

Rebecca M. Valette

Dear AATF Colleagues:

Bonjour et bonne rentrée! It has been nearly five months since I last wrote to all of you, and much has happened in that time. (Given our publication schedule, my "April" letter dates back to February.) Let me try to describe some of the various current AATF activities and initiatives that may be of interest to you.

Le Grand Hiver du Grand Concours

Sid Teitelbaum must have been looking for a special way to celebrate his 25th year as Director of the AATF National French Contest, and the weather services made sure that his office as well as our regional representatives, our contest administrators at the chapter level, and our thousands of participating teachers would long remember the Grand Concours of 1994. Neither wind nor snow nor ice nor sleet would stop some 75,000 students from taking their tests as scheduled. Regional and national awards were increased to honor the first 8 places in each category (rather than the first 7, as had been done in the past). First place winners at each level and division were awarded a summer scholarship for the French Village at the Concordia Language Camp. The pilot program under Tom Welch to develop national computer scoring was so successful that all test papers will be scored that way next year. My personal thanks to all those who work so hard to make the Concours such an outstanding success!

Highlights of the Quebec Meeting



Séance d'Ouverture

l-r: Albert Valdman, Claude Poirier, Fred Jenkins, Robert Bourassa

Approximately 650 participants attended the 67th Annual AATF Convention in Quebec City, July 17-20, 1994, making it one of the most popular meetings in the past twenty years. Over 250 members and guest speakers took part in the program, offering workshops, presenting papers, chairing sessions, and participating in the work of AATF Commissions. Although the majority of the sessions were devoted to pedagogical topics, there was also a broad range of linguistics, culture and literature sessions. At the Plenary Session, Claude Poirier of Laval University delineated the challenges of establishing a dictionary of Quebec French. At a special Forum session, the Quebec playwright and novelist Marie Laberge entertained an enthusiastic audience by reading from her works and reflecting on the nature of artistic creativity. The Radio Québec team of the Dictée d'Amérique prepared and administered a dictation especially for convention participants. Winners in each category received the Librairie Dicorobert Dictionnaire Québécois d'Aujourd'hui. (See related article on page 22 of this Bulletin.)

One of the great benefits of the annual meeting is that it brings together teachers of French from all levels of instruction, and provides the opportunity for exchange and interaction. This was of course facilitated by the beautiful weather, the great location of the Loew's Le

Concorde Hotel, the wonderful support of Université Laval and the Association Québécoise des Écoles de Français... and the friendliness of the Quebec people. Members of AQEFLS (Association Québécoise des Enseignantes et Enseignants de Français Langue Seconde) were in attendance and offered several sessions. By agreement between our two associations, members of the AATF are invited to attend the AQEFLS Annual Meeting in Montreal next March.

Many participants took advantage of the numerous "Découverte du Québec" workshops. The Awards Banquet and the

Continued on Page 2

Inside this issue...

- Call for Presentations for San Antonio..... p. 4
• Proposal Form.....p. 5
• Summer Institute Guidelinesp. 7
• Application Form.....p. 9
• Montreal Scholarship.....p. 18
• Application Form.....p. 19
• Laval Scholarship Application.....p. 26
• FLES* Newsp. 23
• Lending Library.....p. 11
• AATF Fund for the Future.....p. 3
• Using Jean de Florette in Classroom .p. 23
• Chapter Newsp. 17

two cruises on the Saint Laurent were sold out, as was the post-convention day-long visit to Université Laval. Twenty members participated in a special AATF seminar at the **Francoforum à Saint Pierre-et-Miquelon**. My husband and I joined about 35 colleagues on a two-day visit to the Saguenay region sponsored by the **Université de Québec à Chicoutimi**. For those fortunate enough to have opted for this tour, a true highlight of the week was the fantastic production "La Fabuleuse Histoire d'un Royaume", an historical panorama performed by over 250 local citizens with a stunning *mise en scène* that neither New York nor Las Vegas could duplicate. Four hundred fifty years of history came alive on the stage!

Fortunately all AATF members, including those who could not attend the annual meeting, were able to enjoy a taste of Quebec culture thanks to Editor **Ron Tobin's** special May 1994 issue of the **French Review**.

July 1995: Rendez-vous in San Antonio

It is not too early to look ahead to the 1995 Annual Meeting in San Antonio, Texas. At our Quebec meeting, **Mary de Lopez**, the Southwest Regional Representative who will be hosting the convention, representatives from the Texas chapters, and **Albert Valdman**, AATF President-Elect, began planning the program and related activities. More information will be forthcoming in November. However, all those interested in participating in the program should begin preparing their proposals now. Proposal forms and submission guidelines are printed on pages 4-6 in this *Bulletin*.

Looking ahead

Traditionally the AATF Executive Council meets for the two days prior to the convention, and its reports and motions are subsequently brought to the Delegate Assembly. Let me simply mention a few of the announcements made and decisions taken.

- The **African-American French Recruitment Brochure**, developed by **Charles Hancock** and his committee and produced by **Sister Mary Helen Kashuba** is now available for distribution from AATF National Headquarters.
- The FLES* Commission has just published a **Calendrier perpétuel** which indicates who was born (or died) and what happened on a given date. These are available at a cost of \$9.95 from AATF National Headquarters.
- The 1996 Annual Meeting of the AATF will be held in **Lyon, France**. In 1997, the Annual Meeting will be hosted by the

Middle Atlantic Region, either in Philadelphia or Baltimore (exact site to be determined next spring).

- Beginning in 1995, the AATF will offer three **Teacher of the Year Awards**: one to an elementary school, middle school or junior high teacher, one to a high school teacher, and one to a post-secondary teacher. Details and nomination forms are available from the AATF National Headquarters.
- Since many teachers were so delighted with the convention in Quebec, the Université Laval has offered to design a three-week summer program especially for AATF members. (See the announcement on page 26 in this *Bulletin*.)

Task Force on Promoting the Study of French in the United States

Recognizing the general declining position of French in the nation's curriculum at all levels from kindergarten through graduate school, the AATF Executive Council voted unanimously to establish a Task Force on Promoting the Study of French in the United States. This new Task Force, to be chaired by **Marie-Christine Koop**, University of North Texas, will focus on two topics:

- (a) How to attract more students to the study of French
- (b) How to encourage students to continue into more advanced classes. The first charge of the Task Force is one of information gathering: to analyze the cur-

rent situation both geographically (by state and region) and vertically (from elementary school to graduate school), and to identify those areas and programs which have been successful in maintaining or increasing French enrollments. The second charge will be to disseminate the above information through publications and workshops, and to coordinate all national AATF promotion and recruitment initiatives.

Clearly there are many successful French programs and promotional activities going on across the country. Some have been started by committed colleagues working within their department or school system, whereas others are broader in scope. Some have been sponsored by agencies and groups such as the French Cultural Services, the Quebec Delegation, the Swiss Cultural Services, the Belgian Francophone Community, the Alliance Française; others are the product of local and international business groups; still others are the project of state and professional associations of various sorts. The aim of the Task Force is not to take on the responsibility for these activities, nor to replace them, but to bring them to the attention of French teachers who are looking for ways of promoting the study of French more effectively within their own educational communities.

As part of the information-gathering aspect of this project, each AATF Chapter will be asked to appoint a Task Force

Volume 20 Number 1

AATF NATIONAL BULLETIN

Sept. 1994

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

Editorial Assistant: Josiane Leclerc Riboni, University of Cincinnati.

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

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 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

Liaison Person who will work directly with the Regional Task Force Coordinator to be appointed by the Regional Representative. In the meantime, interested AATF members are invited to send relevant materials, information and suggestions directly to Marie-Christine Koop, Department of Foreign Languages, University of North Texas, Box 13645, Denton, TX 76203. Further information on this project will appear in the November issue of the AATF *National Bulletin*.

French: an American Language

Last April, I was invited to address the Louisiana Chapter of the AATF at their meeting in Lafayette. This was my first visit to the heart of the Cajun region, and I spent a long weekend exploring and talking to local citizens. Often those who spoke French were apologetic: theirs was not the "good" Parisian French. And yet they spoke the language that their ancestors from Acadia, from France, and from Haiti (Saint Domingue) had brought to this country some two hundred years ago. In May, in Washington, D.C., I had an African-American taxi driver, James Dupree. He told me his family was from New Orleans, and that many of his aunts and uncles still spoke French, but that it was not French French but a Louisiana version. Similarly French speakers in New England have often been made to feel that theirs is not "real" French. In recent years, our Spanish colleagues have recognized that the varieties of Latin American Spanish are just as worthy of instruction and study as Castillian Spanish. Now it is time that we French teachers also accept the North American varieties of French. It is time we recognize that bilingual Canada is the largest trading partner of the United States. And let's not forget that it is only recently that schools around the world have begun to teach "American" English, a language which for centuries was considered an "inferior" version of British English.

Finally, if we are truly serious in our desire to promote and encourage the study of French, we must each make a special effort to use the language as frequently as possible so that it does become a living language in our communities. Here are some suggested "Resolutions for the New Academic Year":

- Speak French with your colleagues, with your family, with anyone you meet who knows some French.
- Chat with your students (and your former students) in French whenever you see them, whether in the hall, on the campus or at the mall.
- Play French cassettes in your car or

on your walkman: maybe even start a "lending library" to exchange cassettes among interested French speakers and students.

- Invite others to join you when you go to a French movie or rent a French video. If your area has French-language radio and TV programs, publicize them to friends and colleagues.
- Greet everyone you meet with "Bonjour! Ça va?" You will be surprised how many people will respond. In fact, probably some of your deans, administrators and guidance counselors will find they remember a few phrases they learned years ago. Let them discover the joy of speaking a little French with you!

Let us not forget that French, like English and Spanish, is an American language whose roots go back many centuries. It is a language that is part of our collective history and culture. It is up to each of us to keep it alive!

Rebecca M. Valette

Rebecca M. Valette

AATF NATIONAL COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

The Commission is pleased to announce the imminent publication of the first of two volumes on the subject of French for Business. *Issues and Methods in French for Business and Economic Purposes* is a repository of bibliographical and resource information, methodological approaches, and includes a section on the Paris Chamber of Commerce exams and the results of a recent survey pertaining to the latter. The publication should prove to be a valuable guide and manual, not only to established instructors in the field, but most certainly to those expecting soon to teach the subject.

The first volume of about 160 pages is edited by Gilles Bousquet (Wisconsin) and Patricia Cummins (Buffalo), with contributions from Maurice Elton (Southern Methodist), and Marie-Kristine Koop (North Texas). To obtain a copy at the pre-publication price of \$24.95, plus \$3.00 postage and handling, write to Kendall-Hunt Publishing Co., 4050 Westmark Drive; P.O. Box 1840, Dubuque, IA 52004-1840. Checks are payable to Kendall/Hunt Publishing Co. Phone orders: (800) 228-0810.

The second volume on which work will soon begin is entitled *French for Business and Economic Purposes for International Expertise*. This volume will include descriptions of model programs, methodology suggestions, and interdisciplinary connections.

The current Chair (1994-1995) of the Commission is Patricia Cummins, Dean of Arts and Humanities at Buffalo State College, who welcomes input from colleagues who may wish to be associated with the work of the commission as it enters its third and final year of official existence. Address communications to Dean Cummins at Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.

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 purposes are to support the AATF Summer Scholarship Program and other worthy under- or non-funded projects, such as our "French is more than..." student/parent promotional flyer and our planned corresponding promotional video. The categories of voluntary contributions, as recently modified by the Executive Council, are outlined below. Names of contributors to date are listed under each category. An updated list will be published in future issues of the *National Bulletin*.

CONTRIBUTING MEMBERS (\$25-49): Allan W. Grundstrom, Leona LeBlanc, Carleen Leggett

SUSTAINING MEMBERS (\$50-99): Mary de López, Sanford Dugan, Billie O. Edmonds, Jane B. Goepper, Gilbert Hadey, Hautes Plaines (TX) Chapter

PATRONS (\$100-499): Alyce Brandman, Pearl B. Chiari, Chicago/N. II Chapter, Colorado/Wyoming Chapter, Françoise Craipain-Balabanian, Patricia Cummins, Phyllis J. Dragonas, Stirling Haig, Fred M. Jenkins, Claude Kieffer, Jeanne Kissner, Gladys Lipton, David Long, Joseph A. Murphy, Howard and Frances Nostrand, Michele Shockey, Philip and Joan Stewart, Albert Valdman, Fernande Wagman, Melvin and Cynthia Yoken, A. Edward Zane

SPONSORS (\$500-999): Rebecca and Jean-Paul Valette

BENEFACTORS (\$1,000 and above): Edith Monson estate, James Grew estate
Fund total as of 7/94: \$20,506

Our sincere thanks go to those members and Chapters that have so generously gotten the Fund off to a good start! PLEASE NOTE: contributions from Institutions and individual AATF Chapters will be equally welcome and are cumulative, i.e. as a contributor's total donation increases, he/she/they may move to higher categories.

F.M. Jenkins
Executive Director

CONGRÈS 1995: APPEL D'OFFRES DE PROPOSITIONS 1994, LE QUÉBEC; 1995, LE TEXAS

Le site de San Antonio suggère deux thèmes pour servir d'orientations générales à notre prochain congrès. Le premier, qui enchaînerait sur la découverte de la culture et la langue de nos amis québécois, pourrait s'intituler "À la découverte des racines francophones des États-Unis". En effet, il existe dans le sud, le sud-ouest et l'ouest américain des communautés et des diasporas d'origines francophones. Tout d'abord les Cadiens (Cajuns)—et nous envisageons bien de mettre nos amis louisianais à contribution pour faire état de la situation actuelle de la langue, de la culture, et de la littérature cadiennes. Mais je sais que parmi nos 10,000 membres, dont ceux qui ont contribué au programme du congrès de Québec, nombreux sont ceux qui se penchent sur divers aspects de ces communautés ou qui en font partie: le dixième département d'Haïti, c'est à dire, la diaspora haïtienne; les Franco-Américains de la Nouvelle Angleterre; la diaspora québécoise localisée en Californie et dans le sud de la Floride; enfin, les isolats: La Vieille Mine dans le Missouri, Frenchville en Pennsylvanie, Frenchtown à Saint-Thomas, et bien d'autres encore mal connues qui restent à être découvertes. Ce thème s'ouvre sur une perspective plus large: l'histoire de ces communautés et d'autres dont l'existence a été plus éphémère, telles que les diverses communes socialistes de la fin du dix-neuvième siècle au Texas et en Californie, ou encore, la représentation de ces communautés dans la littérature. On pense, par exemple, au roman couronné d'un prix Goncourt de Jean Vautrin portant sur la Louisiane.

Au plan pédagogique, nous serons l'été

prochain en terre en partie hispanophone. Nous savons, hélas, les réductions d'effectifs dans nos classes de français provoquées par la pression de l'espagnol. Mais nous ne pouvons pas, nous ne devons pas, nous engager dans une politique conflictuelle, voire fratricide. Au contraire, nous devons définir une politique synergique dans laquelle nous acceptons le rôle de **langue seconde** qu'occupe l'espagnol dans plusieurs régions de notre pays. Nous devons ensuite, tout en évitant de guerroyer avec les collègues qui enseignent d'autres **langues étrangères**, définir, maintenir et occuper un créneau particulier pour le français. Sans être impérialiste, nous pouvons faire valoir le statut de langue étrangère privilégiée du français aux États-Unis et souligner ses atouts: la deuxième langue de communication internationale après l'anglais; le symbole de leur identité culturelle pour plusieurs communautés dans notre pays et sur notre continent; une langue de culture prestigieuse; enfin, ne l'oublions pas, la langue qui porte de grandes réalisations technologiques contemporaines.

En ce qui concerne le format des communications au congrès, il faudrait continuer et étendre la politique lancée par Rebecca Valette lors des derniers congrès. Je tâcherai, d'une part, de programmer pour chaque journée un sujet, présenté par une personnalité de grande renommée susceptible d'intéresser un grand nombre de participants. D'autre part, j'aimerais rappeler que nos réunions annuelles ne consistent pas principalement d'une série de mini-colloques où des spécialistes "lisent un papier." Bien sûr, les communications spécialisées

s'adressant à un public restreint ont une place légitime. Mais la plupart d'entre elles devraient avoir surtout une portée pédagogique, ce dernier terme étant conçu dans son sens le plus large. Ainsi, il faudrait, dans la mesure du possible, qu'au sein d'une session les communications traitent d'un sujet commun. Il faudrait aussi que les intervenants sortent de leur texte pour engager une discussion approfondie avec le public. Il est évident que la lecture d'un texte n'est pas le meilleur moyen pour aboutir à cette finalité et que des stratégies de présentation plus interactives s'imposent. On privilégiera les tables rondes et les démonstrations, par exemple.

Nos adhérents trouveront dans ce numéro l'appel aux communications et la liste des présidents de section et les coordinateurs des quatre grands domaines (pédagogie, culture, littérature et langue-linguistique) qui seront les véritables bâtisseurs du programme du congrès de 1995. Pour des communications plus globales, ils pourront m'adresser directement leur proposition. Je leur serais aussi reconnaissant de m'indiquer les noms de personnalités qui pourraient être invitées à traiter en séance plénière ou devant un large public l'un des deux grands thèmes du congrès ou des sujets connexes.

En espérant vous voir nombreux à San Antonio.

Albert Valdman
Creole Institute, Indiana University
Bloomington, IN 47405
FAX: 812-855-2386
Courrier électronique:
valdman@ucs.indiana.edu

AATF SUMMER INSTITUTE 1994 PARTICIPANTS

The following teachers received AATF Summer Scholarships to study at the Summer Institute at Indiana University and then in France. For information on how you may become a scholarship holder, see pages 7-10 of this issue of the *National Bulletin*.

Todd Bowen
2885 Carowinds Court
Bloomington, IN 47401

Carol Cook
208 Cramblet
Bethany, WV 26032

Sherry Dean
1329 Primrose Lane
DeSoto, TX 75115

Susan Evans
704 Oxford Lane
Wallingford, PA 19086

Judith Earle
14945 21 Ave. S.W.
Seattle, WA 98166

Viviane Kirsch
15 Salem Ridge Drive
Huntington, NY 11743

Dana Mardock
950 West 6th Street
Colby, KS 67701

Barbara Marie Murray
1307 63rd St. NW
Bradenton, FL 34209

Stanley Oberg
105 Brookfield Dr.
Moraga, CA 94556

Constance Pierce
300 Converse Road
Marion, MA 02738

Theresa Quick
3646 Seelye Drive
Augusta, GA 30906

Patricia Quinn
22 Pleasant Street
Norway, ME 04268

William Ryall
RD 1 Box 126C West Hill
Worcester, NY 12197

Elizabeth Schollaert
2256 North Upton Street
Arlington, VA 22207

Mary Ann Snyder
4707 Foons Lane
Owensboro, KY 42303

Daniela Stewart
4906 95th Ave. NE
Everett, WA 98205

Margaret Swanson
306 N. Station
Altona, IL 61414

Judine Taylor
10507 Mill Spring
San Antonio, TX 78230

Ruth Louise Volz
1808 1/2 West Wilno Drive
Marion, IN 46952

1995 AATF SAN ANTONIO Area Coordinators and Section Heads

LINGUISTICS

Albert VALDMAN

CREDLI, Ballantine Hall 604
Indiana University
Bloomington, IN 47405

Applied Linguistics

Joel Walz
Dept. of Romance Languages
109 Moore College
University of Georgia
Athens College
Athens, GA 30602-1815

Theoretical and Descriptive Linguistics

Betsy Barnes
1411 Thomas Ave.
St. Paul, MN 55104

Sociolinguistics

Carl Blyth
University of Texas, Austin
Department of French & Italian
University of Texas
Austin, TX 78712-1197

Second Language Acquisition

David Birdsong
Department of French & Italian
University of Texas
Austin, TX 78712-1197

Historical Linguistics

Douglas Kibbee
Dept. of French
University of Illinois
2090 Foreign Languages Bldg.
707 South Mathews Ave.
Urbana, IL 61801

North American French Language

Cynthia Fox
Dept. of French Studies
SUNY at Albany
HU 235
Albany, NY 12222

Creole Studies

Albert Valdman
CREDLI
Ballantine 604
Indiana University
Bloomington, IN 47405

Haitian Studies

Carrol Coates
Department of Romance Languages
Library Tower, Room 513
Binghamton University
PO Box 6000
Binghamton, NY 13902-6000

CULTURE

Roland SIMON

Department of French
302 Cabell Hall
University of Virginia
Charlottesville, VA 22903

France since 1958

Peter Kirkpatrick
Department of Foreign Languages
Virginia Commonwealth University
Richmond, Virginia

History of French Culture

Marc Bertrand
Department of French and Italian
Wilbur Modular C
Stanford University
Stanford, CA 94305
(415) 723-4183

Francophone Cultures

Kandioura Dramé
Department of French
302 Cabell Hall
University of Virginia
Charlottesville, VA 22903
(804) 924-7158

LITERATURE

Rosemary LLOYD

Department of French and Italian
Ballantine 642
Indiana University
Bloomington, IN 47405

Medieval Renaissance Literature

Jerry Nash
Department of Foreign Languages
University of New Orleans
New Orleans, LA 70148

17th-18th Century Literature

Marie Glynn
Dept. of Foreign Languages and
Literatures
Washington State University
Pullman, WA 99164-2610

19th Century Literature

Rosemary Lloyd
Department of French and Italian
Ballantine 642
Indiana University
Bloomington, IN 47405

20th Century Literature

Christian Garaud
Department of French and Italian
312 Herter
University of Mass.-Amherst
Amherst, MA 01003
(413) 545-0111

Maghreb Francophone Literature

Sonia Ghattas-Soliman
11412 Cypress Canyon Park Drive
San Diego, CA 92131

Literature and the Arts

Philip Stewart
Department of Romance Languages
Duke University
Durham, NC 27706

Women's Studies

Eileen Burchell
Dept. of Modern Languages
Marymount College
100 Marymount Ave.
Tarrytown, NY 10591

Canadian Francophone Lit

Victor-Laurent Tremblay
Dept. of French Language & Literature
Wilfrid Laurier University
Waterloo, Ontario
Canada N2L 3C5

North American Francophone Lit

Raymonde Tadros
Cal State University
Los Angeles, CA 90005

Black African Francophone Lit

Claire L. Dehon
Department of Modern Languages
Eisenhower Hall
Kansas State University
Manhattan, KS 66506
(913) 532-6011

Cinema

Henry Garrity
Dept. of Romance Languages
Shatzel Hall 203
Bowling Green State University
Bowling Green, OH 43403

Teaching Literature

James Gilroy
Dept. of Languages and Literatures
General Classroom Bldg. 2040
University of Denver
South Race Street
Denver, CO 80210

PEDAGOGY

Michèle SHOCKEY

Gunn High School
780 Arastradero
Palo Alto, CA 94306

Teacher Training

Constance Knop
Curriculum and Instruction
Teacher Education Building
225 N. Mills Street
University of Wisconsin-Madison
Madison, WI 53706

Technology

John Barson
Department of French and Italian
Stanford University
Palo Alto, CA 94305

Business French

Dominique Van Hooff
2174 Chuleta Ct.
Los Altos, CA 94022

Classroom Techniques and Methodology

Renée White
7431 Midbury
Dallas, TX 75230

Testing and Evaluation

Joan Manley
9301 Turrentine Dr.
El Paso, TX 79925

1995 SUMMER INSTITUTE GUIDELINES AND APPLICATION

French Cultural Services - A.A.T.F. - Indiana University

1995 SUMMER INSTITUTE in AURILLAC, France

**Preceded by a 10-day seminar at
Indiana University, Bloomington**

With a major grant provided by the

NATIONAL ENDOWMENT FOR THE HUMANITIES

APPLICATION DEADLINE: December 1, 1994

AATF is pleased to announce the continuation of the summer scholarship program in France. For the summer of 1995, 20 AATF members will be selected to participate in a program of about five weeks (tentative dates: June 25-July 28). Continued support from the French Cultural Services will provide funds for the three-week immersion in France. A grant from the National Endowment for the Humanities makes it possible to enhance the attractiveness of the program. In addition to living expenses at Indiana University, AATF will defray most of the participants' travel (from their home to and from Bloomington, Indiana and from and to Bloomington to Paris). As in the past two years, participants who complete all the requirements of the program will be granted six graduate credit units from Indiana University free of charge.

AATF is committed to providing in-service to enhance the language skills of members who already demonstrate a high level of competence and to support those who need to function at a higher level of competence. Candidates with both profiles will be selected for this institute. All candidates are expected to function at a level appropriate to understanding lectures presented in French at a normal rate of speech and to interacting with native speakers.

The candidate for this institute is one who may not have had the opportunity to study or travel extensively in France. French teachers who are looking to improve their communicative skills in French and who are open to exploring a region of France that is outside of the usual tourist's itinerary will profit from this experience. Those who enjoy the out-of-doors and hiking will have opportunities to explore a mountainous countryside.

Institute Description

The Program will begin at Indiana University in Bloomington for a 10-day orientation to delve into contemporary French culture and to sharpen linguistics skills. At Indiana University, the participants

will formulate group or individual projects of a pedagogical or cultural nature to be undertaken in France. They will be guided by the Project Director Isabelle Kaplan who will accompany them to France. The academic program will be directed by Albert Valdman, Rudy Professor of French & Italian and Linguistics at Indiana University and AATF President-elect.

Program in France:

La Société française et le monde rural

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

A weekend *en famille*, the continual interaction with a variety of French people, as well as opportunities to travel in the areas described are highlights of the program. Participants are housed in la Maison des Volcans in Aurillac. The second part of the program has Salies de Salat in Haute Garonne as the base for exploring Toulouse and the Piémont pyrénéen.

The Pedagogical Project

The capstone experience and unifying element of the Institute is a pedagogical project. The purpose of the Pedagogical Project is to apply the knowledge gained in France in a concrete manner to classroom activities. In Bloomington, the Project Director will define the nature of the pedagogical project. She will suggest relevant bibliographies and resources and assist

participants in collecting data and materials during the stay in France. Finally, the Project Director will continue to provide support until the completion of the Pedagogical Project upon return to the United States. Three of the six hours of Indiana University graduate credits are earned specifically by completing the Pedagogical Project and will only be granted upon its completion and approval by the Project Director. Participants are required to share the Pedagogical Project with colleagues. Upon approval by the Project Director, the Pedagogical Project is submitted to the AATF Lending Library. In addition, a modest stipend will be provided to participants to help defray expenses to present two sessions or workshops at local, state, regional or national meetings between Fall 1995 and Fall 1996. (A session will be reserved for some participants to make a joint presentation at ACTFL and AATF National Conventions.)

Program Costs

This institute will be financed in large part through the National Endowment for the Humanities and the French Cultural Services, with additional support from AATF and Indiana University. Most of the program costs, i.e., tuition, mandatory fees, instructional costs, 6 graduate semester hours of credit, room and board on the I.U. campus, room and board in France, all transportation costs, and a stipend will be covered by the sponsoring groups. Some meals, especially when in transit, may be borne by the participants.

Eligibility

Applicants must be

- teachers of French currently employed in elementary or secondary schools or in a college or university, up to and including the rank of full professor
- teachers who plan to continue teaching French during 1995-96 and for at least five more years
- U.S. citizens or permanent residents
- members of AATF in good standing, as of January 1, 1995. (Everything else being equal, preference will be given to applicants who have been members for at least two consecutive years, i.e., since January 1, 1993.)

Applicants may not be

- current AATF Chapter Presidents or members of the AATF National Executive Council
- recipients of AATF or French Government scholarships within the past five years (1990-1994)
- native speakers of French from any

Francophone country. (Exceptions will be made only for those who came to the U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native.)

- recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

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

General Guidelines

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

Because of the unparalleled opportunities to participate in cultural activities and to procure materials and books, the participants should budget for these additional costs. While not required, participants are encouraged to consider taking a video camera. All participants should have a still camera, several rolls of slide film, a high-quality cassette recorder and a number of blank audio cassette tapes for their program.

SELECTION PROCESS

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

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

- level of linguistic competence

(Candidates with linguistic need as well as those with a high level of proficiency will be selected. See program description.)

- geographical representation
- clarity and specificity of the statement of benefits to the applicant and his/her institution or program
- teaching assignment (number of classes in French and number of students impacted)
- evidence of professional commitment (local, state, regional and/or national)
- future career plans in education
- past travel, study or residence in a Francophone country
- letters of recommendation
- ranking of candidates at the local and regional levels

Application

Teachers interested in applying for the 1995 AATF/Indiana University Summer Institute should complete the application form printed in the September 1994 issue of the *AATF National Bulletin*. Additional copies of the application may be obtained from chapter presidents, regional representatives and AATF National Headquarters.

Applications for the institute will be due on December 1, 1994, to AATF Chapter Presidents.

Applicants should do the following:

- 1) Complete both sides of the application form, including the **signature** on the second page, and attach additional pages of the application.
- 2) Prepare an original set and **six duplicate sets** of the application. **Separate each set and staple each set.**
- 3) Request that **two letters of recommendation** plus **six copies** be sent **directly** to the chapter president. (The letters should come from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well. Since these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.
- 4) Include **2 stamped and self-addressed postcards** with the application. (Candidates will receive confirmation that their application and recommendations have been received by their AATF Chapter President and by their Regional Representative.)

5) Mail a **postcard** to the AATF Vice President chairing the AATF Summer Institute to indicate that the application form has been sent to the chapter president. (Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010-3099)

6) Send the **original plus six copies** of the application form and supplementary pages, an audio cassette tape and 2 post cards to the chapter president.

Mailing List for Information Update

As information about the 1995 AATF/Indiana University Institute in France will continue to be refined during the next few months, those members interested in having this information are invited to add their names to the mailing list being compiled by AATF National Headquarters. As soon as additional details become available, AATF National Headquarters will forward this information to those who have contacted AATF at 57 East Armory Avenue, Champaign, IL 61820; voice and FAX: (217) 333-2842.

For additional information, please contact:

Margot M. Steinhart
AATF Vice-President
Chair, AATF Summer Scholarships
Barrington High School
616 West Main Street
Barrington, IL 60010-3099
Telephone: (708) 842-3223
FAX: (708) 304-3749

DEADLINES

December 1, 1994

Applications due to AATF Chapter President from AATF members

January 5, 1995

Applications due to Regional Representatives from Chapter Presidents

January 25, 1995

Applications due to AATF National Summer Institute Selection Committee from Regional Representatives

March 15, 1994

Applicants informed of selection results

1995 AATF SUMMER INSTITUTE IN FRANCE

APPLICATION FORM Deadline: Thursday, December 1, 1994

AATF Chapter Name/Location _____ Region #(1...9) _____

AATF Chapter President _____

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

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

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

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

Institution of employment _____

Institutional Address _____
Number and Street

City State Zip

Level of French taught: K-6 _____ 6-9 _____ 9-12 _____ Jr. College _____

College/University _____

In 1994-95: Number of French classes _____ Number of French students _____

Levels of French classes taught _____

Other subjects taught _____

Continuous member of AATF for _____ years, including 1995 (Preference is given to those with two or more years of consecutive membership.)

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

Date of birth _____ day, MONTH, year _____ Age as of 1 July 1995 _____

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

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

If yes, year _____ Location _____ From what organization _____

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

I **ACADEMIC PREPARATION**

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

II **TEACHING EXPERIENCE**

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

III **CURRICULUM VITAE SUPPLEMENT (OPTIONAL)**

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

IV **RECOMMENDATIONS**

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

V **ESSAYS**

- A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English. (2 pages maximum)
B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français. (2 pages maximum)

VI **RECOMMENDATIONS**

- A. Request **TWO** recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:
1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable
B. Have your recommender send the original letter **PLUS SIX COPIES** directly to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **December 1, 1994**.

VII **AUDIO CASSETTE RECORDING**

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

VIII Include with your application **TWO SELF-ADDRESSED POSTCARDS** with appropriate postage. Your chapter president and regional representative will each return a card to you as verification that your application has been received at the first two levels of the selection process.

IX Send **ONE POSTCARD** to the AATF National Vice-President, who is chairing the AATF Summer Scholarship Programs, by December 1, 1994, to indicate that you have submitted your application for the institute. (Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010-3099)

X Separate the **original** set and the **six copies** into 7 sets and staple each set.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE. I ALSO AFFIRM THAT I WILL ABIDE BY THE REQUIREMENTS OF THIS PROGRAM.

Signature of applicant _____ Date _____

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

Please read the description of the AATF Summer Institute in France in the September 1994 issue of the AATF National Bulletin. Please type all information on the two-page form and attach additional pages as needed.

ALL MATERIALS, original application form, 6 copies of the application form, 2 letters of recommendation with 6 copies each, one audio cassette recording and 2 self-addressed postcards are to be sent to the **AATF CHAPTER PRESIDENT**.

Deadline: Thursday, December 1, 1994

AATF LENDING LIBRARY ADDITIONS

Four projects prepared by the 1992 AATF French Cultural Summer Scholarship recipients have been added to the AATF Lending Library and are available for loan to AATF members. These projects were developed following programs in Auvergne and in Alsace.

Additionally, seven projects developed by participants in the 1991 AATF Summer Scholarship Program in France have been available since Fall 1993 for loan from National Headquarters to AATF members. These projects were selected from among those projects by AATF scholarship recipients in 1991.

These earlier projects reflect the experiences of colleagues in Bretagne and in Paris during their one-month program, which was subsidized by the French Cultural Services and AATF. The units incorporate slides, videos, audio cassettes, suggested student activities, teacher's guides and other authentic materials. The themes of these units include slices of everyday life, the celebration of July 14, *la haute couture*, *le lycée*, and *l'école maternelle*, the major building projects in Paris (*les Grands Travaux*), *les petits commerçants* and contemporary French music. Developed by French teachers for use with their own students, these units are appropriate for instruction of students studying French in elementary schools, high school and universities.

The following procedures were established to facilitate the loan of the projects:

1. Member sends a written request for a project to AATF Headquarters, 57 E. Armory Ave., Champaign, IL, along with a check for \$25, made out to AATF, as a deposit on the materials to be borrowed.

2. If the project is in stock, it will be shipped, insured, to the member via UPS or US priority mail within a week of receipt of request. If project is on loan, National Headquarters will establish a waiting list and so inform the member making the request.

3. The project may be kept for a total of two weeks before it is returned to National Headquarters.

5. After two weeks (or less), project is to be returned, insured, to Champaign via either UPS or US priority mail. Upon receipt of project in good condition, member's check will be returned to him/her.

The following are descriptions of the new projects, recently added to the Library.

This interesting presentation of 80 slides of very good quality is accompanied by a script in English and in French describing the slides. There is also a clearly enunciated cassette of these scripts, which could be played along with the slides or used separately for aural comprehension or review. The slides are personal and offer an insider's view of the country life of cheese makers, farmers and villagers in this remote and beautiful region of France. The text in French is more appropriate for third or fourth year students; however, all levels of students would enjoy the English version. Study questions could be designed to accompany this program. Tourist brochures of Auvergne are included.

"Alsace et Strasbourg"

Nadine Salahub,
Deer Valley High School, AZ

This project on Strasbourg includes a "fiche pédagogique" in English, which offers train and plane fares (from Phoenix) and suggestions for students to imagine a trip to Strasbourg, which includes budget, reservations and meals. There are suggestions for oral and written assignments. A quiz with 18 questions in French is based upon the study sheets, which include a map of France identifying Alsace and Strasbourg, statistical data on Alsace and Strasbourg, geography and climate, people and languages and the history of Alsace since the 14th century. French teachers could collaborate with history and political science colleagues to expand the information on World Wars I and II. There is also a section on tourism in Strasbourg, which details churches and museums, promenades, hotels, restaurants, the area of the *Parlement Européen* and seven typical aspects of Alsatian life, including *les colombages*, *les cigognes*, *les costumes*, *la cuisine*, *le vin*, *le weinstub* and *le bierstub*.

This project is complete enough for teachers who have never visited Alsace to be able to teach their students and invent imaginary trips. The information is factual and useful for a tourism/slide presentation. There are 20 personal slides of restaurants, menus, l'Orangerie and storks in addition to 30 commercial slides of Alsace. The project could serve as a springboard for developing other travel slide projects with students.

"Selected Resources from France for Elementary School French Programs"

Elaine Fuller Carter, St. Cloud State
University, St. Cloud, MN

This is a well documented 19-page "cat-

alog," which includes selected resources from France for elementary school French programs. It includes an excellent description of the French elementary school system by age and name of class.

The contents are

- I Methods: instructional packages for teaching children French as a foreign language
- II Instructional materials designed for use in French elementary schools (levels Maternelle, CP, CE and CM)
 - A. Materials available for on-site examination or purchase at the CNDP or its regional or departmental branches
 - B. Materials available through commercial distributors to French elementary schools
- III Miscellaneous children's picture books (albums) and sound recordings available on the commercial market
- IV Selected useful addresses in France

The author explains: "Two recent instructional programs, *Mission spéciale* and *Trampoline*, may be of particular interest to those who seek an organized set of upper elementary materials to bridge the gap perceived by some FLES teachers between the oral communication orientation of early elementary, beginning level French instruction and the more grammatical textbook orientation of secondary school French."

For suggested books, records and cassettes, this project includes reference numbers, prices, contents, age and/or level suggestions as well as selected useful addresses (including location and métro stations) in Paris and Toulouse. Most items can be purchased through distributors in the U.S. *Nota bene*: Most videos are recorded on European standards: SECAM and PAL.

"L'Europe en Marche: Marchons avec elle!"

Susan M.S. Boldrey,
University of Illinois, IL

This project includes a two-hour video presentation of the European Community in French with music, slides, interviews and authentic documents by Dr. Boldrey, given at an AATF Chicago/Northern Illinois colloquium in 1993. Following the presentation is a debate on the E.C. with three Francophone consul generals based in Chicago: Yves Gaudeul (France), Friedrich Vogel (Switzerland) and Emil Massa (Belgium).

Two audio cassettes are included. One records residents of Brussels as they discuss the pros and cons of the E.C. The second is an official presentation at the

"A Glimpse of the Auvergne Region"/"Un Aperçu de la Région d'Auvergne"

Eileen Leland,
Macomb High School, IL

European Parliament on the E.C. and issues concerning Eastern Europe. There are photocopies of press articles on the French referendum of September 1992 and official E.C. documents on issues concerning the economy, political freedom, human rights, marketing, banking, the future of the E.C., the origins and members of the E.C., the environment and the arts, as well as Alsace and its wines.

Suggestions for use of these materials in French classes at all levels and in interdisciplinary projects and community outreach are included.

For a complete listing of all available projects, please refer to the AATF *National Bulletin*, November 1993 (19.2.4-6) or contact National Headquarters. (See address earlier in article.)

ANTOINEVILLE—THE FRENCH VILLAGE LEARNING CENTER

Welcome to Antoineville! Your students will be delighted to "visit" this French village right in their own classroom. Not only do they visit the village—they actually construct it. In the process, their enthusiasm for learning is sparked, they expand their ability to communicate in French, and they enhance their understanding of French culture.

In the French village learning center, students participate in activities that teach vocabulary, grammar, and culture through the cooperative construction of the buildings and landscape typical of a French village. The activities require students to think creatively, work cooperatively, solve problems, and expand their speaking and listening skills in French.

This learning center is adaptable to kindergarten through sixth grade. Kindergartners can use a preconstructed village without actually doing the assembly work, which would be too challenging for their motor skills. First and second graders can make the smaller, less complicated buildings, while the older students assemble the larger ones. All students can share in the layout and the construction of a single village, making this project one that fosters cooperation across grade levels.

Construction of the Village

Using photographs as illustrations, introduce the French terms for five or six different stores or buildings that are found in a typical village. Assign, or have students choose, one of these buildings to construct as their contribution to the project. To construct the buildings, students use commercially-prepared models on work sheets (see *La Communauté* in References). Students color, cut out, reinforce with masking tape, and glue together the building illustrated on the work sheet. You may choose to have students work individually or in pairs for this construction process.

When the students have completed their

buildings, they introduce them to the class by naming the building, describing the buildings' color/s and size, and describing what is sold there or what work is done there. After each type of building has been introduced, students introduce the remaining buildings by asking their classmates review questions: What is the name of this building? What is sold here? What color is this building? What is the size of this building?

With photographs or drawings, the teacher further introduces students to the French village by describing its size and landscape. Depending on the age of the students, the class may work together to plan the streets and grounds of their village. Taking turns, their ideas are transferred with a black permanent marker onto a two yard square of newsprint, fabric, or shower curtain. The layout of the village may then be colored in by the students with crayons.

Using the Village in Activities

The teacher gives students commands to indicate where to place their buildings in relationship to another building or object. Vehicles such as "Hot Wheels" can also be used for placement, i.e., "Put the red car in front of the restaurant." "Put the bakery next to the pet store." "Put the candy store on the square." When students are comfortable with the commands, volunteers can take turns giving commands to their companions.

Directional terms can be introduced by the teacher: north, south, east, and west. These terms are also used for placing the buildings, i.e., "Place the jewelry store north of the bakery." "Where is the grocery store?" "It is south of the park."

During the next week repeat the process for making the buildings, adding five or six new types of buildings. Continue similarly until all of the buildings in the kit have been made. You will be pleased to find that the students' interest will be so high that they will want to make their own designs for additional buildings.

The teacher introduces the terms for "service," "residential," and "commercial." The students group the buildings according to these three categories in response to commands, for example, "Place the residential buildings near the river."

A slide or videotape presentation of French buildings and villages is shown that includes road signs and markers. The teacher will aid the students in developing a comparison of French villages and small American towns. Students may want to make changes in their village layout at this time, according to their more in-depth understanding of French villages. They can make road, directional, and marker signs to make their village unique. They can also name their village. For example, the name "Antoineville" was proposed by my students. It is a combination of my French name "Antoinette" and "Albertville," where the Olympics were held in France.

Many different activities can help stu-

dents review the names and functions of the buildings in the village. A variation on the game, Battleship, is a game the students enjoy. Two students are given identical maps of the village, except that one has Xs marked on one to five buildings (depending on the ability level of the students). The other student has one to five Os marked on different buildings. Without being able to see each others' maps and without naming the buildings, students take turns giving each other directions so that their partner can identify the buildings marked on their own map. When the students are finished they put their maps together and hold them up to a window to see if they have marked them identically.

The teacher first reviews the students' learning, then students can work in pairs, using questions such as the following:

Where do you buy bread?

Where do you find books?

Who sells sausages, cheese, and pâté?

Where does the butcher work?

Who sells bread?

There are loaves of bread in the window? What store is it?

I am a jeweler. Where do I work?

At 3:00 I will go to the park. Where will you go?

To extend the learning further, the class can develop a plan to transform their classroom into a French building such as a library, an art museum, a cafe, or an open-air market. For a cafe, for example, the objects (chairs and tables), setting, and personnel found in a typical French cafe are listed. The class brainstorms how their classroom could be arranged to typify a French cafe. The kind of food that would be served, for example, for breakfast is explored and discussed. The class works together to arrange the classroom into a cafe, prepares menus, and dramatizes the scene, perhaps serving a typical French breakfast in the cafe to their classmates or to visitors.

The richness of the theme of the village provides many opportunities for exploring different aspects of French culture. Many additional activities can be designed around the theme of the village. For example, students can express likes and dislikes about the products sold in the various stores. Various songs, card games, and board games that relate to the theme of the village can also be used. Even though the focus for this project is the village, photographs and information on French cities and farms can also be examined to help students understand that a variety in life styles exists in France as well as in this country.

Clearly a learning center of this type can be used with any language to help children understand more about the culture and life-style in the countries where the language is spoken. The village learning center has been a favorite part of the elementary school French classes for my students. Try

Continued on page 17

A Teacher's Guide to Using *Jean de Florette* in the Classroom*

Film is a wonderful medium for our students to acquire insights into French culture, and we French teachers are indeed fortunate that the French cinema has provided us with a wide variety of films to use. Two of these movies, *Jean de Florette* and *Manon des Sources*, are particularly rich in possibilities for classroom use.

We have developed mini-units for these two movies which are applicable for students at the secondary or college level. If you teach a year-long course, it is suggested that you show *Jean de Florette* sometime during the first semester and *Manon des Sources* several months later. Since student abilities and teacher linguistic goals vary, teachers may want to render the questionnaires into English before using them with some classes.

Our units are based on the 4MAT model, which is a wheel containing eight segments or "pie pieces", alternating between left and right-brained activities. You may or may not wish to use all of the segments, depending on your goals and the class time available. For *Jean de Florette*, we used portions one through five of the wheel; for *Manon des Sources*, we used the entire wheel, beginning again at segment one. Suggested activities involve both individual and group work.

Before showing any movie, always preview it. The subtitles of both films contain some minor vulgarities; *Manon des Sources* includes a brief nude scene (easily masked). The teacher is responsible for knowing the students and the school culture: never take chances.

Instructional goals for the units:

The students will deepen their understanding of the French character and the provençal culture, and relate both to their own lives; the students will examine moral issues raised in the films.

Objectives for the units:

The students will be able to:

- locate Provence on a map of France;
- name characteristics of provençal climate, food, and landscape;
- describe the characters of Ugolin, César, and Jean de Florette;
- explain the role of the elements (wind, earth, water, and fire) in the films;
- analyze the role of the church as seen in *Manon des Sources*;
- decide whether Ugolin and César were responsible for Jean's death, and justify their answer;
- * decide whether Ugolin's death was a result of fate, and justify their answer;

- * determine whether Manon should forgive César, and state why or why not;
- compare and contrast the provençal mentality to another culture that is also tied to the land.

4MAT lesson plans for *Jean de Florette*

Segment 1: Involve the student (time for the activity: 6-8 minutes)

Objective: The students will describe regional identity.

Activity: Divide the students into groups of four or five. Give each group a card which names an area of the United States such as: California, Texas, New England, Manhattan, etc. Ask the students to create an imaginary person who would be typical of that region. Have them give the person a name commonly found in the area; state what kind of vehicle the person drives; what kind of hat the person wears; what his/her favorite food is; and what kind of music he/she listens to. For example, Dixie Lee lives in Alabama. She wears a wide-brimmed floral-trimmed hat, and drives a large luxury car while listening to Garth Brooks.

Segment 2: Analyze (time: 6-8 minutes)

Objective: The students will describe regional identity.

Activity: Have a student from each group share the imaginary person with the rest of the class.

Segment 3: Conceptualize (time: 6-8 minutes)

Objective: The students will describe regional identity.

Activity: Using markers and large paper, each group illustrates its imaginary person. Other possibilities: If you have any sachets of lavender, have students smell the lavender; or, plant some herbes de Provence.

Segment 4: Instruction (time: 130 minutes)

Objective: The students will be able to describe the action of the film.

Activity: Tell the students that the movie they will be seeing takes place in Provence. Distribute the handout that describes Provence. Explain that just as people who live in different regions of the United States may behave in a certain way because they are influenced by their surroundings, so too the values and behaviors of the main characters of *Jean de Florette* are products of Provence.

Show the film. You may have students fill out the worksheet as they watch, if you want to ensure that they are on-task at all times. On the other hand, you may want to distribute it at the beginning of the film so that students know what to look for, and

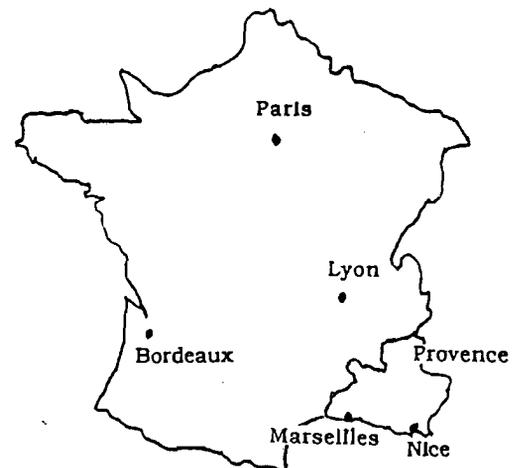
have them complete it at the end of the movie so that they will not miss anything. The questions are very easy to answer.

Segment 5: Working with the concepts (time: 40-50 minutes)

Objectives: To describe the characters of César, Ugolin, and Jean, and tell how each represents a facet of French character; to identify various aspects of Provence; to decide whether Ugolin and César were responsible for Jean's death, and justify the answer.

Activity: Divide the students into cooperative learning groups of three or four and assign roles (scribe, question reader, group monitor). First, have them compare their answers on the worksheet. Then, have them complete the post-film questions. When all groups have finished, lead a class discussion to compare answers.

Jean De Florette: Two Important Aspects of French Culture



La Provence

France is composed of many distinct regions which each have their own cultural identities. One region is called Provence, and it is found in Southeastern France, along the Mediterranean coast and the Italian border. This region includes the breathtaking Lower Alps as well as the Côte d'Azur. The climate is characterized by mild winters and hot, dry summers. The *mistral* wind (the Provençal word for master) blows relentlessly down from the Alps toward the Mediterranean Sea.

Agricultural products include flowers, herbs, fruits and vegetables, olives, wine, and truffles (a rare and exquisite mushroom). Agriculture is an important part of the economy, but because the climate is

*A similar guide for using *Manon des Sources* will appear in the November 1994 issue of the *National Bulletin*.

so dry, the availability of water sources is a very important issue. It is sometimes said that people who discover a spring may keep it a secret, telling it only on their deathbed to their next of kin. (Pagnol, *La Gloire de Mon Père*) The land is also very important to the people. One sees both physical and spiritual ties to the earth in both movies. Papet compares the Soubeyran fruit orchards at the beginning of *Jean de Florette* to a cathedral. At the end of *Manon des Sources*, he writes that he is too ashamed to see anyone, even the trees. Another example of the people's ties to the land is that they name it. *Romarins* is the name of the property that Jean inherits, and it is also the French word for rosemary, which grows wild throughout the region.

One sees the influence of the Mediterranean culture in Provence, not only because of the climate, but also because of the history of the region. The Roman Empire controlled all of France, but especially this region for about 500 years, until 400 A.D. One can still see Roman theaters and aqueducts throughout the region. Because of the Latin influence on the language, the Provençal language evolved there, related to but different from modern French.

Another important characteristic of Provençal life is the cuisine. Vegetables influence main dishes such as *ratatouille*, and garlic is a mainstay, forming the basis for classic dishes such as *aïoli* mayonnaise. Many types of cheese are produced in the region, often using goat's milk. Wine plays a very important role in the cuisine, as it does throughout Europe. One reason is that meals are an important part of French socializing: People often toast each other's health with a glass of wine. Another important drink in Provençal society is *pastis*, an anise-flavored liqueur that turns cloudy when diluted with water. Throughout both films the villagers gather at the local café to drink *pastis* and socialize. People also socialize while playing *boules*, (or *pétanque*), a game involving the pitching of weighted balls, the objective being to come closest to a smaller ball. These aspects of society are also depicted in both films. We see here that the climate, geography and history of Provence are all unique, and that they have all influenced the way of life, language, and society in the region. These have evolved in a way that makes the culture different from the rest of France, indeed different from the rest of Europe. (Michaud 90-1, 96-7)

The French Character

A second important theme in *Jean de Florette* is the comparison of aspects of the

French character. The 18th century French philosopher Voltaire explained part of the philosophy of the French people in *Candide*: "Il faut cultiver notre jardin." According to Voltaire, gardening and hard work provide a literal means for protection from hunger, boredom, and vice. (Voltaire 258-9) The garden is also a metaphor for human self-determination and fulfillment. People have the ability to reap the benefits of their hard work. "En cultivant son jardin'...le Français...a le sentiment de se réaliser pleinement. ...(!) se plaît à pratiquer la culture dans tous les sens du terme. Car, à ses yeux, un homme se cultive comme un jardin: attentivement, amoureusement." (Michaud 30)

Jean de Florette illustrates this philosophy because both Jean and Ugolin use the garden for their livelihood as well as to achieve their personal goals in life. One sees that nature plays an important role in the lives of the characters, not only as Frenchmen, but also as Provençaux. Nature, and especially water, provide physical and spiritual sustenance.

Another aspect of the French character is explained in Michaud's *Le Nouveau Guide France* (18-9). The French character has evolved through centuries of survival as a feudal peasant. The French people are therefore typically realistic, thrifty, and cautious. These qualities are all manifested in Ugolin's and Papet's characters. On the other hand, the French character has roots in the feudal system: knights were often idealistic, determined to achieve their goals, generous, and individualistic. Jean is the embodiment of all of these qualities. *Jean de Florette* provides fascinating insight into the French character in general as well as the more specific theme of life in Provence.

Bibliography

Berri, Claude, director. *Jean de Florette* and *Manon des Sources*. (Based upon *L'Eau des Collines*, Marcel Pagnol: 1963.) Renn Productions/D.D. Productions: 1985.

Michaud, Guy and Georges Torrès. *Le Nouveau Guide France*. Librairie Hachette: 1982. 18-9, 90-1, 96-7, 136-7.

Robert, Yves, director. *La Gloire de Mon Père*. (Based upon *Souvenirs d'Enfance*, Marcel Pagnol: 1957.)

Voltaire. *Romans et Contes*. Garnier-Flammarion, Paris: 1966. 258-9.

Liste de Référence: VOCABULAIRE

la chèvre – goat

la colline – hill

la grotte – cave

la source – spring

la vue – view; sense of sight

le bien – property

le bossu – hunchback

le figuier – fig tree

les œillets – carnations

le piège – trap

le troupeau – herd

agir – to act

améliorer – to improve

avouer – to admit

boucher – to stop up; to plug

chasser – to hunt

contrarier – to thwart

creuser – to dig

élever – to raise

éviter – to avoid

nettoyer – to clean

National Standards In Foreign Language Education

A Joint Project of the American Council on the Teaching of Foreign Languages,
the American Association of Teachers of French,
the American Association of Teachers of German,
and the American Association of Teachers of Spanish and Portuguese

Fall 1994

First Draft of Foreign Language Standards Available

The first draft of the national K-12 student standards in foreign language education is ready for public review and comment. Since June of 1993, the eleven-member task force charged with developing the standards has grappled with many complex issues including creating standards for programs that do not yet exist in many parts of the country and accommodating multiple entry points, students whose native language is not English, languages with varying degrees of difficulty, and both modern and classical languages. Progress has been regularly shared with foreign language educators and professionals at all levels, and all comments received have been read and fully considered. The task force is now seeking input from all interested individuals on the results of their efforts to date. They will be meeting in mid-October to further develop and refine the standards.

FORMAT

The completed standards document will be divided into five parts. Not all of these are complete in the first draft, but they should give readers a general idea of what will be contained in the final document.

- **Context and Issues** examines many of the issues described above. Many of these have yet to be resolved, but the task force will continue to discuss them among themselves and with knowledgeable colleagues so that the final product will offer guidance to those individuals who will be responsible for implementing the standards in the years to come.
- **Goals of Foreign Language Education** provides the overall framework for the standards. It is within each of the goal areas that standards were developed. A rationale for each goal is given, and a discussion piece provides additional information, including research and classroom practice that support the goal.
- **Content of Foreign Language Education** will define and describe those elements to which students must be exposed in the foreign language classroom in order to meet the standards: the language system, culture, communication strategies, learning strategies, and subject matter from other disciplines
- **National Standards in Foreign Language Education** contains the content standards for foreign language education for students in grades K-12 divided by grade clusters (K-4, 5-8, and 9-12).
- **Glossary** will define terms used throughout the document to give non-foreign language educators a greater understanding of the standards.

ORGANIZATION OF STANDARDS

Standards for foreign language education have been developed in each of five goal areas:

- **Communicate in Languages Other Than English**
- **Gain Knowledge of Other Cultures**
- **Access New Information and Knowledge**
- **Develop Insight into Own Language and Culture**
- **Participate in Multilingual Communities and Global Society**

Because second language acquisition is a cumulative process, the standards are identical at each grade level. There will, however, be variation in how the standards are met as students develop greater proficiency in the language over time. The diagram on the next page illustrates the format of the standards and describes each section within the grade clusters.

Continued on Next Page

Individual copies of the draft standards are available from:

ACTFL
6 Executive Plaza
Yonkers, NY 10701
(914) 963-8830

AATF
57 East Armory
Champaign, IL 61820
(217) 61820

AATG
112 Haddontowne Ct #104
Cherry Hill, NJ
(609) 795-5553

AATSP
Gunther Hall 106
Univ of Northern Colorado
Greeley, CO 80639
(303) 351-1090

This Issue Sponsored By D.C. Heath

National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese. The project is funded by a grant from the U. S. Department of Education and the National Endowment for the Humanities.

PROJECT STAFF

June K. Phillips <i>Project Director</i>	Jamie B. Draper <i>Project Manager</i>
Christine Brown <i>Task Force Chair</i>	Christine Meinel <i>Project Assistant</i>

BOARD OF DIRECTORS

Fred Jenkins	Lynn Sandstedt
Hiroko Kataoka	C. Edward Scebold
Robert W. LaBouve	Helene Zimmer-Loew

**ADVISORY COMMITTEE
CO-CHAIRS**

A. Graham Down
Protase E. Woodford

**THIS ISSUE IS BROUGHT TO YOU COURTESY OF
*D.C. Heath***

D.C. Heath and Company has been a major publisher of instructional materials for over 100 years. The School Division of D.C. Heath develops and publishes distinctive quality programs for both public and non-public elementary and secondary schools throughout the world. The Modern Language discipline has long been a primary focus of D.C. Heath, with several strong basal series in both French and Spanish for middle and secondary levels. In addition to an extensive array of print materials, D.C. Heath also produces interactive multimedia CD-ROM programs, video packages in both laserdisc and videocassette formats, audiocassettes, and overhead visuals, all integrated with their textbook series. As part of its commitment to a complete offering for the Modern Language Curriculum, D.C. Heath also offers materials for Exploratory French and Spanish at the middle levels, as well as a wide variety of supplementary readers, manuals, and multimedia learning programs for advanced level courses in French, Spanish, Italian, Latin and German.

D.C. Heath
125 Spring Street
Lexington, MA 02173
(617) 862-6650

Inquires on the National Standards Project should be directed to:
ACTFL; 6 Executive Plaza; Yonkers, NY 10710 (914) 963-8830 Fax: (914) 963-1275

Format of the First Draft of National Standards

Continued from previous page

GRADES X-X

Overview of Learner Characteristics

At the beginning of each grade cluster is a discussion of the characteristics of learners at that level and their impact on second language learning.

GOAL X

Discussion

This section discusses the goal as it is applied at the particular grade level as well as insight into what differences might be expected based on the point at which students began their study of the language.

STANDARD X.1: The standard consist of two parts: a statement of the standard followed by bulleted clarifying statments.

- xxxxxxx
- yyyyyyy
- zzzzzzz

Sample Benchmark Tasks

These provide generic examples of what students can do to demonstrate that they have met the standard.

To Meet the Standard, Students need to Know:

This section will list the elements of the foreign language curriculum that students should have learned during the course of their study to that point, including the language system, culture, communication strategies, learning strategies, and grade appropriate subject matter from other disciplines.

Sample Learning Scenarios

These will show examples of specific classroom activities that would support attainment of the standards.

Standards for Foreign Language Education: The Policy Context

This is the first in a three part series based on a "white paper" developed by National Standards in Foreign Language Education project personnel to define the context and environment in which foreign language standards are being developed. Succeeding installments will focus on "The Educational Context" and "The Challenges of Inclusion in the Core Curriculum." The full text of the White Paper is available from the project office.

In May 1994, President Clinton signed into law the *Goals 2000: Educate America Act*. This capped an initiative that began in 1989 when President Bush and the nation's governors met in Charlottesville, Virginia to discuss the state of American education. They agreed that the nation must set ambitious education goals and set about the creation of the National Education Goals.

The Goals include a pledge that by the year 2000, all American students will demonstrate competency in challenging subject matter, and they outline specific areas of focus. The initial draft of the goals was noteworthy for virtually ignoring foreign languages; the subject was relegated to an objective under Goal Three. Fortunately, the active and forceful involvement of the foreign language profession changed that. Foreign languages have taken their place alongside the other subjects as part of the "core curriculum" in the goals and in subsequent legislation that mandates and supports their implementation.

Following the establishment of the National Education Goals, two new entities, the National Education Goals Panel and the National Council on Educational Standards and Testing, were charged with monitoring the nation's progress toward meeting the goals. It was the recommendation of these groups that the development of national standards be undertaken as a means to gauge progress. In 1993, foreign languages became the ninth discipline to receive

federal funds to develop such standards.

The designation "core curriculum" carries with it significant new potential and responsibility for foreign language education. In the past, foreign languages were often viewed as elitist, and key descriptors of our programs included "elective" and "frill." In their new status, foreign languages will be characterized as addressing all students, encompass-

ing the broad range of student abilities and interests, and including many who bring to formal education the language and culture of their heritage, a language other than English. While foreign language educators have welcomed inclusion, many may not yet realize the long range implications of the addition of our discipline to "core" curriculum. Not all teachers are prepared to deal with the chal-

Continued on next page

The National Education Goals

- 1 All children in America will start school ready to learn.
- 2 The high school graduation rate will increase to at least 90 percent.
- 3 All students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our nation's modern economy.
- 4 United States students will be first in the world in mathematics and science achievement.
- 5 Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- 6 Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- 7 The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- 8 Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

This Issue Sponsored by D.C. Heath

The Policy Context

Continued from previous page

lence of teaching all students, and many lack the competence in both language skill and cultural knowledge to be able to teach the demanding courses and longer sequences of study that are implied by national standards.

If examined out of context, the challenge may appear insurmountable. Placed into the framework of our accomplishments in recent years and the vision we share for our profession, the reform efforts in US education, focused now on the national goals and standards, provide a truly unique opportunity to place foreign language education at the very center of focus. As articulated in Goal Three of the foreign language standards, foreign languages are vitally connected to other parts of the curriculum. They provide a tool for acquiring new information and knowledge that would otherwise remain largely inaccessible.

As part of the core, the foreign language profession now participates as an equal partner with the other disciplines; this entails, however, being subject to many of the same political and other constraints as the other disciplines. The profession is no longer working in isolation; in fact, many of decisions made during the course of standards development have been taken precisely because there is a strong sense of need to align ourselves with the rest of the academic arena. As the standards move toward implementation, the more similar the standards of all the disciplines are, the better the chance they have of being adopted by the state and local policy makers who bear the responsibility of implementation.

As the foreign language project got under way, the College Board was initiating discussions with a number of subject matter associations in an attempt to open channels of communication. As the

dialogue has continued, a focus has emerged: to build a capability among academic associations to inform and shape educational policy, and specifically to create an informed context for formulating policy with regard to cross-disciplinary perspectives on standards and curriculum. Named the Forum on Standards and Learning, this collaboration has resulted in two conferences, the first on interdisciplinary curricula and the second on collaboration and joint action.

Nowhere is the challenge of inclusion more apparent than in the final step in the standard-setting process: review by the National Educational Standards and Improvement Council (NESIC). This panel, to be appointed by President Clinton, will be responsible for certifying that the foreign language standards are indeed "national" standards. This panel will be composed not of foreign language educators, or even just of educators, but will also include individuals representing business, parents, and other members of the public. The audience is no longer limited to the profession, but now includes the public at large.

In some respects, foreign language education was better prepared than other disciplines to undertake standards development. More than a decade of work on defining competency-based assessment and teaching focused language educators

on preparing students who can use the language in meaningful ways, in real life situations.

That work was important for a number of reasons, but a primary aim was to deal with the issue of accountability. Foreign language educators have always faced the charge that students left courses unprepared to apply that knowledge and skill. The ACTFL Proficiency Guidelines provide a metric that communicates accomplishment, and even a cursory examination of the guidelines provides a two-fold context of student accomplishment: what the student is able to do, and where that student stands in terms of the language competence required to live and function on a day-to-day basis in situations where that language and culture are primary.

At the same time, the focus on immediate needs often resulted in curriculum which lacked richness and depth and failed to provide a broad range of experience and knowledge. Standards preparation is forcing attention to the broader view of second language study and competence: What should students know and be able to do—and how well? Clearly, the foreign language standards are providing the broader, more complete rationale for foreign language education that we have sought for decades but never managed to capture in words or in concept until now.

New Advisory Council and Board Members Named

The National Standards in Foreign Language Education project is pleased to announce the appointment of the following individuals to serve on its Advisory Council:

*Benjamin O. Canada, Superintendent
Atlanta Public Schools, GA*

*Henry Thomas, President
Springfield Urban League, MA*

The Project is also pleased to announce that Dr. Hiroko Kataoka, Associate Professor of Japanese at the University of Oregon in Eugene, has agreed to serve as an at-large member of the Board of Directors. She replaces Jane Barley, who passed away earlier this year.

This Issue Sponsored by D.C. Heath

Jean de Florette — Guide du film

classe _____

nom _____

date _____

Directions: Répondez aux questions suivantes en regardant le film. Consultez la liste de référence pour le vocabulaire.

- _____ 1. Ugolin rentre _____.
A. du service militaire
B. de Paris
C. de chez un ami
- _____ 2. Dans sa valise, enveloppé(es) dans un journal, Ugolin a _____.
A. des lettres
B. de l'argent
C. des plantes
- _____ 3. Au dîner, Papet indique à Ugolin qu'il veut qu'Ugolin _____.
A. travaille la ferme
B. se marie
C. l'aide
- _____ 4. Ugolin a planté des _____.
A. tomates
B. œillets
C. oliviers
- _____ 5. Pour réussir, Ugolin a besoin _____.
A. d'eau
B. d'amis
C. de terrain
- _____ 6. Quand Ugolin et Papet offrent de l'argent à Pique-Bouffigue, il _____.
A. accepte immédiatement
B. ne se décide pas
C. se fâche
- _____ 7. La soeur de Pique-Bouffigue s'appelle _____.
A. Jeannette
B. Florette
C. Paulette
- _____ 8. Papet insiste aux hommes _____.
A. qu'il n'y a pas de source
B. que la terre de Pique-Bouffigue est bonne et riche
C. qu'il voudrait acheter le bien de Pique-Bouffigue
- _____ 9. Ugolin et Papet _____.
A. vendent leurs maisons
B. bouchent la source
C. rendent visite à Florette
- _____ 10. Jean a décidé de s'installer à la campagne pour _____.
A. éviter de payer des impôts
B. "cultiver l'authentique"
C. améliorer sa santé
- _____ 11. Papet conseille à Ugolin d(e) _____.
A. décourager Jean
B. être méchant à la femme de Jean
C. aider Jean de temps en temps
- _____ 12. Jean veut élever des _____.
A. vaches
B. lapins
C. chevaux
- _____ 13. Papet goûte la terre de Jean et trouve qu'elle est _____.
A. pauvre
B. mauvaise
C. riche
- _____ 14. Jean et sa famille sont obligés d'aller chercher de l'eau à une source qui se trouve _____.
A. tout près
B. dans le village
C. assez loin de chez eux
- _____ 15. Au début de la saison _____.
A. les légumes et les lapins réussissent
B. les légumes réussissent, mais pas les lapins
C. les légumes et les lapins meurent
- _____ 16. L'été continue et _____.
A. il ne pleut pas; Jean se désespère
B. il pleut trop; Jean se désespère
C. il pleut; Jean triomphe
- _____ 17. Pour avoir de l'argent, Jean demande à sa femme _____.
A. son bracelet
B. son collier
C. son vin
- _____ 18. La mauvaise situation continue, et Jean _____.
A. tombe malade et boit trop de vin
B. veut retourner à la ville
C. demande de l'aide aux gens du village
- _____ 19. Enfin, Jean décide d(e) _____.
A. vendre son bien
B. abandonner ses projets
C. creuser un puits
- _____ 20. Quand Jean meurt, Ugolin en est _____.
A. triste
B. satisfait
C. très content
- _____ 21. À la mort de Jean, Ugolin et Papet _____.
A. obligent Manon et sa mère de quitter leur maison
B. achètent le bien de Jean pour une grande somme d'argent
C. achètent le bien de Jean à un prix qui ne correspond pas à sa valeur
- _____ 22. Quand Papet et Ugolin débouchent la source, _____.
A. les hommes du village les voient
B. Manon les voit
C. la mère de Manon les voit

Jean de Florette – Étude du film

Directions: Répondez aux questions suivantes en groupe.

1. Nommez les cinq personnages importants du film.
2. Décrivez le paysage de Provence. Qu'est-ce que l'on voit? Qu'est-ce que l'on entend? Qu'est-ce que l'on sent?
3. Donnez trois adjectifs qui décrivent *le mieux* le caractère de
Papet:
Ugolin:
Jean:
4. Nommez trois moyens par lesquels Papet et Ugolin contrarient les projets de Jean:
5. Pourquoi est-ce que les projets de Jean ratent? Donnez au moins deux raisons.
6. Est-ce que Papet et Ugolin sont responsables pour la mort de Jean? Pourquoi ou pourquoi pas?

This teaching unit was prepared by Amy Guthrie of the Harmony Area School District, PA and by Carol Schneider of the Franklin Regional School District, PA.

CHICAGO/ NORTHERN ILLINOIS

"Un coup d'œil sur le Québec" was the theme of the May 7 spring meeting of the Chicago/Northern Illinois Chapter.

M. Gérard Vézina of the Délégation du Québec in Chicago presented "Regards sur le Québec après 460 ans d'histoire" focusing on the major events of Québec history and the special heritage and culture which the Québécois share – a culture which their daily life reflects. Liette Brisebois of the University of Illinois-Chicago spoke about the special language of the Québécois: "Le Français au Québec? Tu m'écoutes tu?" To illustrate the various accents one might hear in Québec, she used videos of current television newscasts, songs by well-known musicians, and tapes of everyday conversations one might hear on the street.

Other aspects of Québécois culture were introduced by two short animated films from the National Film Board. "Crac" demonstrates the changing lifestyle of a typical family through the changing uses of a rock chair as the life of the family evolves. The second film, "Le Chandail", based on a short story by Roch Carrier, presents the Québécois' pride in their hockey stars and team.

Many special awards and prizes were announced by the chapter president, Margot Steinhart.

The "Prix du Chapitre" represents the chapter's highest recognition for contributions to teaching and to the profession: Susan W. Norvich teaches French Grades 6, 7 and 8, at Elm Place Middle School, Highland Park.

Dorette Klein is Assistant Professor of Foreign Languages and Literatures at Northeastern Illinois University, Chicago.

The Maupassant Contest sponsored by the French Cultural Services and the Chapter commemorated the 100th anniversary of Maupassant's death. Middle school and high school students were invited to participate in a poster contest using themes based from literature, history or economy, or culture in 19th century Normandy. The winning students in these categories presented their posters, and the three first-place winners received a 10-day homestay in Fécamp; second place winners received a weekend at *Aventure Française*, an immersion camp in Wisconsin, while third-place winners received the *Petit Robert*.

The Concours d'Écriture Maupassant for upper-level high school and college students had two winning entries. Short stories

by Debra Mitts-Howard, Rosary College, and Kristin E. Kahle, Rolling Meadows High School, were published in the *Journal Français d'Amérique*.

The meeting adjourned with a reception to honor the award recipients along with Fred M. Jenkins, AATF Executive Director, as the chapter's special guest.

In addition to the awards presented at the May 7 meeting, the Chapter held a special Grand Concours Awards Ceremony on May 21. Out of the over 3000 students from the area who participated in the contest, the chapter recognized and awarded prizes to over 250 winners – on the National, Regional or Chapter level. Special awards included three Immersion Awards and three trips to France presented by the Alliance Française of Chicago.

The chapter will begin its 94-95 programs on October 1 with presentations on French film. The February meeting will feature the works of Caillebotte who will be the subject of a special exhibit at The Art Institute of Chicago.

Anne Hebert

NEW JERSEY

Our eighth year! Yes indeed, the New Jersey Chapter of the AATF has been alive and well and meeting in New Jersey for many years. We are an entity and function as a separate individual chapter. We are part of the Mid-Atlantic Region under Sister Mary Helen Kashuba. The New Jersey Chapter has about 250 members (and a few members-at-large). Our officers are: Catherine Hewins, President; Viviane Levy, Vice-President; Davida Brautman, Secretary; Jolene Lichtenwalner, Treasurer. Anyone wishing to join the New Jersey Chapter should contact Jolene at (908) 236-2897.

Our meetings take place in central New Jersey three times a year. Topics are quite diversified and many interesting guest speakers have shared their knowledge and experience with us. Some of our topics have included: *La France et la C.E.E.* with Professor Marthan; *La Provence* with Professor Martin; *Le Minitel* with Claude Kieffer; *La francophonie* with Professor Kenghe and Claude Kieffer; *La chanson française* with singer Albert Van Amstel; *Les danses folkloriques françaises* with Ann Kollische; *l'Alsace, le Haïti, Immigration in France*, "French in Action" demonstration, *Interactive video in the classroom*, French exchange teachers' presentation, and "Classroom activities" demonstrations.

On a lighter note, a fun excursion is our yearly December outing to Manhattan. On

recent trips we have enjoyed visiting French publishers, the Galeries Lafayette, the IBM Art Gallery, the Metropolitan Museum, French movies, French plays, and French restaurants.

Furthermore, we established the first New Jersey French Immersion students' weekend which has taken place for many years. During the month of May in odd-numbered years, it takes place in a rural setting in New Jersey. It has become a very rewarding experience both for students and teachers.

Last, Marlene Manela coordinates the administration of "Le Grand Concours" in our own two centers in Parsippany-Troy H.S. and Highland Park H.S. Usually about 650 students participate. We have had several winners at the state, regional and national levels. If anyone wishes to receive more information, please contact Marlene at (908) 464-1988.

We are looking forward to a new and exciting year. We hope that we will see new faces and that all New Jersey members will get more involved. Here are the dates to remember for 1994/1995:

Saturday, Sept. 24, 1994: 9 am to 1:30 pm, A.L. Johnson Regional H.S., Clark, N.J.

Saturday, Nov. 5, 1994: 9:00 am to 2:30 pm, Drew University, Madison, N.J. (with FLENJ)

Saturday, March 11, 1995: Grand Concours

Saturday, May 6, 1995: 9:00 am to 3:00 pm, Journée Pédagogique, A.L. Johnson H.S., Clark, N.J.

Friday-Sunday, May 19-21, 1995: Weekend d'Immersion

Viviane Levy, V.P.

Jolene Lichtenwalner, Treas.

ANTOINEVILLE

Continued from Page 12

it out with your own classes. Invite your students to visit a French village. It will be an experience they will never forget!

Reference

La Communauté. Tralco Educational Services. (Contains patterns for twenty-eight different buildings.) Available from Teacher Discovery, 1100 Owendale, Suite H, P.O. Box 708, Troy, MI 48007-7048 (800-Teacher).

Toni Klingler
Dubuque, IA

Reprinted with permission from *Iowa FLES Newsletter* 9.3 (Winter 1994).

AATF SUMMER SCHOLARSHIP IN MONTRÉAL

Application deadline: December 1, 1994

As a direct result of the AATF National Convention being held in Québec this past summer, the Université de Montréal is offering a summer scholarship in 1995 to an AATF member to attend one of its three-week programs. This is a new scholarship, which will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself/herself professionally and to enhance or expand the curriculum for the students in his/her institution or school.

The scholarship includes

- tuition for a three-credit graduate course
- lodging on the campus
- breakfast and lunch from Monday to Friday
- books
- access to the sports complex and to the library
- sociocultural activities provided during the program

The scholarship recipient will be responsible for all transportation costs, for all meals not specified and for personal and incidental expenses.

The scholarship recipient may choose one of two sessions: **July 3-21, 1995** or **July 24-August 11, 1995**. The intensive courses available during the first session (July 3-21) tentatively include: *Communication orale* (60 hours) *Communication écrite* (45 hours) or *Atelier d'enseignement du français langue seconde* (45 hours). The second session (July 24-August 11) tentatively includes: *Communication orale* (60 hours), *Culture québécoise contemporaine* (45 hours) or *Français commercial* (45 hours). Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

The recipient of this scholarship must make a presentation at a major foreign language conference in 1995-96.

Eligibility

Applicants must be American citizens whose first language is not French. The recipient must hold a teaching position in French during 1994-95. Preference will be given to a member who has been in good standing since January 1, 1993. Candidates may also apply for the AATF Summer Scholarship Program in France for summer 1995.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1990-94) are also not eligible.

Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by February 1, 1995.

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

- clarity and specificity of the statement of benefits to the applicant and his/her institution or program
- teaching assignment (number of classes in French and number of students impacted)
- evidence of professional commitment (local, state, regional and/or national)
- future career plans in education
- past travel, study or residence in a Francophone country
- letters of recommendation

Application

Candidates for this summer program at the Université de Montréal should complete the application form printed in this issue of the *AATF National Bulletin*. Additional copies may be obtained from AATF National Headquarters (57 East Armory Avenue, Champaign, IL 61820 (voice and FAX: 217/333-2842).

Applicants should do the following:

- 1) Complete both sides of the application form, including the **signature** on the second side, and attach additional pages of the application.
- 2) Request that two letters of recommendation **plus five copies** be sent directly to the AATF Vice President in charge of the summer scholarship programs, Margot M. Steinhart. (The letters should come from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application. (This postcard will be mailed to the candidate to indicate that the application and recommendations have been received.)
- 4) Send the **original plus five copies** of the application form and supplementary pages and **postcard** to **Margot M. Steinhart, AATF Vice President, Barrington High School, 616 West Main Street, Barrington, IL 60010.** (Tel: 708-381-1400 x223 and FAX: 708-304-3739)
- 5) The application must be **postmarked by December 1, 1994**, to be considered for the scholarship.

For further information on the program at the Université de Montréal, candidates are invited to contact the program director or coordinator.

Serge Bienvenu

Responsable de programme
Université de Montréal
Faculté de l'éducation permanente
École de Français
C.P. 6128, succursale A
Montréal, Québec H3C 3J7
Telephone: (524)343-6990
FAX: (514)343-2275

Monique Kirouac

Coordonnatrice
Université de Montréal
Faculté de l'éducation permanente
Secteur des langues
C.P. 6128, succursale Centre-ville
Montréal, Québec H3C 3J7
Telephone: (524)343-6990
FAX: (514)343-2430

1995 AATF SUMMER SCHOLARSHIP AT UNIVERSITÉ DE MONTRÉAL

APPLICATION FORM Deadline: Thursday, December 1, 1994

Date preference (Check one) AATF Region #(1-9) _____
_____ July 3-21, 1995 _____ July 24-August 11, 1995

Self-assessment of linguistic competence (Check one)
_____ moderate _____ high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

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

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

Institution of employment _____

Institutional Address _____
Number and Street

_____ City State Zip

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

In 1994-95: Number of French classes _____ Number of French students _____

Level of French classes taught _____

Other subjects taught _____

AATF Chapter Name/Location _____ President _____

Continuous member of AATF for _____ years, including 1995 (Preference is given to those with two or more years of consecutive membership.)

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

Date of birth _____ day, MONTH, year Age as of 1 July 1995 _____

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

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

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

If yes, year _____ Location _____ From what organization _____

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

I ACADEMIC PREPARATION

A. Institution (List all colleges/universities attended.)
Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates

B. Travel, study and residence in Francophone countries (List all experiences.)
Inclusive dates Location Purpose

II TEACHING EXPERIENCE

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

III CURRICULUM VITAE SUPPLEMENT (OPTIONAL)

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

IV RECOMMENDATIONS

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

V ESSAYS

A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English.

B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.

VI RECOMMENDATIONS

A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:

1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable

B. Have your recommender send the original letter **PLUS FIVE COPIES** directly to Dr. Margot M. Steinhart, Chair, AATF Summer Scholarships. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **December 1, 1994**.

VII Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. The AATF Summer Scholarship Chair will return the card to you as verification that your application has been received.

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

SIGNATURE OF APPLICANT _____ Date _____

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

Please read the description of the AATF Summer Scholarship at Université de Montréal in the September 1994 issue of the *AATF National Bulletin*. Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 6 separate sets of your materials and staple each set.

ALL MATERIALS, original application form, 5 copies of the application form, 2 letters of recommendation with 5 copies each are to be sent to Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010. Telephone: (708) 842-3223; FAX: (708) 304-3937.

Deadline: Thursday, December 1, 1994

REPORT FROM NCLIS

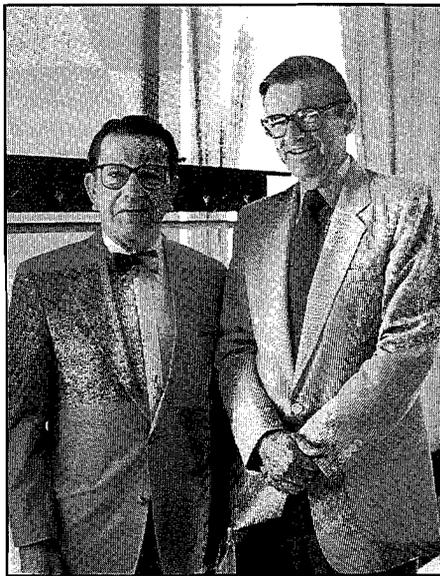
On April 26, Senator Paul Simon (D-IL) held a hearing on foreign language instruction in the elementary schools. Senator Simon, a member of the Senate Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources, called upon business leaders, educators, and elementary students to demonstrate the need for and importance of early language learning.

Senator Simon noted that the consideration of elementary foreign language programs is particularly important because Congress is addressing the reauthorization of the Elementary and Secondary Education Act (ESEA) this year. In his opening remarks, Senator Simon recalled a recent trip to southern Africa, where he observed that, "The elementary school children I met in Botswana had more foreign language training than most American college graduates."

The first witness called to testify was Jeffrey Munks, Director of Marketing and Sales at AT&T Language Line Services and Visiting Fellow at the National Foreign Language Center in Washington, D.C. The Language Line provides telephone-based interpretation in more than 140 languages. Mr. Munks noted that only 30% of the AT&T interpreter workforce is American-born. In fact, the demand for competent interpreters is "being met primarily by people from other countries who have come to America with skills in English that far exceed their American counterpart's skills with the target language." He believes it is possible for Americans to develop commensurate language skills if they begin foreign language learning in the elementary schools.

Dr. Rahid Khalidi, a specialist of Middle Eastern Studies at the University of Chicago, echoed Mr. Munks concerns, advocating the study of languages other than English beginning in kindergarten. Dr. Khalidi noted that his students who reach the university-level with no prior knowledge of a Middle Eastern language have little hope of developing the fluency required for doctoral research in area studies.

Once the need for early language learning was addressed, innovative approaches to elementary language acquisition were demonstrated by two student presentations. The first group of students were part of a two-way immersion program at the Key School in Arlington, VA, and were escorted by their principal, Kathy Panfil. The students discussed in both Spanish and English the



Senator Paul Simon and Fred M. Jenkins, Executive Director of AATF

prevention and control of environmental contamination. The second group of students, participants in the Japanese immersion program in the Fairfax County Public Schools in Virginia, were accompanied by the Foreign Language Coordinator, Martha Abbott. The third-graders wowed the Senator with the pledge of allegiance in Japanese, followed by an oral and written exercise on fractions in Japanese, and a Japanese rendition of "It's A Small World."

These impressive demonstrations were reinforced by the testimony of Dr. Donna

Christian, from the National Center for Research on Cultural Diversity and Second Language Learning, by Christine Brown, the Chair of the National Foreign Language Standards Project K-12 Task Force, and by Myriam Met, Advisory Council Member of the National Standards in Foreign Language Education Project. All three experts agreed that students who have the opportunity to learn a second language early will have significant cognitive, linguistic, and cultural advantages compared to those children not exposed to foreign language curricula. They also urged the Senator to continue his support in Congress for initiatives and funding which support both elementary and secondary language programs.

After thanking the witnesses for their superb testimony, Senator Simon noted that, "We are the only nation on the face of the earth in which an individual will study French for two years in high school and claim that they are fluent in French. No where else does this happen." Senator Simon is widely regarded as a Congressional leader on international education issues. He served in 1979 as a task force member on the President's Commission on Foreign Languages and International Studies, wrote *The Tongue Tied American: Confronting the Foreign Language Crisis*, and presently serves on the Executive Committee of the House-Senate International Education Study Group.

Seven participants of the AATF/Indiana University/French Cultural Services Institute in France in 1993 shared their materials at a workshop during the AATF National Convention in Québec. Their presentation, entitled "La Production et l'emploi de documents authentiques," resulted from their program in Amboise on the French press and media.



Outside circle, left to right: Vera Wenzel, Albion College (MI); Carole Hull, Nagatuck High School (CT); Lucette Fogel, University of Dayton (OH); Frederick Hodgson, Chabot College (CA); Anne Hébert, Jones Metropolitan High School (IL); center: Catherine Piriou, Athens Academy (GA); and right side: Mary Jo Netherton, Morehead State University (KY). Photograph by Margot M. Steinhart

LA DICTÉE DES AMÉRIQUES DANS TOUS SES ÉTATS!

Au mois de mars dernier, dix états américains étaient représentés à Montréal lors de la finale panaméricaine de la Dictée des Amériques, ce qui aura entre autre permis à notre collègue Claire Quintal (Massachusetts) de se classer parmi les 15 champions des Amériques. Forte du succès de cette première édition, cette compétition internationale d'orthographe de langue française revient en grand et fait peau neuve, puisqu'elle est rebaptisée «Dictée d'Amérique» afin de refléter la ferme intention des organisateurs de dépasser le cadre continental pour mieux inviter l'Europe et l'Afrique à se joindre au jeu.

Vous voulez contribuer de façon tangible

aux objectifs poursuivis par la Dictée d'Amérique, à savoir d'encourager l'excellence tout en générant une nouvelle source de motivation pour tous ceux et pour toutes celles qui ont à coeur le rayonnement de la langue française? Alors, pourquoi ne pas prendre en charge l'organisation des épreuves de qualification dans votre état! Le réseau public de télévision Radio-Québec vous fournira les tests ainsi que tout le matériel d'encadrement. Vous devrez cependant assurer le financement du transport de vos finalistes vers Montréal, le printemps prochain. Pour information: Jacques Duhaime, téléphone (514) 521-2424, poste 2429, télécopieur: (514) 864-3677.

DICTÉE D'AMÉRIQUE COMES TO AATF



Marcelle Charles (Missouri) receiving the dictionary as winner of the Dictée, level High School, Français langue maternelle



Montréal, 26 mars 1994: Antonine Maillet faisant lecture de sa dictée aux finalistes des Amériques

NOTE: Radio Québec has generously allowed the AATF to distribute the video of Antonine Maillet reading her dictée for use in advanced French classes and at AATF Chapter meetings. For rental information, please contact AATF National Headquarters.

DICTÉE D'AMÉRIQUE

Grande Finale à Montréal

le samedi 18 mars 1995

Télédiffusion: RadioQuébec, TV5

Convention-goers at the July AATF meetings in Quebec participated in a specially-prepared dictée presented jointly by Radio Québec, la Dictée des Amériques, and AATF. Participants competed in eight categories to win a copy of the *Dictionnaire Québécois d'Aujourd'hui* offered by *Les Dictionnaires Le Robert*. The categories and the winners are:

FLES: français langue seconde: Barbara Anderson, Minneapolis, MN.

Middle School: français langue maternelle/seconde: Martin Granowitz, Piscataway, NJ.

High School: français langue maternelle: Marcelle Charles, Olivette, MO.

High School: français langue seconde: Joan Feindler, Melville, NY.

University: français langue maternelle: Jeanine Lytle, Nampa, ID, and Joelle Stopkie, West Chester, PA, tied. Each missed only 1/2 point.

University: français langue seconde: Allison Murray, VA. She made no errors.

Non-teacher: français langue maternelle: Guy St-Jean, Québec.

Non-teacher: français langue seconde: Elena B. Odio, GA.

Congratulations to all the winners. Special thanks are in order to Rebecca Valette, President, AATF and Fred Jenkins, Executive Director, AATF for making possible the *dictée*.

FLES* NEWS

WINNERS OF THE 1993-1994 NATIONAL FLES* POSTER CONTEST

FÉLICITATIONS! CONGRATULATIONS!
MERCİ BEAUCOUP!

Many thanks to everyone who participated in the 1993-1994 National FLES* Poster Contest which is sponsored by the National FLES* Commission of the AATF!

The posters were beautiful, creative, and artistic. The following students were selected as winners for their outstanding entries for this year's theme:

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

Division 1 Grades 7 & 8

First Place:

Julia McCrea Kudravitz, Saint Anne's Belfield Middle School, Charlottesville Va.
Teacher: Roseanne Simon

Second Place:

Mai Kao Kong, Barrington Middle School, Barrington, Illinois
Teacher: Mr. Sandburg

Third Place:

Emma Rodewald, Saint Anne's Belfield Middle School, Charlottesville, Va.
Teacher: Roseanne Simon

Division 2 Grades 4, 5, and 6

First Place:

Erika Shumate, Avery Coonley School, Downer's Grove, Ill.

Teacher: Loretta Mole

Second Place:

Meytal Markman & Eve Harrison, Middle School 141, Bronx, N.Y.

Teacher: Bernice Cohen

Third Place:

Amy Dove, John Wayland Elementary School, Bridgewater, Va.

Teacher: Chantal Logan

Division 3 Grades K, 1 and 2

First Place:

Jessica Orfe, Avery Coonley School, Downer's Grove, Ill.

Teacher: Loretta Mole

Second Place:

Heidi Rosenthal, Ho-Ho-Kus Public Schools, Ho-Ho-Kus, N.J.

Teacher: Janis Jensen

Third Place:

Dietrich McGaffey, F.L.I.C.S. Detroit, Michigan

Teacher: M.C. Duran

We look forward to many participants in the 1994-1995 FLES* Poster Contest throughout the United States.

The theme will be: **EXPLORE THE WORLD: SPEAK FRENCH! EXPLORER LE MONDE: ET PARLEZ FRANÇAIS!**

NATIONAL FLES* COMMISSION OF AATF ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST 1994-1995

The National FLES* Commission of the AATF is delighted to announce the 1994-1995 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible and we do hope that you will encourage your students to participate in the National Contest.

The AATF Chapters will organize and publicize the Contest and submit the best poster for each category to the National FLES* Commission Poster Contest which is co-chaired by Phyllis Whitten and Harriet Saxon.

The theme for this year's Contest is: **EXPLORE THE WORLD: SPEAK FRENCH - EXPLORER LE MONDE ET PARLEZ FRANÇAIS!**

NATIONAL FLES* COMMISSION OF AATF

ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST

STUDENT INFORMATION FORM

Please type or print all requested information:

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

Phone: (_____) _____	

Signatures:

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

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

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:

Harriet Saxon, Pierrepont School,
70 E. Pierrepont Avenue, Rutherford, N.J. 07070

The theme may be represented in a variety of techniques and artistic interpretation.

REQUIREMENTS:

1. Entries must be completed on 12x18 inch paper and may be completed in crayon, pen and ink, water colors, pastels or magic markers. The captions may be in French or English.

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

3. The sponsoring teachers must be members of AATF.

4. Each poster must be accompanied by the AATF student information form in an issue of the *National Bulletin* of the AATF or may be obtained from Harriet Saxon, Pierrepont School, 70 E. Pierrepont Ave., Rutherford, N.J. 07070 or from Phyllis Whitten, 36 Armington Lane, Holden, Massachusetts, 01520. All information must be completed for the Poster to be submitted.

5. Entries will be limited to **THREE PER CHAPTER FOR EACH CATEGORY**. The local chapters are asked to select the best posters which will be judged on the applicability to the theme, creativity, and effort.

6. Chapter Presidents are asked to send the posters which **must be postmarked by May 30, 1995** to Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, NJ 07070.

7. The winners will be notified on or about June 30, 1995.

8. Please mail the posters first class, flat and protected with cardboard.

9. The first place winners in each category will receive a \$50.00 savings bond and winners in second and third place will receive gifts and certificates. Letters and certificates of recognition will be sent to all students who participate in the Contest. We again look forward to receiving delightful and creative posters from students throughout the United States for the 1994-1995 National FLES* Poster Contest.

ANNOUNCING A NEW REPORT FROM THE NATIONAL FLES* COMMISSION OF AATF

The 1994 Report of the National FLES* Commission of AATF, entitled *FLES* Methodology I*, is now available from AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820. The cost is \$9.00, including postage.

People often show interest in FLES* methodology: What is it? What are the essential components? Can FLES* methodology work at all levels? Can secondary school methodology work at elementary and middle school levels?

Edited by Gladys Lipton, *FLES* Methodology I* has articles by: Joan Caulfield, Wayne Jennings, Lena Lucietto, Maureen Regan-Baker, Philip Korfe, Harriet Saxon, Carol Orringer, Elizabeth Miller, Juliette Eastwick and Elizabeth Tomlinson.

For those interested in the work of the National FLES* Commission of AATF, contact the Chair of the Commission, Dr. Gladys Lipton, National FLES* Institute, UMBC-MLL, Baltimore, MD 21228.

THE NATIONAL FLES* COMMISSION OF AATF

The National FLES* Commission of AATF can provide:

- assistance with Sequential FLES, FLEX and Immersion
- on-site visits to school and school districts
- assistance in the evaluation of programs
- custom-tailored workshops to meet specific needs
- reports available from AATF National Headquarters:

FLES* Methodology I	\$9.00
Expanding FLES* Programs	\$9.00
Evaluating FLES* Programs	\$9.00
Implementing FLES* Programs	\$8.00
Innovations in FLES* Programs	\$8.00
People Factor in FLES* Programs	\$8.00
So You Want to have a FLES* Program!	\$7.50
The FLES* Sampler of Activities	\$5.00
The Many Faces of FLES*	\$5.00

- preparation of an annual report to AATF on a topic(s) of interest to the profession
- attempting to get consensus on professional concerns
- additional assistance, as needed

For additional information about the work of the National FLES* Commission of AATF or to order FLES* publications, please contact the Chair of the Commission, Gladys Lipton, University of Maryland/Baltimore County, Department of Modern Languages, Baltimore, Maryland 21228, (410) 455-2109 or (301) 231-0824, FAX (301) 230-2652.

FRENCH FOR BUSINESS NEWSLETTER

The Newsletter, *French for Business and International Trade*, is now in its ninth year of publication and is distributed free to some 860 domestic and foreign sub-

scribers, many of whom are actively engaged or interested in the teaching of French for business. With three issues per year, the Newsletter serves the small but growing network of business French instructors at all levels and serves also as a clearing house for information. To subscribe, send name and address to Dr. Maurice G.A. Elton, Editor, FFBAIT Newsletter, Dept. of Foreign Languages, Southern Methodist University, Dallas, Texas 75275-0236. Fax: (214) 826-5682. E-Mail: melton@sun.cis.smu.edu

PHYLLIS DRAGONAS COMPLETES TERM AS REGION II REPRESENTATIVE



Phyllis Dragonas

Phyllis Dragonas and Ray Tourville (see January 1994 AATF *National Bulletin*) were honored at the Awards Banquet in Quebec for their service to the Association as Regional Representatives. On July 14, just prior to the Convention, Phyllis Dragonas was conferred the rank of *Chevalier des Palmes Académiques* by Consul Général Patrice Paoli in Boston. The citation recognized the extensive work she has done in promoting the study of French in the New England area.

Phyllis has been active in the Eastern Massachusetts Chapter of the AATF for well over twenty-five years, serving as Contest Coordinator, Chapter Vice President and President. As Director of Foreign Languages for the Melrose Public Schools, she has developed a dynamic program which was selected for special ACTFL citation. This year Phyllis is continuing to devote her energies to AATF activities by chairing the Organizing Committee for the Sixth New England AATF Regional Meeting which will take place in Woburn, MA, on September 23-24, 1994. It is thanks to the dedication of members like Phyllis Dragonas, that the AATF is able to continue serving the needs of French teachers and to inspire future students of French.

THE FULBRIGHT PROGRAM

Established in 1946 under legislation introduced by former Senator J. William Fulbright of Arkansas, the Fulbright Program aims "to increase mutual understanding between the people of the U.S. and the people of other countries..." Approximately 5000 new grants are awarded annually to both U.S. and foreign nationals.

The program is administered by the United States Information Agency (USIA) under policy guidelines set by the Board of Foreign Scholarships (BFS), a group of 12 Presidentially-appointed educational and public leaders. Final selection of all Program participants is made by the BFS.

Internationally, the Fulbright Program is administered by binational commissions and foundations which establish the numbers and categories of grants based on requests from local institutions. In countries without a commission or foundation, the U.S. embassy works with local institutions to develop and supervise the Program.

The Program is funded primarily by an annual Congressional appropriation to USIA. Additional funding comes from host institutions both in the U.S. and abroad and from participating foreign governments in the form of salary supplements, travel grants, tuition waivers and other benefits.

The Fulbright Teacher Exchange Program

This program provides for direct one-for-one exchanges of teaching positions; in some cases one-way assignments are awarded.

Open to teachers and administrators from the elementary through the post-secondary levels, the Fulbright Teacher Exchange Program involves direct one-for-one exchanges; both teachers secure a leave of absence with salary from their home institutions and then trade classrooms for the year.

General eligibility requirements are: (1) U.S. citizenship; (2) Fluency in English; (3) Bachelor's degree or higher; (4) Three years of full-time teaching experience; (5) A current full-time teaching or administrative position.

In addition to the general eligibility requirements, the applicant must also meet country-specific subject and level requirements detailed in the application. Elementary positions are available in the United Kingdom and Canada only.

There is no age limit. Educators with families are encouraged to apply and bring their families along on the exchange. Many grantees exchange housing as well as classrooms; however, this is **not** a requirement.

Exchange grants may include full or partial travel grants and cost of living supplements, depending on the country. Grantees to Canada, Switzerland and the United Kingdom pay their own travel expenses.

The Fulbright Teacher Exchange Program also offers an eight week seminar in Italy for college faculty and teachers (grades 9-12) of Latin, Greek or the Classics. Two years of full-time teaching experience are required for seminar participation.

A few countries offer one-way assignments for which there is no exchange partner. The U.S. teacher secures a leave of absence without pay and receives a maintenance allowance from the United States Information Agency or Fulbright Commission.

The application deadline is **October 15, 1994**. Applicants from abroad should enquire at a U.S. Embassy, USIS section.

The Fulbright Teacher Exchange Program strives to reflect the ethnic diversity of the U.S. teaching population. Members of minority communities are strongly encouraged to apply.

To receive an application, please telephone (1-800) 726-0479 or write to the Fulbright Teacher Exchange Program; ATTN: USDA; 600 Maryland Avenue, SW, Room 235; Washington, D.C. 20024-2520.

AATF MEMBERS SELECTED AS FULBRIGHT TEACHER EXCHANGE PARTICIPANTS 1994-95

Joan Grenier-Winther
SE 430 Kamiaken St.
Pullman, WA 99163
Exchange Country: France

Gail MacCartney
463 Walker Road
San Dimas, CA 91773
Exchange Country: France

Shelley Vincent
6620 Rodeo Court
Wichita, KS 67226
Exchange Country: France

Bonnie Kunkle
111 East Market Street
York, PA 17401
Exchange Country: France

Annie Poretz
217 Berkeley Way
San Francisco, CA 94131
Exchange Country: France

Mary Woodward
6452 E. Calle DeAmigos
Tucson, AZ 85715
Exchange Country: France

SARASOTA FRENCH FILM FESTIVAL

November 9-13, 1994

The best way to keep abreast of what is happening in French films has to be going to the Sarasota French Film Festival. The sixth annual event will take place this year from November 9-13, 1994. Rated among the eleven most important film festivals in the world by *The New York Times* [Sept. 1993], the Festival features over 20 of the best contemporary French films, hand selected by renowned film critic and Festival artistic director Molly Haskell. Directors and actors are available for questions after the showing of their film. A Film Critics Panel is held towards the end of the Festival, allowing for questions and discussion.

The 1993 Festival saw such names as Claude Berri (*Germinal*), Claude Lelouch (*Tout ça...Pour ça!*), Patrice Leconte (*Tango*), Coline Serreau (*La Crise*), Jean-Marie Poiré (*Les Visiteurs*), Constantin Costa-Gavras (*La Petite apocalypse*), Claude Miller (*L'Accompagnatrice*), accompanied by the entire Depardieu family and such stars as Thierry Lhermitte and Jacqueline Bisset. Producers and directors are particularly interested in the Sarasota French Film Festival because unlike the hyped-up festivals of Berlin, Cannes or Venice, they can feel the reaction of a general public in a relaxed setting.

For more information about the Sarasota French Film Festival, call Andrew Newell (813) 351-9010, ext. 4300. Ticket passes are now on sale. Group rates are also available.

NOTE TO ALL THOSE WHO ATTENDED THE 1994 QUEBEC CONVENTION

Unfortunately, we failed to distribute evaluation sheets for the registration packets. However, your comments are most helpful when it comes to preparing future conventions. If you have a moment, please send me your views on the Quebec Convention together with any suggestions as to how to improve next year's meeting. Merci!

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

COMPUTER PEN PALS IN FRANCE

A new computer version of pen pals is now available. Any teacher or student with a PC (or Macintosh) and modem can now send and receive messages with their counterparts in France. The service allows the listing of your interests, which can be read and answered by over one million students in France on the Minitel system. Subsequently you can then pick a correspondent, whose interests match yours, for further communication. Correspondence can be between classes or between individual students.

In addition to the electronic exchange of correspondence, the service also provides current articles of interest, suitable for use in the classroom. This provides an opportunity to practice the language, to be in touch with current events in France, and to make direct personal contacts. The service will be promoted widely to schools throughout France.

How it works:

First, to receive free software for your

computer, write, phone or fax for an application form to -

Minitel Services
888 Seventh Avenue 28th floor
New York, NY 10106
Telephone (212) 399-0080
Fax (212) 399-0129

Be sure to ask for the Pen Pal software package, stating the type of computer you have (PC or Macintosh) and the size of disk used. The software is free. The procedure is very simple and well explained. No special communication software is needed.

Second, after you receive your software, follow the instructions and register with Minitel. You will need a credit card to register and be assigned an Identification number (ID) and a password. However, there is no charge for enrolling and no minimum monthly fee for using either Minitel or the Pen Pal service. There is a charge for telephone charges, but these charges can be kept to a minimum by composing letters "off line" and then sending them at high speed, or "down

loading" for later printing.

Third, sign on (with your ID and password) and simply type "PEN PALS" when asked for the service code. You will be connected directly to the service. The screen menus are in English and French. Correspondence can be in French or English, or a mixture of the two, at the choice of the sender.

The various options available to you will be explained on the computer screen, including the listing of your profile and the assignment of a "mailbox" number. All correspondence is confidential and can only be read by the owner of each mailbox or the addressee.

If you are already a subscriber to Minitel, then you can use your present software to contact the service directly by entering "PEN PALS" when prompted for the service code.

PEN PALS provide an innovative way to provide current interest for your students and a direct connection to your counterparts in France.

THREE-WEEK AATF STUDY PROGRAM AT LAVAL: SUMMER 1995

In July 1995, Laval University in Quebec City is putting together a special study program for AATF members. Participants will pay the standard tuition for a three-week session with graduate credit, however courses will be designed to meet their particular needs. By special arrangement with the AATF, participants will be offered a variety of afternoon and weekend workshops, tours, and cultural activities at no extra cost.

For details and application forms, please send in the following coupon:

Marcel Tremblay, Directeur Adjoint
École des Langues Vivantes
Université Laval
Québec, Canada G1K 7P4.

Veillez m'envoyer des renseignements sur le Stage AATF qui sera offert par l'Université Laval en juillet 1995.

NOM: _____

ADRESSE: _____

TÉLÉPHONE: _____

J'enseigne (quel niveaux? quel cours? e.g. *high school, 2nd and 3rd year*)

J'aimerais surtout:

- perfectionner mon français
 profiter de trois semaines d'immersion linguistique
 apprendre à mieux connaître la culture québécoise
 autres buts (expliquer) _____

CALENDAR OF EVENTS

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

INTERNATIONAL COLLOQUIUM ON "La Présence de l'Autre dans les littératures francophones": October 14-15, 1994, Brock University, St. Catharines, ON. Information: Sandra Beckett, Department of French, Italian and Spanish, Brock University, St. Catharines, ON L2S 3A1, Canada. FAX: (416) 688-2789.

WAFLT-COLT JOINT FALL CONFERENCE: October 14-15, 1994, Red Lion Inn, Pasco, WA. Information: Twila Wood, 4215 W. Klamath Avenue, Kennewick, WA 99336. Telephone: home (509) 735-3153; work (509) 736-2625.

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA: October 19-21, 1994, Minot, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 20-21, 1994. Information: Millie Mellgren, 3055 Rosewood Lane, Plymouth, MN 55441.

TEXAS FOREIGN LANGUAGE ASSOCIATION: October 20-22, 1994, Dallas, TX. Information: Eugenia Simons, 1320 Modiste Drive, Houston, TX 77055.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 4-6, 1994, Kiamesha Lake, NY. Information: Helene Combopiano, 71 Grand Boulevard, Binghamton, NY 13905.

ADVOCATES FOR LANGUAGE LEARNING 11th ANNUAL CONFERENCE: October 21-24, 1994, College Park, MD. Information: ALL 94 Conference, 8816 Churchfield Lane, Laurel, MD 20708-2466.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 27-28, 1994, Indianapolis, IN. Information: Carol Clemens, 7823 White Dove Court, Indianapolis, IN 46256.

MICHIGAN FOREIGN LANGUAGE ASSOCIATION Fall Conference: October 27-29, 1994, Hyatt Regency Hotel, Dearborn, MI. Information: Anne Nerenz, Department of Foreign Languages and Bilingual Studies, 219 Alexander, Eastern Michigan University, Ypsilanti, MI 48197. Telephone: (313) 487-0130.

IOWA FOREIGN LANGUAGE ASSOCIATION: October 28-29, 1994, Des Moines, IA. Information: Paul Hoekstra, Bureau of

Curriculum and Instruction, Grimes State Office Building, Des Moines, IA 50319.

NEBRASKA FOREIGN LANGUAGE ASSOCIATION: October 28-29, 1994, Omaha, NE. Information: Susan Smith, 1515 West Monor Drive, Lincoln, NE 68506.

NEW HAMPSHIRE ASSOCIATION FOR THE TEACHING OF FOREIGN LANGUAGES: October 28-29, 1994, Nashua, NH. Information: Christine Hoppe, P.O. Box 375, Rollinsford, NH 03869. Telephone: (603) 742-3350.

YOUNGSTOWN 18th ANNUAL CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 28-29, 1994, Youngstown State University, Youngstown, Ohio. Information: Department of Foreign Languages and Literatures, Youngstown State University, Youngstown, OH 44555-3461. Telephone: (216) 742-3461; FAX: (216) 742-1419.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: November 4-5, 1994, Burlington, MA. Information: Georg Steinmeyer, Black Mountain Road, RR1, Box 549, Brattleboro, VT 05301.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 4-5, 1994, Appleton, WI. Information: William W. Kean, Suring Public Schools, Box 158, Suring, WI 54174.

9th BIENNIAL CONFERENCE OF THE AMERICAN COUNCIL FOR QUEBEC STUDIES: November 17-20, 1994, Washington, D.C. Information: Jane Moss, ACQS, Colby College, Waterville, ME 04901. Telephone: (207) 872-3151; FAX: (207) 872-3555.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 18-20, 1994, Atlanta, GA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; FAX: (914) 963-1275.

AIZEN (ZOLA) THIRD INTERNATIONAL CONFERENCE: December 26-30, 1994, San Diego. Information: M.E. Fol, 815 Third Avenue, Suite 315C, Chula Vista, CA 91911.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1994, San Diego, CA. Information: Modern Language Association of America, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING and the SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS' ASSOCIATION: March 2-4, 1995,

Charleston, SC. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX: (912) 333-7389; E-mail: lbradley@grits.valdosta.peachnet.edu

INTERNATIONAL CONFERENCE ON STANDARDS AND ASSESSMENT: March 30-April 1, 1995, Sheraton-Imperial, Raleigh-Durham International Airport, N.C. Information: Audrey L. Heining-Boynton, 301A Peabody Hall, CB #3500, The University of North Carolina, Chapel Hill, NC 27599-3500.

12th ANNUAL WICHITA STATE UNIVERSITY INTERNATIONAL CONFERENCE ON FOREIGN LITERATURE: April 6-8, 1995. Information: Ginette Adamson, WSU Foreign Literature Conference, Box 11, The Wichita State University, Wichita, KS 67260-0011.

15th ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 11-13, 1995, Cincinnati, OH. Information: Keiselim Alfredo Montás or Maria Consuelo Ortiz, Department of Romance Languages and Literatures, University of Cincinnati, ML 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or 556-1950; FAX: (513) 556-2577.

SYMPOSIUM: HARMONIE ET EXCÈS: MICHEL RIO ET JMG. LE CLÉZIO: September 11-19, 1995, Centre Culturel de Cerisy-la-Salle, France. Information: M.E. Kronegger, Romance and Classical Languages, 313 Old Horticulture Building, Michigan State University, East Lansing, MI 48824.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 12-14, 1995, Greensboro, N.C. Information: Wayne Figart, 204 North 16th Street, Wilmington, NC 28401. Telephone: (919) 763-4009.

Want to Teach in France?

Teacher of English in France at the *Faculté de Sciences Économiques* in Rennes seeks to exchange jobs for 1 or 2 semesters with a U.S. teacher of French at college level. In Rennes classes to be given in General English, English for Business and Economics, U.S. civilization. If interested, or wanting more information contact:

Didier LONGUEVRE
142 rue de la Grande Pierre
35510 CESSON-SÉVIGNÉ, FRANCE
Tel: (33) 99 83 48 15

LES ESPACES FRANCOPHONES

**Atelier pédagogique proposé par
le Bureau de Coopération Linguistique et Éducative
et l'Alliance Française.**

ATLANTA, le vendredi 18 novembre 1994, de 13h30 à 17h00.

Le français est une langue partagée par plus de 160 millions de locuteurs répartis sur les cinq continents. Ce "*merveilleux outil trouvé dans les décombres du régime colonial*" (Senghor) est devenu la langue officielle de 22 pays d'Afrique...et 47 pays participent à ce jour aux institutions officielles de la francophonie.

Pour mieux comprendre la réalité francophone, le BCLE des Services Culturels de l'Ambassade de France organisera, en marge du congrès d'ACTFL, dans les locaux de l'Alliance Française d'Atlanta, un atelier pédagogique destiné aux professeurs de français. Cet atelier permettra de définir le concept francophone et d'étudier les espaces dans lesquels il se réalise: littérature, langue, politique, économie, médias... Vous y êtes les bienvenu(e)s.

lieu: Alliance Française
1 Midtown Plaza, suite 200
1360 Peachtree Street NE
Atlanta, GA 30309

inscriptions: **L'inscription est gratuite.**
Veuillez communiquer vos nom et adresse par courrier, téléphone, fax ou E-mail à:
Consulat Général de France
Bureau de Coopération Linguistique et Éducative
540 Bush Street
San Francisco, CA 94108
tél.: (415) 397-0321 fax: (415) 397-7843 E-mail: BCLE@delphi.com

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

Second Class
Postage Paid
Champaign, IL
61820