprennent le français à la maison et surtout pour les professeurs qui essaient désespérément, méthode après méthode, d'intéresser leurs élèves à la langue de Molière, le French Music Office (un organisme à but non-lucratif, fondé en 1990, et chargé de la promotion de la musique française aux États-Unis) vient d'éditer, en collaboration avec le Bureau de Coopération Linguistique et Éducative des Services Culturels de l'Ambassade de France, un petit joujou qui risque d'en intéresser plus d'un: **Les Clips Francophones**.

Cet ensemble contient une cassette audio et une compilation vidéo de trente minutes. Chacune présente un cocktail des dernières nouveautés musicales françaises – pop, rock, rap et world music (Jordy, Patricia Kaas, King Daddy Yod, Joëlle Ursull, Luc De Larochellière, au P'tit Bonheur, Thierry Hazard et Bashung). Un livret d'accompagnement permet de pratiquer le français à partir des paroles des chansons et grâce aux explications de vocabulaire, aux exercices de grammaire et aux sujets de conversation proposés... **Les Clips Francophones** est une compilation de musiques francophones récentes de styles différents qui vous offriront un vaste échantillon de ce qu'est la culture francophone.

Les Clips Francophones prennent la suite du French Music Educational Mix, Vol. 1. Pourquoi ce changement de nom? Parce que, avant tout, le nom est porteur du contenu et nous estimons très important de communiquer le fait que la francophonie est beaucoup plus vaste que la France. Elle touche non seulement la France mais aussi l'Afrique, les DOM-TOMs, et bien sûr notre cher voisin – le Canada entre autres pays. Le français et la culture francophone sont d'une richesse incomparable – un panier d'accents, de couleurs et d'habitudes, tous liés, malgré leur diversité, par des sujets et des idées universels que partagent vos étudiants.

Pour ceux qui connaissent déjà cet ensemble très original, vous allez remarquer que non seulement le nom a changé, mais également les rubriques; nous les avons améliorées. Nous en avons

d'ailleurs ajouté d'autres pour vraiment vous permettre d'adapter cet ensemble à vos besoins. "L'avantage des **Clips Francophones**, c'est qu'il y en a pour tous les niveaux et pour tous les goûts – c'est une mine d'activités pour la classe de français," explique Claude Kieffer, Attaché Linguistique aux Services Culturels, qui participe à la sélection des vidéo-clips. Avec les améliorations cela est d'autant plus vrai. Bien que cet outil ait été créé au départ pour les niveaux lycée et université nous avons vite appris qu'il y avait un grand nombre de professeurs d'écoles primaires qui s'en servaient et l'adoraient! Nous vous disons CHAPEAU! parce que vous avez bien saisi l'objectif de cet ensemble – qui est de motiver, amuser, animer la classe et de présenter la réalité de la culture francophone d'aujourd'hui. Pour vous et tous les autres professeurs, nous avons ajouté trois nouvelles rubriques: *Pour les petits*: des petits jeux à faire avec la classe, les *Bios* afin de rendre l'artiste plus proche et enfin *Pour en savoir plus*, des petits délires à partir de la chanson. Pour la chanson << Osez Joséphine >> par exemple, nous avons déliré sur les personnages historiques qui ont porté ce prénom tandis que pour la chanson << Cash City >> de Luc De Larochellière nous avons estimé important de présenter le Canada.

<< Si vous n'aimez pas personnellement cette musique cela ne veut pas dire qu'elle ne plaira pas à vos étudiants – au contraire! Oubliez ce que vous avez appris dans vos cours, soyez souples, n'ayez pas peur de donner les textes des chansons à vos étudiants et vous verrez les résultats >> dit Bernard Moreau, Attaché Linguistique à San Francisco qui est très branché sur les méthodes d'enseignement. Les résultats ne se mesurent pas forcément à l'aune des examens de grammaire mais à celle des coups de téléphone des parents qui vous disent que leur enfant n'arrête pas de jouer de la musique francophone à la maison pour la famille et tous ses amis et tient absolument à continuer le français l'année prochaine! Ça, ce sont des résultats!

Voici un petit avant-goût pour vous mettre en appétit: L'essentiel est de faire parler les étudiants, de présenter des sujets où tout le monde peut parler de sa propre expérience et où personne n'a tort. La participation est primordiale.

ENTRER DANS LA LUMIÈRE

Patricia Kaas

Entrer dans la lumière
Comme un insecte fou
Respirer la poussière
Vous venir à genoux redécouvrir ma voix
En être encore capable
Devenir quelquefois
Un rêve insaisissable
Toucher des musiciens
Sourire à des visages
À 4 heures du matin
N'être plus qu'une image être là de passage
Sans avoir rendez-vous
Avoir tous les courages
De me donner à vous
Et vous laisser venir
Comme un amant magique
Et vous ensevelir
Sous mon cri de musique

Musique et paroles: D. Barbelivien/
F. Bernheim
Extrait de l'album << Tour de Charme >>
(Columbia) disponible aux É.-U.

Activités

1. Essayez de décrire un concert et les impressions de la chanteuse d'après la chanson.
2. Sur le même modèle, réécrivez une chanson sur les impressions du spectateur à un concert.
3. Est-ce que vous êtes déjà allé à un concert? Est-ce que vous aimez les concerts et pourquoi? Êtes-vous fan d'un chanteur ou d'un groupe?
4. Faites le portrait d'un fanatique d'une star. (Comment s'habille-t-il? Que fait-il?)
5. (Karaoke) Chantez une chanson devant la classe. Avez-vous le trac?

Finis les conjugaisons par cœur et les exercices monotones: désormais le français, c'est la langue qui swingue!!! Pour plus d'informations, veuillez contacter Alisa Glick au French Music Office, 250 West 49th Street, Suite 301, New York, NY 10019, Tel: 212-397-4018.

Alisa Glick
French Music Office

TO OUR READERS

We regret that the "centerfold" *Terres de France*, for which a questionnaire appeared in the Nov. 1993 *National Bulletin*, will not appear in this issue. It is hoped to reproduce it in the April 1994 issue.

KEEPING UP WITH TV5

Not very long ago the only materials foreign language teachers could rely on to help their students learn another language and culture consisted of a textbook, a series of audio tapes, and perhaps a few visuals. The result was that teachers had few options in their choice of learning materials, and what was available was not always up-to-date or especially authentic. Lately, however, the situation has changed. It is now possible, thanks to advances in communications technology, to gain immediate and direct access to a wide variety of materials. One of the principal sources for those of us teaching French is TV5.

TV5 is very much like an ordinary television channel or network except the programs are exclusively in French. TV5 is unlike ordinary television though because it is available in the U.S. only through satellite transmission and has no commercials. To receive TV5 you need a parabolic antenna beamed at the Canadian satellite Anik E1 and tuned to one of the satellite's 24 transponders or channels. Schools and colleges that have purchased a satellite dish are most likely aware of TV5. Those who have not should consider doing so in order to receive this unique source of foreign language programming.¹

TV5 has been "on the air" since early 1984 when three countries, France, Belgium, and Switzerland, formed a consortium to promote the geographical and cultural diversity of the French language, *la Francophonie*.² The programs were selected then as they are now from recently broadcast television programs and beamed to a satellite for redistribution. Each of the five national networks involved in the original consortium, France's TF1, A2, and FR3, Belgium's RTBF, and Switzerland's SSR, at first assumed responsibility for an entire day's programming (three hours in the beginning) but later changed to a shared daily schedule that made for greater flexibility and variety.

TV5 reached a milestone when Canada joined the consortium in 1986, first as a contributor to the European programming and then, in 1988, as a major retransmission center for North America. TV5 Québec-Canada receives recorded television programs and live satellite feeds from its partners which it converts from SECAM, one of the European television signal standards, to the American NTSC. Currently, the area served by TV5 Québec-Canada covers most of Canada

and the United States but should reach the Antilles and several countries of South America in late 1992.

Daily programming for TV5 begins at 11:15am ET usually with a cooking show. During the regular season, Michel Oliver, host of *Bonjour, bon appétit* prepares a recipe while bantering with a guest. *Bonjour, bon appétit* is one of TV5's staples along with a long-running game show *Des Chiffres et des lettres* that challenges two contestants to make rapid calculations or compose a word with randomly selected letters within strict time limits. The news from two of France's major networks is aired twice each day, first at 5pm and then at 7pm. Only a few hours separate the live broadcasts of the international evening news and their distribution to viewers in North America. Another program regular is *Vision 5*, a Canadian-produced daily magazine that features a variety of video segments from the Francophone world.

The remainder of TV5's daily programming varies. There may be a special on science or medicine, a literary talk-show, a concert, or a documentary. There may be a program on animals, the cinema, tourism, health, the economy, regional development, or a fictional series adapted from a novel or short story. For example, a recent schedule of programming for a single day included *Dossier justice* from the Swiss SSR featuring an investigative report on the Maria Popesco affair; part two of FR3's *Les Chroniques de France* series on the people of Alsace; *Hautot, père et fils*, an adaptation of the work of Guy de Maupassant; another two-part series, this one on Algerian dissident Hocine Ait Ahmed, from *Espace francophone*; interviews on *Cinérama* with actors and directors and film clips of recent movies; *30 millions d'amis*, a TF1 magazine on animals; *Le Divan*, a curious talk-show in which the guest reclines on an over-stuffed sofa; a Victor Hugo comedy *Mangeront-ils?*; and Antenne 2's *Bouillon de Culture*, hosted by Bernard Pivot who became a virtual television institution with his now defunct literary talkshow *Apostrophe*. Other recent schedules have included the self-explanatory *Objectif médecine*; the music, variety shows *Tous à la une* and *Stars 90*; *Sinbad*, a magazine for the Maghreb communities of Europe; Belgium's *Génies en herbe* for young people; *Reflets*, from CIRTEF, la télévision africaine; and *Ex Libris*, a literary magazine in which another famous television personality, Patrick

Poivre d'Arvor, conducts interviews with several authors.

It is not particularly difficult to keep up with TV5 programming: A scrolling videotext gives times, titles, sources, and short descriptions of the programs. There is also a brief summary of upcoming shows and special events. The videotext that runs from about 3am to 11:15am only covers one day's programming but it indicates which shows will be repeated. After a while the programming becomes predictable although long-range planning is made easier with a schedule – available from TV5 Québec-Canada – that covers an entire season.

The video programming accounts for most of TV5's scheduling but not all. During the morning hours when the videotext is announcing the day's programs, radio plays in the background. The station is RFI, Radio France Internationale, live and direct from Paris. RFI is a major radio service that broadcasts for 24 hours a day.³ As you might expect, RFI offers in-depth news, popular music, and interviews, but it also has regular features on the French language, one of which is the daily *Parler au quotidien* that explores the usage and sometimes the history of selected words and expressions. RFI is accessible at other times during the day, that is, at the same time as the video programming, through the audio subcarrier of the same satellite and transponder.

TV5 offers a wide range of materials of possible use both inside and outside of the classroom. There are programs that can be used to help teach the basics of the language, vocabulary, grammar, and pronunciation, for example, but doing so requires a great deal of planning and preparation. The teacher needs to decide what to use and when and to structure the materials in a sound, pedagogical way, supplying ample activities and exercises.⁴ The reward for this kind of approach is that students learn from real world language spoken in an authentic context, but the preparation can become overwhelming.⁵ TV5 is probably better suited to a less intensive approach that takes advantage of what satellite television has to offer, namely a diversity of programming and topical programs such as the daily news. In this case, the learning activities are more likely to include scanning for main ideas, describing settings, observing gestures, and preparing summaries, that is, viewing more for breadth than depth.

The most appropriate use of TV5 may not be for the classroom at all but rather

to help teachers keep up. There has always been a problem with maintaining contacts with authentic French language and culture in the U.S. We read newspapers, magazines, and the occasional novel, we see a French movie now and then, we compare notes with our colleagues, and we travel when we can, but these activities do not replace regular contacts with the language and culture in something other than an instructional setting. TV5 offers just such a possibility. Watching the daily *journal télévisé* is an excellent way to keep up with current events, and the documentaries supply a steady stream of information. The variety shows are both entertaining and telling of the culture that produced them, and what better way to keep up with the latest films and books than to listen to directors and authors discuss their works.

TV5 is no replacement for any of the regular language and culture materials, whether in the classroom or for in-service instruction: It is a useful addition. In fact, the television programs of TV5 are even more effective when combined with other media, comparing, for example, feature stories of newspapers and television; or reading the literary work that inspired a televised series; or dialing up Minitel to

find out which programs the French TV networks have scheduled, or to check the titles of the books discussed on the latest broadcasts of *Ex Libris* and *Bouillon de Culture*. TV5, in effect, extends our storehouse of authentic documents and allows us to integrate many of the materials. Most important, TV5 demonstrates that French language and culture extend well beyond the boundaries of France and provides a forum to showcase the special qualities and achievements of the world's many Francophone communities.

Russell G. Rose
University of North Carolina at Charlotte

Notes

1. TV5 information and schedules are available from the Consortium de télévision Québec Canada, 1755 Boulevard René Lévesque Est, Bureau 101, Montréal (Québec) Canada H2K4P6.
2. For more details on TV5 Europe, see "France's Hopes High for TV5 as a French Culture Showcase," *Variety*, 316 (August 20, 1984): 79; Meli Belaiev, <<TV5, la télévision francophone par satellite.>> *Le Français dans le Monde* 211 (août-septembre 1987): 26-27; and Thierry Lancien, <<TV5: le défi francophone.>> *Le Français dans le Monde* 211 (juillet 1989): 22-23.
3. For information on RFI programs and features contact Radio France Internationale, 116 Avenue du Président Kennedy, Boîte postale 9516, Paris, France 75016.

4. Rick Altman provides a host of practical suggestions in *The Video Connection: Integrating Video Into Language Teaching*, Boston, MA: Houghton Mifflin Co., 1989.
5. If a lot of support material is needed for the less experienced students, another option may be to use a commercial video package that includes transcripts and exercises, or to direct the parabolic antenna toward the Canadian satellite Anik E2, Transponder 15, that carries television programs familiar to U.S. audiences. Many of these programs, including most commercials, are closed-captioned so that it is possible to "read" the spoken French if the VCR or TV monitor is equipped with a closed-caption decoder.

IOWA FLES NEWSLETTER

The *Iowa FLES Newsletter* is available at the following rates: \$6.00 per year, in-state; \$7.50, out-of-state, first-class rate; \$10.00 for foreign subscriptions. Make checks payable to: *Iowa FLES Newsletter*. Send to: Marcia Rosenbusch, Editor, *Iowa FLES Newsletter*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

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 "Terres de France",
- 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 \$
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Je souhaite que mon abonnement débute au mois de.....

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

"RESTORE HOPE"

We, the Board members of the Greater Saint Louis Chapter of the AATF, present this article as an exhortation to find practical reasons for the verifiable decrease in the number of students taking French as their foreign language. We know that we are "preaching to the converted", but we also want to reach guidance counselors and others who influence students' course selections, so that they may encourage more students to take French.

Although students hesitate to take French because of imagined difficulties and perceived elitism, we feel that all languages are equally challenging. Learning vocabulary, conjugated verbs, and comprehending syntactical differences are daunting in all languages. (A recent government survey from the Monterey Defense Language Institute actually rated Spanish and French at the same level of difficulty.)

As French teachers, we can see the decline in enrollment in the Midwest and particularly in the Greater Saint Louis area. In order to stem the tide and increase participation, we are addressing the problem head-on. Informal surveys given to students in the spring of 1993 at all levels in the several languages show why students choose one language over another and help explain the enrollment decline. Spanish students tend to say that they elected Spanish because it was easier and because their friends are taking it. French and German students tend to say that Spanish is supposed to be easier, and also that they did not want to do what everybody else did. Some students did choose the language to study on the basis that they were exposed to it in elementary or junior high school. At this level the prevalence and availability of language study often depends on the whim of a particular principal or superintendent.

We are driven not by our own job security but by our commitment to the future of our students and our love for the language. There are a number of practical reasons for encouraging students to select French as their language choice. The European Community will be the biggest job market in the near future and French will offer wide opportunities for international business concerns. Developing Third World and Asian nations frequently use French as their language of commerce, and Canada our biggest trading partner, is legally bilingual in French and English. All contracts and packaging there must be written in both languages. This is why we so often see

package materials written in French. We need French speakers to help our country compete in those job markets. In addition, our Peace Corps in Africa often needs to be fluent in French. Another area where French is becoming more and more important is in the medical field. French is the language of AIDS research and Biotechnology. In *Time* magazine, February 8, 1993, Daniel Cohen, a French scientist, is quoted, and his research is described as working more quickly and efficiently than that in American laboratories. French research is often on the cutting edge of science.

In and of itself, French is personally enriching and it is a major strain in the development of English. Students do not realize how many French words they already know because so many words – cognates – have been adopted directly into English usage. French is an integral part of Western Civilization, and the domain of art, culture, and cuisine, as well as an overall *joie de vivre!* Students who have opted for language studies in French tend to stay with it longer. There is often a higher percentage of students in the upper level French classes than in Spanish, despite the much larger percentage of students in beginning Spanish.

What we need is support from people other than French teachers. Within the school systems, we need support from guidance counselors and administrators. We need to work on educating them. Perhaps they are unaware of the prominence of Francophone countries in Africa. More than twenty countries – plus some surrounding islands – use French either as their main or second language. This information could provide a way of recruiting more Black students. Counselors should be made aware of the European Community development and should point out to students the importance of French in the European business community. Counselors also tend to perceive French as more difficult and need support to encourage students to take French. Students need this encouragement at early levels in school, such as in grade school, or at the latest by the seventh grade. Junior high schools or middle schools should offer exposure to languages so that students are better prepared for their choice in high school. Even programs such as *Sesame Street* should emphasize other languages in addition to Spanish. We also need strong support from France and the French Cultural Services. Teachers at all levels of French

studies could benefit by more contact and encouragement from France and Canada, and especially Quebec. (The Québécois are quite adamant about maintaining their French language.)

"Restore Hope" is not the Hope in Arkansas, but rather is a current movement in France, a movement reacting against the old fallacies about language studies. Is French elitist? Looking for an easy way out is a fallacy. We need to be more skilled, not less. We know that language studies enable us to think more profoundly, using higher level thinking skills. Overall, language studies have always been "outcome based" and should be useful beyond just speaking skills. We have not only "Restore Hope", but we have to be assertive in our recruitment of new students to study French.

Myriam Bourg
Dolores Masson,
Rosie Thomas
Barbara Sandmel,
Ronald Mueller
Penny Barnicle,
Anne Gray-LeCoz
Beverly Hart,
Kathleen Kitts-Eisert
Hannah Langsam
Lynne Lyons
Yolaine Roy-Morgan,
Mary Ellen Pearson.

ANTHOLOGY AVAILABLE: NÉGRITUDE ET NOUVEAUX MONDES

The following anthology results from a year as a NEH Teacher/Scholar in 1991-92.

This anthology of African heritage poetry (including Antilles, Guyane, Madagascar) for students, is written entirely in French.

It is now available from Wayside Publishing, 129 Commonwealth Ave., Concord, MA 01742.

The anthology is compact, inexpensive and suitable for advanced high school and college students.

Represented are 13 poets, with major sections on Senghor and Césaire; study questions are included.

Dr. Peter S. Thompson produced the volume following a National Endowment for the Humanities Teacher/Scholar grant.

SIXTY-SEVENTH ANNUAL MEETING
American Association of Teachers of French
July 17-20, 1994

Loew's Le Concorde Hotel
1225, place Montcalm, Québec G1R 4W6
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This will be only our second national meeting in Quebec City
since the Association was founded in 1927

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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.

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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.

SUMMER PROGRAMS FOR TEACHERS

Below is a list of some summer programs for teachers of French.

- Summer Institute in Normandie and Brefagne, July 1 - 19, 1994 sponsored by University of Wisconsin - Whitewater, 800 West Main Street, Whitewater, WI 53190-1790. Telephone: (414) 472-1100; Fax: (414) 472-5210.
- University of Louisville Work Exchange Program in Montpellier, July 1994. University of Louisville, Center for International Studies and Programs, Louisville, KY 40292. Telephone: (502) 588-6602.
- University of Texas - Dallas area is offering a summer M.A. Program over 3-5 summers, including optional study in France. Dates for 1994 are July 10 - August 5. Contact Professor Marie-Christine Koop, Department of Foreign Languages, P.O. Box 13645, Denton, TX 76203. Telephone: (817) 565-2404.
- NEH 1994 Summer Institute: La Francophonie: A Study of its Literature and Cultural Geography held at Old Dominion University, June 25 - July 23, 1994. Contact Marie Wegimont, Department of Foreign Languages and Literatures, Old Dominion University, Norfolk, VA 23529. Telephone: (804) 683-3988.

ROUSSEAU COLLOQUIUM

The North American Association for the Study of Jean-Jacques Rousseau seeks papers or proposals for papers on the topic *Rousseau on Arts and Politics: Autour de la Lettre d'Alembert* for presentation at its biennial colloquium to be held June 1-4, 1995 at Wabash College, Crawfordsville, IN. Papers may be in English or French. While it is anticipated that Rousseau's *Letter to D'Alembert* will be a major focus of the colloquium, participants are also invited to offer papers on topics such as Rousseau's aesthetics or on works such as *De L'imitation Théâtrale*. Please submit papers or suggestions by September 15, 1994 to: Melissa A. Butler, Chair, Department of Political Science, Wabash College, Crawfordsville, IN 47933. E-Mail: ButlerM@Wabash.Bitnet. Fax: (317) 364-4295.

LOOKING FOR AMERICAN PEN PALS!!!

An Austrian university teacher of philosophy at Graz University is appealing for pen pals for Muslim children, aged 10 to 14, who are refugees from the Bosnian war and who attend school in a refugee camp in the city of Maribor, Slovenia, a part of the former Yugoslavia not touched by the war. He crosses the Austro-Slovenian border regularly to work with and for the children most of whom have lost both their parents. His appeal is to find some American children who would write to them "to bring a bit of light into the grey-ness of their everyday lives."

If you and your school would be willing to have students write to these children it would be greatly appreciated.

To begin the correspondence, the letters will go via Professor Gombocz who will carry them across the border and distribute them - please have the children mention their ages so that they can be matched - and it is hoped that when the refugees answer that names and individual addresses can be established.

Please direct all correspondence to Refugee Children, c/o Dr. Wolfgang L. Gombocz, Hönigthal 5, A-8010 Schillingsdorf, Austria.

CALL FOR PAPERS

Congrès régional de l'AATF de Nouvelle Angleterre, le 23 et 24 septembre 1994, Regis College, Weston, MA: "L'enseignement du français en Amérique: notre défi." c/o Dr. Stanley Hamilton, Foreign Language Department, 332 Tillinghast Hall, Bridgewater State College, Bridgewater, MA 02325.

<< LA VIE EST BELLE >> UN FILM DE NGANGURA MWEZE ET BERNARD LAMY ZAÏRE/BELGIQUE, 1987

<< La vie est belle >> raconte les aventures de Kourou (Papa Wemba), un jeune musicien ambulant qui quitte la campagne zaïroise pour chercher fortune à Kinshasha. Très applaudi dans les villages, Kourou rêve de << faire de la musique électrique >> comme les chanteurs populaires à la radio.

La séquence liminaire présente un intéressant jeu de contrastes: on voit la misère et l'abondance, des huttes et des gratte-ciel. On voit aussi le talent des directeurs qui mettent en relief des détails parlants.

À la campagne, Kourou chante et danse au cliquetis d'un tambour à clavier. Il est donc significatif que, quand le héros grimpe dans le camion qui le transportera à la capitale, le tambour glisse de ses mains et se casse sur le chemin. Désormais, pour survivre, Kourou n'a que son talent et son instinct de rusé.

Kourou est aussi chanceux, comme on voit dès son arrivée à Kinshasha: il ne mangeait pas ce soir-là sans un vendeur de poulet rôti qui lui offre gratuitement un morceau. Devant la joie de Kourou, ce nain au grand sourire lance le mot qui inspire au musicien son premier tube: <<Ah, la vie est belle>>!

Après ce début prometteur, l'intérêt du film s'épuise rapidement. Ce n'est pas que l'action traîne; au contraire, les scènes se succèdent à un rythme vertigineux. Peu après son arrivée, Kourou profite d'une absence de son patron Nvouandou (Kankou Kasongo) pour voler son argent et un complet élégant. Ainsi métamorphosé, Kourou se rend à une discothèque où il obtient l'adresse de la belle dactylo Kabibi (Bibi Krubwa) dont il tombe éperdument amoureux. Kabibi s'intéresse moins à Kourou qu'à ses promesses de lui procurer un emploi et une machine à écrire.

La vie augmente. Un jour, en sortant de la maison du sorcier, Nvouandou aborde Kabibi. Quelques scènes plus tard, on fête les fiançailles de Kabibi et Nvouandou dont la première femme, Mamou (Landu Nzunzumbu Matshia), est stérile. Le reste du film montre les disputes incessantes de Nvouandou et Mamou, les efforts de Kourou pour obtenir l'amour de l'inconstante Kabibi et le triomphe du musicien dans une émission télévisée.

Il ne faut pas s'attendre à découvrir un Zaïre pittoresque ou touristique. Ici, on trouve un pays où le matérialisme est

tout-puissant, où les femmes sont commandées comme des employés. Ainsi, Nvouandou essaie de retenir sa nouvelle femme à la maison en la comblant de jouets: << Tu as tout ici. Le frigo est plein. Tu as la vidéo, la chaîne stéréo et même une machine à écrire >>!

La documentation qui accompagne la vidéo fait observer que de tous les films de la *Library of African Cinema*, << La vie est belle >> a été le mieux reçu en Afrique. Peut-être faut-il bien connaître les traditions du Zaïre pour savourer cette comédie. De toute façon, son humour tombe à plat. Ajoutons que l'allure galopante de l'intrigue, les complexités du double triangle érotique et surtout le manque de transition créent des incohérences déroutantes. Par exemple, quand Kabibi quitte Nvouandou après un mois de mariage blanc, pourquoi Nvouandou, qui la surveillait pourtant comme une prisonnière, ne la ramène-t-il pas sur le champ? Peu après, Nvouandou fait arrêter son rival Kourou pour vol. Cela se comprend, mais dans la scène suivante, non seulement Kourou est en liberté, Nvouandou l'embauche pour espionner Kabibi. Aucune explication de ce revirement énigmatique.

Heureusement, les mélodies de Papa Wemba, musicien légendaire, viennent régulièrement au secours, car Kourou compose sa séduisante chanson au fil de ses aventures. Si ses paroles insistent sur les vertus du système D, le sous-texte du film fait l'éloge de l'esprit du *Roman de Renart* dont le protagoniste, comme on sait, "tant sot toz jors de guile." À la différence qu'ici, tous les personnages se comportent en renard afin de réussir dans la vie ou dans l'amour.

Bref, si on cherche un film africain exemplaire pour ses étudiants de français, on fera bien de chercher ailleurs. D'abord, << La vie est belle >> contient quelques scènes d'amour qui sans être explicites rendent son emploi problématique pour les étudiants secondaires. Alors, passer le film en classe universitaire? Tout au moins, on ne devrait l'utiliser que dans le contexte d'autres films d'Afrique, moins célèbres peut-être mais qui compenseraient le cynisme de celui-ci.

<< La vie est belle >> fait partie d'une collection de huit films récents (dont << Angano Angano >> et << Saaraba >>, partiellement en français) offerts par la *Library of African Cinema* [voir AATF *National Bulletin* 17.4 (Avril 1992): 6]. Les

professeurs désirant louer ou acheter cette vidéo ou demander un guide pédagogique gratuit peuvent écrire au *California Newsreel* (149 Ninth St/420, San Francisco, CA 94103) ou appeler le (415) 621-6196.

Brent A. Pitts
Meredith College

ERIC REQUESTS PAPERS

The ERIC Clearinghouse on Languages and Linguistics is a federally funded clearinghouse operated by the Center for Applied Linguistics, a private non-profit organization. We provided a wide range of services and materials for language educators, most of them free of charge. These include two-page information digests and bibliographies, a semi-annual newsletter, a question-answering service (soon to be facilitated by the addition of a toll-free telephone number), and computer searches of the ERIC database (for a nominal fee).

Readers are encouraged to submit papers or other materials they may have prepared. ERIC provides, free of charge, a way for authors to disseminate their work to other interested researchers, practitioners, administrators, policymakers, and others. Papers accepted for the ERIC system are indexed and abstracted; microfiche is made of the entire paper. Relevant information about documents in the system is available to ERIC users both online and via CD-ROM at hundreds of libraries across the country and around the world.

If you have papers to submit or any questions please feel free to contact Kathleen M. Marcos, Acquisitions Coordinator via email at "cal@guvax.georgetown.edu" or by telephone at (202) 429-9292; or send submissions addressed to: Acquisitions Coordinator, ERIC/CLL, 1118 22nd Street, N.W., Washington, D.C. 20037.

Monsieur Bruno Plisson de la Délégation Générale à la Langue Française à Paris vient de nous indiquer que l'association Lingua-Ille de France, 21 rue Jean-Jacques Rousseau, 92240 Malakoff, France, dispose d'appartements meublés qui sont réservés à des universitaires. Cela pourrait être utile à des membres de l'AATF, notamment en cas de séjour d'étude en région parisienne.

A CO-OPERATIVE LEARNING UNIT IN FOREIGN LANGUAGE

Pattonville High School is a large suburban school district located in St. Louis County, Missouri. We have been fortunate in having staff development funded for several years. In recent years the thrust has been co-operative learning according to David Johnson and Roger Johnson. The theme of co-operative learning is "None of us is as smart as all of us." The idea is to set up the classroom for group work with training in co-operative skills while seeking to acquire academic skills. The students are rewarded in various ways for helping each other learn.

I had tried group work over the years but not with the techniques that I had learned in staff development. I decided to try a complete unit in two French II classes. The unit was fairly successful, judging from student comments at the end and from my overall impression. However, I waited awhile before attempting a second such unit. This time I decided to examine the results as objectively as possible and find out if a co-operative learning unit could work in a foreign language class.

The students and I divided the class into groups of four (with one group of three) based on birthdates. We simply listed the birthdates on the board, disregarding the year, and lopped them off into groups of four. We had agreed in advance that after two weeks that I could set up new groups. I refused to reveal my method to the students but I did a printout of their grades and made up groups with an "A" student, a "B" student, etc.

The first day that I presented the idea of co-operative learning I gave the students a pep talk about why it is important to learn to work together. The students appeared to listen but wanted to get started and to see their partners. I gave them a print out of assignments for chapter 6 for our text *Viens Voir*, Scott Foresman, 1990. The vocabulary and culture of this chapter are related to film and the grammar is reflexive verbs in the past tense, commands using reflexive verbs, and the uses of the verb "devoir."

The assignment sheet was divided into days with spaces between days to indicate how much work I thought could be accomplished in a day. Assignments not only included doing pages in the workbooks, but also using the transparencies that went along with the book, using headsets to listen to practice tapes, and asking the teacher to sit in on the group and participate in an oral discussion in the target language on three sets of oral questions which they had prepared in advance. On two occasions I indicated that I would give a short class presentation on a grammar topic. These presentations were about five minutes each.

The cover sheet with the assignment sheet mentioned that I would be going from group to group making written comments about how they worked together as a group. I would particularly notice how much time they spent on task, if they asked each other for help, and if they gave each other help. I would give a

group grade of up to ten points for each of the two groups in which they participated.

The built-in rewards were three extra credit points to each person in the group when they averaged 70% or more on each of the five small quizzes and five extra credit points to each member of the group for each person in that group who received an "A" on the chapter test or went up a letter grade from the previous chapter.

I resolved not to tell students to start to work, to keep on task, nor to do other teacher-directed activities that would be assuming their responsibilities. Usually class started with students chatting for a while as I took role, gradually forming groups, and then beginning to work seriously. I was excited and impressed as I moved from group to group. The students were in charge of their learning! They spoke in French to each other preparing for dictées and oral conversation, corrected and helped each other with assignments, and seemed to be working seriously but in a relaxed manner. They seemed to enjoy the ability to get up and move about in order to get the answer keys to check their work, or to move to the overhead projector, or to put on headsets, etc.

After the chapter test and before they saw the grade, I asked students to write comments about how they thought the co-operative unit went.

Continued on page 20



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FRENCH WINE AND SPIRITS: Call toll-free, 1-800-522-WINE, to receive a free, 32-page guide to French wines, spirits, champagnes, and cheese. The guide features recipes and serving suggestions pairing French wines with many different types of cuisine — not just French.

FRENCH TECHNICAL SCHOOLS AND INDUSTRY: French technical high schools (*lycées techniques*) prepare students for careers in industry and elsewhere and, at the same time, allow them to graduate with the baccalaureate degree, the same degree conferred by traditional *lycées*. Courses are often taught by former industry professionals or other highly trained teachers. Many French companies have formed consortiums with these excellent educational facilities by arranging for the schools to provide them with technically trained workers and to develop new technologies by doing short-term applied research to solve specific problems. In Lyon, for example, research projects included developing a prototype for an air conditioner, experiments on various threads and textiles, and plans for installing a heating system.

By law, French companies are required to spend the equivalent of 1.5 percent of employee salaries to update their technical knowledge and skills, and technical high schools have become the venue for workers from many local companies to do just that. Money from these companies is used to pay teachers and support employees while they attend courses.

Reprinted from FAST (French Advances in Science and Technology), Winter 1992/93.

THE NATIONAL ASSEMBLY ADOPTS NATIONALITY CODE REFORM: A bill to reform the French Nationality Code and tighten rules was passed by the National Assembly on May 14.

The reform measure, which passed the Senate in 1990 but was then sent back after amendments to it in the lower house, includes two significant changes. Children born to immigrants living in France will no longer automatically acquire French nationality but will have to request it between the ages of 16 and 21. (The measure is expected to affect about 20,000 persons a year.) Foreign nationals who marry French citizens will have to wait two years before seeking French nationality, instead of the current six months.

According to polls, nearly 75 percent of

those surveyed approve of the measures. The left-wing opposition and some human rights organizations consider the reform a violation of the old principle that being born on a state's territory entitles one to the nationality of that state, a principle France follows, and that it is deliberately designed to target young people of North African and African origin.

Defending the bill in the National Assembly, Justice Minister Pierre Méhaignerie stated that the reform was, on the contrary, intended to facilitate their integration by addressing fraud and abuses.

Reprinted from News From France, May 21, 1993

The **NEH 27TH ANNUAL REPORT** is now available, while the supply lasts, from: NEH 1992 Annual Report, Rm. 407, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. The report contains brief descriptions of Endowment Programs as well as a complete listing of all Endowment grants, by the division and program in which they were funded, for fiscal year 1992 (October 1, 1991 through September 30, 1992).

SWCOLT LANGUAGE TEACHER'S RESOURCE BOOK, 1993 edition, is now available. To order, send check payable to SWCOLT Resource Book, in the amount of \$5.00 (includes shipping) to: SWCOLT Resource Book, 3005 Heatheridge Lane, Reno, NV 89509-3020. FAX: (702) 348-0730. Foreign orders cost \$8.00. Payment must accompany order. Be sure to include your name and full address with postal code.

The book contains 800 numbers, FAX numbers, and addresses of vendors, language organizations, contacts, and sources of all kinds. This 4th edition contains more information than ever about items of interest to teachers of a second language — from atlases to video — and has hundreds of changes and additions.

The story of Pierre L'Enfant's creation of the plan of the city of Washington, D.C., is told in "**A PLAN WHOL[I]Y NEW**": **PIERRE CHARLES L'ENFANT'S PLAN OF THE CITY OF WASHINGTON**. This publication traces the history of L'Enfant's plan from the 18th century to its present day preservation in the Library of Congress. It documents the political and economic drama surrounding the events of the 18th century. The book is illustrated with black and white photographs of maps, sketches, and designs; a special note section; and a reference index. This

99-page book is available for \$13 per copy. To order, indicate stock number 030-000-00247-4 and send check or money order or VISA or MasterCard number and expiration date to: Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954.

OFF TO EUROPE!! VIDEO GAME FOR FOREIGN LANGUAGES. A five-language (English, Danish, French, German, and Portuguese) computer game, created by the German Foreign Office, teaches and tests players on cultural and political facts about the 12 countries of the European Community while offering the chases, games, and quick action of video games. The player(s) begin by choosing a language, and receive a budget of 600 ECU and may win more. Player(s) reach the final destination, the EC Commission in Brussels, only if they manage to visit all twelve capitals. The winner is the player who reaches the finish with the most "souvenir" points.

The German foreign office encourages copying the diskettes as long as no changes are made to the game. The cost is \$6 which includes all costs. For IBM-compatible systems only at this time. Available on 4¼" and 3½" high-density disks. Be sure to indicate size needed. Send order and check (payable to AATG) to: AATG, 112 Haddontowne Ct., #104, Cherry Hill, NJ 08034.

NEUFNEUF is a computer program that helps create French crosswords in a 9 x 9 format. The program is available on a "shareware" basis.

It requires some time to learn the program but saves considerable time in creating high quality crossword grills with very few black spaces. NEUFNEUF is IBM compatible, requires 640 K memory, and uses a color screen. For more information contact Marc Routhier, 3431 De La Dauversière, Sainte-Foy, Québec, G1X 2H6, Canada

FRANCE-TV MAGAZINE announces its 8th year, its 1993-94 series of 8 video programs, each accompanied by a *Teacher Resource/Student Workbook*. The University of Maryland-Baltimore County distributes the series on videocassette directly to subscribers each month or via broadcast/off-satellite access. For cassette subscribers the cost is \$385 plus \$40 shipping and handling. For more information on cassette distribution, including programs available, call 1-800-992-3788. For broadcast/off-satellite

access, contact PBS Adult Learning Service (ALSS) at 1-800-257-2578.

SCOLA announces its move from Omaha to a farm near McClelland, Iowa where there is space for their *teleport* with 15 downlink antennas and a 10-meter uplink antenna. It also announces that schedules for Radio France Internationale are available. Call, write, or mail for a copy. SCOLA, P.O. Box 619, McClelland, IA 51548-0619. Telephone: (712) 566-2202. FAX: (712) 566-2502. Telex: 438119. Internet: scola@creighton.edu

California Newsreel's **LIBRARY OF AFRICAN CINEMA** announces the release of six new African feature films in French. They have published a 32-page resource guide designed to help teachers integrate the films into their classes. The new, expanded collection enables schools to build in-depth video collections of African cinema. For more information, a free copy of the "Developing Visions" catalog or to preview, rent or purchase titles in the collection, contact: Cornelius Moore, California Newsreel, 149 Ninth Street/420, San Francisco, CA 94103. Telephone: (415) 621-6196. FAX (415) 621-6522.

The following books published by the Southern Conference on Foreign Language Teaching are available: **Managing the Foreign Language Department: A Chairperson's Primer**, edited by Sam L. Slick and Richard B. Klein, paper, \$20 net, prepaid; and *Dimension: Language '92-'93*. **Foreign Languages: Internationalizing the Future**, edited by Robert M. Terry, paper, \$10 net, prepaid. Order from SCOLT, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX: (912) 333-7389.

Another book of possible interest to teachers of French is a new publication, **Your Name is Renée**, by Stacy Cretzmeyer about her former French teacher, Ruth "Renée" Kapp Hartz. The book recounts the story of the childhood of Ruth Kapp, a four-year old Jewish child, hidden with her family in southern France during the early years of World War II. The book is written primarily for adults but is appropriate for teenagers as well. It could be a useful tool for presenting the subject of the Holocaust and the French involvement. *Your Name is Renée* is available for \$11.95 plus \$2 shipping (in Maine include 6% sales tax) from: Biddle Publishing Company, P.O. Box 1305 #103, Brunswick, ME 04011. Telephone: (207) 833-5016.

Tongues Untied is a new collaborative newsletter for teachers of modern languages that appears monthly. It is written by and intended for modern language

teachers at all levels of instruction. *Tongues Untied* proposes to be a forum for collaboration among second language teachers, in order for them to feel less isolated and to learn of new ideas in language teaching. To subscribe, send a check for \$30, payable to *Tongues Untied*, Box 4300, George School, Newtown, PA 18940. This publication appears 10 times a year, excluding July and August.

Faisons des Affaires is a new textbook on business French at the high school level by Fernande Wagman. In this book French for business is adapted to a high school level advanced third or fourth year advanced placement high school curriculum. The student text of six chapters, entirely in French, treats basic subjects such as the running of an office, banking, transportation, and trade. Each chapter stresses some difficult grammatical points with exercises, presents a literary excerpt and/or a newspaper article relative to the subject studied, idiomatic and slang expressions, topics for compositions, oral projects and conversation. Concentration is placed on the four skills: reading, writing, listening, and speaking with greatest emphasis on oral proficiency. The book is accompanied by a teacher's manual written entirely in English. For more information on *Faisons des Affaires*, please write to D.E.M. Publishing Inc., P.O. Box 355, Allendale, NJ 07401.

The **JNCL-NCLIS** announces the availability of **List No. 10**, a cumulative bibliography of completed research and instructional materials funded by the U.S. Department of Education's International Research and Studies Program, under Title VI of the Higher Education Act (formerly NDEA). This bibliography should be useful to scholars, curriculum specialists, and all faculty and teachers in the foreign language education fields as well as to institutions and organizations concerned with a wide variety of research and training programs in international studies. It may be obtained without charge by writing to: International Research and Studies Program, Center for International Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

For those teachers of French who would like to connect modern French with its Roman source, the best way is to study – or brush up on – a little Latin. Better, perhaps, than a general linguistics course, a brief dip into Latin will bring any French teacher out pedagogically refreshed. A little learning, in this case, can be a useful thing.

As teachers are all so busy, and Latin classes for adults are so scarce, the best route may be correspondence courses.

Those who wish to commit themselves to a full-fledged course through an accredited university should contact Independent Study, Georgia Center for Continuing Education, Athens, GA 30602-3603. Those who would like to touch up their high school Latin, or who prefer a less structured approach, should write to John Kelly, the Correspondence Academy of the Latin Language, 5791 SW 74th Terrace, Apt. 4, South Miami, FL 33143; lessons are \$15, pay-as-you-go.

BANK OF FRANCE ISSUES NEW BILL AS PART OF SERIES: Governor of the Bank of France **Jean-Claude Trichet** recently presented the newest bill to enter the French currency system. The 50-franc note will pay tribute to the renowned aviator, **Antoine de Saint-Exupéry**, and replace the current bill bearing the likeness of **Quentin de la Tour**. Saint-Exupéry is probably best known in the United States for his book, *Le Petit Prince*, drawings from which will be featured on the new bill.

The Saint-Exupéry bill is just the first in a new series of notes to be issued over the next three years. The others include 100-, 200- and 500-franc bills. Only the **Claude Debussy** 20-franc note, updated in 1990, will remain in circulation. Following a survey, the Paris mint found four major themes the French wanted to see on their money: aviation, cinema, science and technology. As a result, Saint-Exupéry was chosen along with **Gustave Eiffel**, the **Lumière** brothers and **Pierre and Marie Curie**.

Not only will the new bills be bearing new colors and faces, they will feature the latest in anti-counterfeit technology. The new bills will also be smaller than the current notes (80 mm x 123 mm), thus taking into account security, functional and economic considerations.

Reprinted from News From France, Nov. 5, 1993

BROCHURE EXPLAINS FRENCH SCHOOL SYSTEM: For the first time in France, parents of foreign-born students will receive a brochure explaining the French school system in their native language. On October 21, L'Académie de Strasbourg (east) presented their 22-page brochure, written in Turkish, for distribution to the educational establishments in Alsace. The document should help the parents of 10,000 Turkish-born students in Alsace to follow their children's integration into the school system and to encourage the parents to make contact with the school teachers and principals.

Reprinted from News From France, Nov. 5, 1993

CALENDAR OF EVENTS

JOINT SCOLT/FLAG CONFERENCE. February 24-26, 1994, Hyatt Regency in Peachtree Center, Atlanta. Information: Lee Bradley, Executive Director, SCOLT, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

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 TO 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.

"Putting Articulation into Practice: Foreign Languages K-16 and Across the Curriculum," **PEACE COLLEGE AND WAKE COUNTY COLLABORATIVE CONFERENCE:** March 4-5, 1994, Raleigh, NC. Information: Anne Fountain, Peace College, Raleigh, NC 27604-1194. Telephone: (919) 832-2881.

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS: March 5-8, 1994, Atlanta, GA. Information: AAAL Membership Office, PO Box 24083, Oklahoma City, OK 73124. Telephone: (405) 843-5113; FAX: (405) 843-4863; e-mail: <jmay@rex.chb.uokhsc.edu>

SEVENTH INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: March 10-12, 1994, Tulsa, OK. Information: Rosemarie Benya, P.O. Box 2053, Ada, OK 74821. Telephone: (405) 332-8000.

COMPUTER ASSISTED LEARNING INSTRUCTION CONSORTIUM: March 14-18, 1994, Flagstaff, AZ. Information: CALICO, Duke University, Box 90267, Durham, NC 27708-0267. Telephone: (919) 681-6455; FAX: (919) 681-6485; e-mail: <CALICO@DukeMVS.ac.duke.edu>.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 17-19, 1994, Dayton, OH. Information: Lori Winne, 6238 Summit Street, Erie, MI 48133.

SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS ASSOCIATION. March 18-19, 1994, University of South Carolina, Lancaster. Information: Cindy Taylor, South Carolina Department of Education, 801 Rutledge Building, Columbia, SC 29201.

15^e CONGRÈS AQEFLS. March 24-26, 1994, Montréal. Information: AQEFLS, case postale 160, succursale "R", Montréal, Québec H2S 3K6, Canada. Telephone: (514) 276-6470.

COLLOQUE "CRÉATION ET RÉALITÉ D'EXPRESSION FRANÇAISE." March 25-26, 1994, University (Lincoln Center Campus),

New York City. Information: Société des Professeurs Français et Francophones d'Amérique, 140 East 95th Street (1E), New York, NY 10128. Telephone: (212) 996-2376. FAX: (212) 996-2367.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES. March 28-April 1, 1994, Hamburg, Germany. Information: FIPLV Head Office, Seestrasse 247, CH-8038 Zürich, Switzerland.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING with UTAH FOREIGN LANGUAGE ASSOCIATION: March 31-April 3, 1994, Salt Lake City. Information: Joann K. Pompa, Mountain Pointe High School, 4201 East Knox Road, Phoenix, AZ 85044. Telephone: (602) 759-8449.

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

ELEVENTH ANNUAL WICHITA STATE UNIVERSITY INTERNATIONAL CONFERENCE ON FOREIGN LITERATURE. April 7-10, 1994, Wichita, KS. Information: Ginette Adamson, WSU Foreign Literature Conference, Box 11, The Wichita State University, Wichita, KS 67208-0011.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 7-10, 1994, New York. Information: Northeast Conference, St. Michael's College, Dupont Hall, 29 Ethan Allen Avenue, Colchester, VT 05439.

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES. April 9-16, 1994, Québec City. Information: Maurice Gagnon, French Department, Montclair State University, Upper Montclair, NJ 07043. Telephone: (201) 893-5143; FAX: (212) 666-3715.

SYMPOSIUM "FRENCH FEMINIST WRITERS". April 21, 1994, Hofstra University, Hempstead, NY. Information: Liliane Lazar, Department of French, Hofstra University, Hempstead, NY 11550.

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.

CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION with FOREIGN LANGUAGE ASSOCIATION OF NORTHERN CALIFORNIA. April 22-24, 1994, San Francisco. Information: Sylvia Jones, 62 N. Arroyo Boulevard, Pasadena, CA 91105. Telephone: (818) 356-0112.

LOUISIANA FOREIGN LANGUAGE TEACHERS' ASSOCIATION. April 22-23, 1994, Lafayette, LA. Information: Jeannette Hicks, Rt. 6, Box 190, DeRidder, LA 70634.

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@ccmail.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-Stheeman, 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'Ouest 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: l'rauch@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.

CONGRÈS RÉGIONAL DE L'AATF DE NOUVELLE ANGLETERRE. September 23-24, 1994, Regis College, Weston, MA: "L'enseignement du français en Amérique: notre défi." Information: Dr. Stanley Hamilton, Foreign Language Department, 332 Tillinghast Hall, Bridgewater State College, Bridgewater, MA 02325.

Continued from page 16

Every student wanted to continue with co-operative learning and all felt that they had learned a lot. One student said, "I think that co-operative learning makes it easier to understand the chapter. When you work together in a group, you tend to be more willing to ask if you have a question. Also, when you are all stuck on something and figure it out together, it tends to sink in. One more thing is that is it more enjoyable working in groups. A happy worker is a hard worker." Another student said, "I enjoyed co-operative learning very much. I felt that during the lesson I was able to form French sentences much easier. I felt that I was able to stay on task better by having a little flexibility with the assignments." Another student expressed her pleasure with "I felt like I learned more and I had to be more responsible. This is like you do in college. You learn good group study skills and time management! It also makes time zoom right by."

There were a couple of students, who, although they like the method, felt rushed (perhaps they were trying to do everything in class without homework). Only one student was negative. She said, "I didn't like this unit that much. I didn't understand pronominal verbs very well."

The chapter test was one prepared by the text book company. It included an oral proficiency component in which they talked to me individually in French, a listening comprehension section, and also questions over the imperative with reflexive verbs, the past tense

with reflexive verbs, and the use of "devoir." I compared the results of the test with the previous chapter test. I also tabulated the results based on whether the student was an "A" student, "B" student, etc. at the end of the last grading period. The results were six students; grades went up, eight students' grades stayed the same, and fourteen students' grades went down. Based on the student classification from the previous grading period, the grades were as follows:

	up	down	same
A	2	1	4
B	2	6	2
C	2	4	1
D	0	3	1

The tabulated evidence was disappointing to me. Although the "D" students were the most verbal about how much they were learning compared to the teacher-directed method, evidently their tests did not indicate this. Most "A" students received "A" regardless of the method. However, the results indicate that the average student did not perform as well in a co-operative learning unit as in a teacher-directed unit in foreign language.

Although tabulated evidence did not strong-

ly support co-operative learning, the affective evidence did. With only two exceptions, students felt that they learned a lot and enjoyed working with one another, and felt that the hour went fast. Although someday they may not be able to recall how to put the reflexive verbs in the past tense, I do think that they will remember that they enjoyed French.

I stopped doing group processing of co-operative skills early on because it took so much time and also because I saw that all students were working well together. I did comment on two occasions at the end of the hour about how well the groups were working together but that they needed to start sooner in the hour and work later. A co-operative learning purist might fault me in this.

The results would have been better, I believe, if the units had been comparable in difficulty. Reflexive verbs are usually difficult to master. Next year, I would like to compare two classes on the same unit, using co-operative learning techniques in one class and teacher-directed methods in the other.

Dolores Ray
Pattonville High School
Maryland Heights, MO

FLASH!

Results Available in Region VII Runoff Election

After a very close runoff vote Judith A. Johannessen is officially the new Region VII Representative. Congratulations to Judy and thanks to Eileen V. Leland who was willing to stand for election.

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

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