



LETTER FROM THE PRESIDENT

VOLUME 21 NO. 1 SEPTEMBER 1995



Albert Valdman

Chères/chers Collègues,

J'espère que vous abordez la nouvelle année scolaire et universitaire avec vos énergies renouvelées par le temps de réflexion qu'offrent les grandes vacances, et un zèle renouvelé pour l'enseignement et la recherche dans le domaine des études françaises et francophones.

L'état des études françaises aux États-Unis

Cultivons notre jardin!

Pour nous tous, enseignants et enseignants-chercheurs, le souci majeur demeure, hélas, la chute des effectifs dans nos classes. Ces pertes d'effectifs nous touchent tous, car chaque inscription de moins se traduit par des effets en cascade qui affectent tous les aspects des études françaises y compris la vitalité et l'excellence des programmes de formation d'enseignants et de recherche universitaire.

J'ai ouvert la séance inaugurale à San Antonio en prononçant quelques paroles dans la langue de Cervantès pour bien souligner que ce n'est pas la langue espagnole en tant que telle qui menace l'avenir des études françaises et francophones dans notre pays, mais la confusion qui règne dans l'esprit de nombreux responsables de politique éducative entre langue seconde et langue étrangère. Cette confusion est illustrée par la recommandation bien intentionnée du président du Carnegie Fund for the Advancement for

Education, M. Ernest Boyer. Celui-ci propose que l'apprentissage d'une langue étrangère devienne l'une des matières fondamentales de l'enseignement primaire. Nous ne pouvons qu'applaudir chaleureusement à cette innovation. Mais, malheureusement, E. Boyer suggère que le choix se porte principalement sur l'espagnol en faisant valoir que cette langue est dorénavant la langue maternelle d'un tiers des écoliers américains et que, par ailleurs, eu égard à l'importance du marché économique latino-américain, elle s'avère l'option la plus pratique.

La possibilité de communiquer avec nos concitoyens hispanophones dans leur langue maternelle et la capacité de négocier en espagnol avec nos voisins du sud constituent d'excellents arguments pour l'enseignement de l'espagnol langue seconde, mais non pas pour l'enseignement de l'espagnol langue étrangère. Il est vrai que les décideurs sont particulièrement sensibles aux finalités pratiques, mais, comme nos collègues de l'AATSP et des autres groupements de professeurs de langue étrangère, nos objectifs éducatifs vont bien au-delà de l'acquisition d'une simple pratique courante d'une variété vernaculaire. Les langues étant étroitement liées à la culture des communautés qui les parlent et à la nature de l'esprit humain, leur apprentissage et leur étude forment une composante centrale du développement intellectuel des écoliers et des étudiants. Il doit donc conduire à d'autres finalités.

Acceptons le rôle de langue seconde que joue l'espagnol dans plusieurs régions de notre pays. Collaborons avec les enseignants des autres langues étrangères—y compris l'espagnol— pour élargir l'assiette de cette matière dans les cursus scolaires et universitaires. Plus grand sera le gâteau à se partager, moins nous serons tentés de nous battre chacun de notre côté pour en recueillir les miettes. Il nous incombe ensuite, à nous professeurs de français langue étrangère, de définir et de maintenir un créneau particulier pour le français. Nous pouvons faire valoir le statut de langue étrangère privilégiée de cette langue aux États-Unis en soulig-

nant ses atouts: deuxième langue de communication internationale après l'anglais, le français est une langue de culture prestigieuse et une langue porteuse de grandes réalisations technologiques contemporaines. N'oublions pas non plus que, pour plusieurs communautés de notre pays et de notre continent, le français constitue, tout comme l'espagnol le symbole d'une identité culturelle. En tant que langue parlée sur une grande partie du territoire américain avant l'anglais, le français est profondément enraciné dans notre pays comme en ont témoigné à San Antonio nos collègues cadiens et francos qui tentent de faire revivre les variétés vernaculaires américaines de français.

Comment reconquérir la place de langue étrangère privilégiée que mérite le français? Tout simplement, comme le disait Voltaire dans *Candide*, en cultivant notre jardin, c'est-à-dire en faisant mieux notre métier. Tout d'abord, évitons de rendre rébarbatif l'enseignement d'une langue qui foncièrement n'est pas difficile d'accès. Son vocabulaire, par exemple, largement partagé avec l'anglais rend la lecture facile aux anglophones. Laissons sommeiller les grammairiens et les orthoépistes que plusieurs générations de professeurs

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archipuristes ont mis dans nos cœurs. Tolérons les balbutiements, les approximations et autres déviances des apprenants débutants pour les encourager à continuer leurs études. L'espagnol n'est pas plus facile que le français. Les professeurs d'espagnol sont simplement plus tolérants, plus réalistes peut-être que nous. Enfin, ouvrons des voies entre l'apprentissage du français et les autres matières par l'étude de la langue comme moyen d'accès aux connaissances: le français des affaires par exemple.

### Les initiatives de l'AATF

Les initiatives lancées par l'AATF pour promouvoir l'étude du français et des cultures francophones commencent à produire des fruits —il en est question dans plusieurs rubriques de ce numéro:

- La vidéo promotionnelle réalisée avec le soutien des Services Culturels de l'Ambassade de France (SCF) et à laquelle notre vice-présidente sortante, Margot Steinhart, et notre vieil ami, Jean-Noël Rey, ont consacré plusieurs années d'effort.

- Une grille pour l'évaluation de la compétence culturelle, aboutissement de nombreuses années de recherche de notre ancien président Howard Nostrand, appuyé par Allan Grundstrom et Alan Singerman ainsi que par une cinquantaine de collègues. Cette grille décrite dans le numéro d'avril 1995 fera l'objet d'un manuel en voie de publication chez National Textbook Company et disponible à partir de novembre à un prix modeste.

- Les matériaux diffusés par la Task Force on the Promotion of French (TFPF) dirigée par Marie-Christine Koop et coordonnée par Rebecca Valette.

- Une nouvelle subvention du National Endowment for the Humanities pour le stage d'été de l'AATF organisé conjointement avec les Services Culturels Français et Indiana University.

- En collaboration avec l'ACTFL et les autres AATs, l'élaboration de normes nationales pour l'enseignement des langues étrangères (National Standards).

### Le congrès de San Antonio

D'après tous les échos, notre première présence dans le sud-ouest a été une réussite grâce aux efforts des membres du Comité Local, en particulier Townsend Bowling, Rosemary Clark et Glenda Carl, et des membres des chapitres de la Région VIII qui constituaient le tiers des 378 inscrits.

Mais ce sont les prestations des intervenants qui assurent la réussite scientifique et la valeur pédagogique d'une con-



(l-r) Antonine Maillet, Albert Valdman, Rosemary Lloyd

férence. Dans sa conférence inaugurale, Antonine Maillet, avec son style inimitable, a su démontrer la profondeur des racines françaises de sa communauté acadienne ainsi que des communautés cadiennes et franco-américaines. Elle a évoqué les liens directs entre la langue et la culture de ces communautés et celles des périodes révolues de l'histoire de France. Ces communautés constituent des réservoirs dans lesquels survivent les traces, les gènes, de la langue et de la culture françaises. Barry Ancelet/Jean Arceneaux—le premier, spécialiste du folklore louisianais, le second, créateur d'une forme écrite de la langue (pour les absents, il s'agit du même individu)— a illustré comment maintenir et développer ce patrimoine. Alain Kimmel, en commentant les résultats des dernières élections en France, a su placer dans un large contexte socio-économique les surprenantes victoires du Front National.

Enfin, Irène Kraemer a démontré, par la force de ses conceptions sur ce qu'est une bonne pédagogie, par son dynamisme et son bon sens, que tout professeur peut faire quelque chose aujourd'hui, dans sa salle de classe, pour rendre plus attrayant et, surtout, plus actuel l'enseignement de la langue allié à celui de la culture. Un autre point fort fut l'atelier de télématique organisé sur le campus de l'Université du Texas à San Antonio le 12 juillet, avant l'ouverture du congrès lui-même. Animé par Townsend Bowling et la Commission de Télématique et patronné par les SCF l'atelier bénéficia de la participation de Bernard Moreau, attaché linguistique à San Francisco et de deux spécialistes haut placés du ministère des Affaires étrangères à Paris, Régine Thomas et Jean-Pierre Évain.

Je voudrais aussi exprimer ma gratitude à d'autres collègues venus de loin témoigner de leur reconnaissance du rôle central de l'AATF dans la promotion des études françaises et francophones aux États-Unis, notamment Bernard Micaud, Chef de la section des pays industrialisés de la Sous-Direction de la Coopération Linguistique et Éducative au ministère des Affaires étrangères

Nous avons trouvé de nombreuses traces de la présence française au Texas et à San Antonio: à Castroville par exemple, ancienne colonie alsacienne, et à l'exposition au Texan Institute of Cultures

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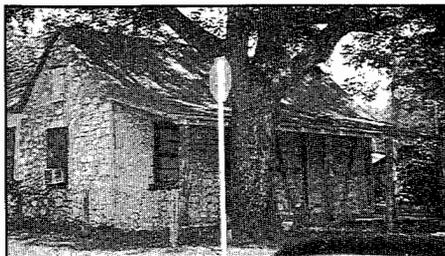
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gracieusement mis à notre disposition par son conservateur, le Professeur Rex H. Ball pour le dîner de la remise des prix. Les sympathies francophiles et la conscience du patrimoine français du Texas étaient évidentes lors de la fête du quatorze juillet organisée par l'Alliance Française de San Antonio.



Historic Alsatian home in Castroville, TX

Le succès de nos congrès dépend toujours de l'aide apportée par nos partenaires. Exprimons donc notre gratitude aux partenaires suivants (les noms des représentants présents paraissent entre parenthèses): le Gouvernement du Nouveau Brunswick et le Chapitre East Massachusetts qui ont permis la participation de Mme Maillet; le Gouvernement du Canada (M. Marcel Saucier, Consul à Dallas); le Gouvernement du Québec (Régent Cabana, délégué à Atlanta); les SCF (Alain Couanon, Consul Général à Houston).

### Vers une politique synergique

Dans la période de vaches maigres que nous traversons, il est essentiel que nous collaborions avec les institutions et organismes dont les objectifs rejoignent les nôtres. Nous ne ferions ainsi que renouer avec la politique mise en œuvre par Stirling Haig, qui avait invité des partenaires aux congrès de Paris (1989) et de La Nouvelle Orléans (1990), et par Rebecca Valette, qui avait organisé des activités communes avec l'AATG à Strasbourg (1992) et avec diverses associations québécoises à Québec (1994). À Lyon nous rejoindrons l'Association of French Cultural Studies (AFCS) et divers groupes français. Mais le partenariat doit s'étendre en dehors des congrès. Rappelons que nous collaborons avec l'ACTFL qui nous offre un créneau au sein de son congrès annuel (voir le programme de 1995 à la page 10) et avec laquelle notre Commission of National Standards élabore des normes nationales. D'autre part, notre Commission for Professional Standards travaille en étroite collaboration avec son homologue de l'AATG, et nous avons mis en place une politique de

double adhésion (joint membership) AATF-AATG. Nous devons étendre ce réseau à toutes les AAT, en particulier l'AATSP.

Encore plus prometteuses sont les discussions ouvertes avec l'Alliance Française dont le Délégué Général Hervé Le Porz et la vice-présidente Jane Robert étaient présents à San Antonio. L'Alliance Française touche un public adulte, dont une forte proportion de notables, en mesure d'appuyer nos efforts promotionnels en direction des parents et des décideurs locaux. Ses activités culturelles sur le plan local complèteraient celles de nos chapitres et offrirait aux enseignants d'excellentes occasions de converser en français en contexte naturel, chose souvent difficile pour les professeurs isolés. En contrepartie, l'AATF pourrait offrir un soutien technique aux cours de l'Alliance Française. Autre domaine de collaboration envisagé, une fusion entre le concours de l'Alliance et notre Grand Concours. Voici donc des ponts lancés entre nos deux associations; et j'invite les responsables de chapitres à prendre contact avec leurs homologues de l'Alliance tandis que se négocie un accord sur le plan national.

Enfin, il est temps que l'AATF, le groupement d'enseignants de français le plus important au monde, assume ses responsabilités sur le plan international en se faisant représenter régulièrement aux réunions de la FIPF (Fédération Internationale des Professeurs de Français). À ce propos, le prochain congrès de la FIPF se tiendra à Tokyo du 25 au 31 août 1996; les membres qui désirent s'inscrire à cette manifestation trouveront une annonce à la p. 17. Pour la première fois, des représentants d'autres associations affiliées à la FIPF assistaient à un de nos congrès. En effet, à San Antonio, Huri Saavedra, présidente de la COPALC, regroupant les fédérations de l'Amérique Centrale et des Caraïbes, nous a exposé la situation de l'enseignement du français au Mexique, et André Obadia, président de la CAN, regroupant outre l'AATF tous les affiliés canadiens, a décrit l'état actuel de l'enseignement par immersion dans divers pays du monde. J'ai aussi le plaisir d'annoncer que la région Rhône-Alpes, en contrepartie d'une subvention de 200 000F pour notre congrès de Lyon, nous a demandé de collaborer avec des institutions de la région à l'organisation d'un colloque post-congrès. À ce colloque invitationnel, qui examinera les problèmes de la gestion pédagogique de l'interculturel et fera l'inventaire de l'enseignement du français par des approches bilingues, assisteront des spécialistes des Quatre Moteurs (les régions dynamiques de

l'Europe occidentale): Bade-Würtemberg, Catalogne, Lombardie et Rhône-Alpes ainsi que des représentants du Pays de Galle et de l'Ontario, et bien sûr des membres de l'AATF.

### Résumé des décisions du Conseil Exécutif

Pendant deux journées de labeur intensif, les 11 et 12 juillet 1995, les membres du CE ont abordé un grand nombre de problèmes, dont les plus cruciaux sont le renforcement de l'infrastructure de l'Association que j'évoquais dans mon message d'avril 1995, et l'état des finances. Les deux questions sont évidemment étroitement imbriquées. Voici les décisions prises et approuvées par l'Assemblée des Délégués:

#### Renforcement du secrétariat général.

Le poste de *Executive Director* devient un poste à plein temps à partir de 1997. En outre, face à la décision irrévocable de notre dévoué ED, Fred Jenkins (à temps partiel eu égard à sa rémunération mais à plein temps eu égard à sa charge) de prendre sa retraite cette année-là, le secrétariat devra déménager, avec tous les frais supplémentaires que cela implique.

#### Augmentation des droits d'adhésion.

Pour faire face aux frais que les changements mentionnés ci-dessus entraîneront et à un lourd déficit pour l'exercice budgétaire en cours, les droits d'adhésion de base sont fixés à \$45 à partir de l'année 1997. Comparé aux droits d'adhésion des associations telles que les autres AAT et l'ACTFL, ou à ceux des autres groupements professionnels, ce montant demeure relativement modeste vu les services offerts. Nous tenterons d'élargir la gamme de ceux-ci, et nous avons bien démarré en obtenant des réductions sur le prix d'abonnement de revues importantes et utiles pour les professeurs de langue et culture françaises non spécialisés que sont *Le Français dans le Monde* et *L'Écho*. J'ai en effet le plaisir d'annoncer que, grâce aux efforts de notre ami Jacques Pêcheur qui, malgré un calendrier chargé, a pu être des nôtres au Texas, le *Français dans le Monde* dont il est le rédacteur en chef, offre une réduction de 25% à tous nos membres. Alain Kimmel, rédacteur de la revue *Échos*, publiée par le Centre International d'Études Pédagogiques de Sèvres, nous offre une réduction de 15% sur l'abonnement à cette revue. Nous sommes disposés à entamer des négociations avec d'autres publications de ce genre à la demande de nos membres.

#### Constrictions budgétaires.

Le déficit budgétaire actuel entraîne les

réductions suivantes qui, je l'espère, ne seront que temporaires. Par ailleurs, dans le cas de nouveaux apports financiers, par exemple, plus de 500 participants au Congrès de Lyon et des subventions plus importantes que prévues, nous rétablirons les lignes budgétaires originales:

- Réduction de 100 pages du prochain volume de la *French Review*
- Gel des honoraires des divers responsables de services, par exemple, rédacteur en chef de la *FR*, rédactrice du *Bulletin*, directeur du Grand Concours.
- Allocation réduite à \$5000 pour les Commissions scientifiques

#### **Grand Concours:**

- A titre d'essai, pendant les deux prochaines années, la rubrique de Lauréat Régional sera supprimée
- Les droits d'inscription au concours pour les enseignants qui ne sont pas membres de l'AATF augmenteront de \$2.30 à \$2.50

#### **Nomination**

Le mandat de Ronald Tobin comme rédacteur en chef de la *French Review* est renouvelé pour trois ans. Ron a su élargir le caractère pluridisciplinaire des articles de notre revue et l'a orientée vers de nouveaux domaines, en particulier les études francophones. Le haut niveau que sa gestion assure à la revue s'est vu honorer par le Prix Pompidou.

#### **Candidatures pour le poste de troisième vice-président**

Townsend Bowling (University of Texas, San Antonio) et Bernard Petit (State University of New York at Brockport).

#### **Sites des prochains congrès annuels**

- 1997 novembre - Nashville, Tennessee, en conjonction avec ACTFL, AATG, AATSP, et AATI
- 1998 juillet - Baltimore ou novembre - Chicago avec ACTFL

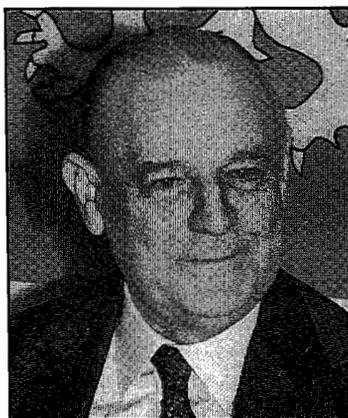
### **Le Congrès de Lyon**

Le numéro de novembre du *Bulletin* contiendra des informations précises au sujet du prochain congrès annuel ainsi que les divers formulaires d'inscription et de réservation d'hôtel et d'avion. Ici, je voudrais simplement vous donner un aperçu de ce congrès afin de vous motiver à commencer à épargner vos dollars pour ce qui prend toutes les allures d'une manifestation mémorable. À San Antonio, M. Jean Chemain, Directeur de la Chambre de Commerce et d'Industrie de Lyon, habilement secondé par notre collègue, Pascale Dewey (Kutztown University), a énuméré

les nombreux atouts de la seconde ville de France: haut centre des technologies de pointe; racines gallo-romaines; importance comme vecteur de la diffusion de la civilisation à la Renaissance; rayonnement culturel (c'est là que fut inventée la cinématographie) et, enfin, gastronomie.

#### **Le site et l'hébergement**

Comme je l'annonçais dans le numéro de septembre 1994 du *Bulletin*, notre congrès sera l'un des premiers grands congrès internationaux à utiliser le Palais des Congrès flambant neuf de la Cité Internationale. Situé en bordure du Rhône dans le Parc de la Tête d'Or, c'est un édifice superbe, contenant une grande variété de salles ultramodernes, une énorme surface d'exposition et diverses possibilités de restauration. L'agence chargée de la logistique du congrès, PACKAGE, a retenu une gamme variée d'hôtels (d'hôtels deux étoiles à hôtels de luxe) à des prix bien inférieurs à ceux que nous sommes habitués à payer aux États-Unis. Ces hôtels sont situés au cœur de la ville, dans la Péninsule. Un service de cars assurera le transport du centre ville au Palais des Congrès le premier jour; pour le reste du séjour à Lyon, les participants recevront une carte leur donnant accès aux transports publics, y compris au métro automatisé. Un certain nombre de studios équipés de la Résidence Villemancy à la Croix-Rousse, à cinq minutes d'une station de métro, seront réservés pour les participants aux moyens modestes.



Raymond Barre

### **Les points forts du Congrès de Lyon**

#### **Regroupements synergiques.**

La première réalisation de la politique synergique décrite ci-dessus est la participation de l'Association of French Cultural Studies (AFCS) à notre congrès (voir à la page 34). Ce premier lien direct avec nos

collègues de cette association, dont plusieurs sont des spécialistes universitaires en sciences humaines et sociales plutôt que des professeurs de langues, nous permettra d'élargir nos horizons et de mieux intégrer la civilisation et la culture dans nos cours et nos cursus. Nous inviterons aussi à se joindre à nous les associations françaises œuvrant dans l'enseignement du français langue étrangère et dans les domaines connexes, telles que l'AFLA (Association Française de Linguistique Appliquée) et l'ANEFLE (Association des Enseignants de Français Langue Étrangère). Nous avons invité des enseignants et des étudiants de la région lyonnaise à assister aux séances du congrès et, à cet effet—en contrepartie des importantes subventions que nous attendons des instances locales—nous leur accordons un tarif d'inscription spécial.

#### **Forte participation locale.**

Un groupe de 13 collègues représentant diverses institutions d'enseignement supérieur de la région Rhône-Alpes, le Comité Scientifique Local (CSL), collabore à l'élaboration du programme et à la sélection des activités culturelles.

#### **Excursion: découverte du Beaujolais.**

Au cours de cette excursion en car, les congressistes pourront, tout en appréciant les crus renommés du Beaujolais, visiter les monuments culturels et historiques de la région et établir des contacts directs avec leurs homologues français. Un déjeuner en auberge campagnarde est prévu ainsi qu'un banquet d'adieux dans la cave de Lacénas qui date du XVIII<sup>ème</sup> siècle.

#### **Bourse d'échanges.**

Le CSL organise une bourse d'échanges permettant des contacts directs et l'établissement d'échanges entre des professeurs de langues et des professeurs de français lyonnais, et les membres de l'AATF enseignant au niveau secondaire.

#### **Ateliers hors du Palais des Congrès.**

Outre les activités programmées au Palais des Congrès, nous organisons avec nos partenaires lyonnais des ateliers dans certains centres ou établissements spécialisés. Par exemple, l'École de Commerce Supérieure de Lyon invitera 50 spécialistes du français langue des affaires, sélectionnés par notre Commission du Français des Affaires, à un déjeuner suivi d'un atelier spécialisé dans ses locaux d'Écully. Une contribution modeste sera demandée pour couvrir les frais de transport.

#### **Gratuité de tous les ateliers.**

Tous les ateliers programmés l'après-midi au Palais des Congrès seront gratuits.

#### **Activités - Découverte de Lyon.**

Les participants, et en particulier les personnes accompagnatrices, trouveront une grande gamme d'activités culturelles et

touristiques hors congrès à des prix modestes.

### Activités post-congrès.

Les participants désireux de prolonger leur séjour auront la possibilité de prendre part à un certain nombre d'ateliers spécialisés ou d'excursions du type *découverte*, dont certaines seront subventionnées par des partenaires. Nous étudions, par exemple, avec le Conseil Régional de Bourgogne, plusieurs itinéraires pour excursions d'une journée centrées sur des thèmes spécialisés: l'art roman, le pèlerinage Lamartine, etc. La proximité de la Savoie, de la Suisse et du Piémont italien suggère d'autres itinéraires de ce genre, par exemple, *Sur les traces de Jean-Jacques Rousseau*.

### La formule d'inscription: le forfait global

Pour ce congrès, nous adopterons la formule très réussie du Congrès de Strasbourg (1992). Les participants acquitteront un forfait global comprenant:

- L'entrée aux séances du congrès
- Trois déjeuners au Palais des Congrès, dont le déjeuner de gala d'ouverture offert par la Chambre de Commerce et d'Industrie de Lyon
- Cinq pauses-café
- L'excursion "Découverte du Beaujolais"
- Les transports locaux
- La Malette pédagogique
- Les manifestations culturelles et touristiques

Soirée-réception, croisière nocturne sur la Saône, spectacle (sous réserve)

- Des prix réduits pour les activités "Découverte de Lyon"

Nous ne sommes pas encore en mesure d'annoncer le prix exact de ce forfait, mais il devrait être proche de celui de Strasbourg (qui était de \$300), compte tenu de la valeur du dollar et du taux d'inflation de ces quatre dernières années. On peut donc prévoir qu'il se situera entre \$340 et \$375, eu égard au montant des subventions que nous espérons engranger d'ici le début d'octobre.

### Soumission de projets de communication

Ce *Bulletin* contient deux documents relatifs au Congrès de Lyon. Le premier est l'esquisse provisoire du programme (p. 6), sujette à des révisions avant sa publication sous forme définitive dans le numéro de novembre. Le numéro de novembre contiendra aussi le nom des conférenciers (des plénières et des semi-plénières) et la liste de certaines des tables rondes et de certains des ateliers. Le programme lui-même paraîtra dans le numéro de janvier ou dans celui d'avril. Le deuxième docu-

Lyon, le 11 JUIL. 1995

## Le Maire de Lyon

Monsieur le Président,

Je tiens tout d'abord à rendre hommage à votre action et à celle de votre Association pour la diffusion et la promotion de la langue française en Amérique du Nord.

Vous connaissez à cet égard l'attachement que je porte aux relations franco-américaines et à la francophonie qui nous invite à partager non seulement une langue commune mais une communauté de valeurs.

En outre, permettez-moi de vous remercier et de vous féliciter d'avoir choisi notre ville pour la tenue de votre Congrès en juillet 1996.

Les Lyonnais, soyez-en sûr, y sont particulièrement sensibles et se réjouissent déjà d'accueillir votre délégation et de vous faire découvrir les aspects les plus caractéristiques de notre ville.

Pour ma part, j'aurai l'immense plaisir de vous retrouver au mois de juillet prochain dans le cadre de ces journées. J'espère que mon emploi du temps me permettra de répondre à votre invitation à participer à la Conférence inaugurale.

Je vous prie de croire, Monsieur le Président, à l'assurance de mes sentiments les meilleurs.



Raymond BARRE

Monsieur Albert VALDMAN  
Président  
American Association of  
Teachers of French  
Indiana University  
Bloomington IN 47405

CAB 95 ET/JM

ment inclus dans ce numéro est le formulaire pour la soumission de vos projets de communication à la page 7. Les divers types de présentations sont énumérés dans l'esquisse du programme. La date limite pour la soumission des projets est fixée au 30 octobre de manière à ce que nous puissions annoncer les décisions en décembre, soit six mois avant le Congrès. La sélection sera opérée par les membres du comité du programme suivants: Jenkins, Shockey, Simon, Tobin, Valdman. C'est ce dernier qui répondra aux questions concernant les projets de communication.

### Un ami nous quitte

Enfin, j'ai le regret d'annoncer la disparition, à l'âge de 85 ans, de Laurence Wylie, grand interprète de la culture française, qui occupa pendant une vingtaine d'années une prestigieuse chaire à Harvard (C. Douglas Dillon Professorship of the Civilization of France). Natif de l'Indiana et lauréat d'Indiana University, Larry eut le mérite d'être l'un des premiers enseignants de français à se lancer dans l'étude sérieuse de la culture. Lorsqu'il enseignait

à Haverford College, il suivit des cours d'ethnologie et, après deux années de terrain, nous offrit deux études de cas exemplaires (*Village in the Vaucluse*, 1957 et *Deux villages*, 1965). Après une année dans une école de mime parisienne, il rédigea *Beaux gestes: A Guide to French Body Talk*, 1977. Fidèle à ses racines, Larry conserva toujours l'accent "Hoosier", un trait intégral de cette bonhomie modeste imbuë d'un bon sens aigu qui faisait son charme.

En attendant le plaisir de vous revoir, soit à Anaheim pour le Congrès ACTFL soit, surtout, à Lyon, je vous transmets mes meilleurs souhaits pour une bonne rentrée.



Albert Valdman  
Creole Institute/  
Department of French and Italian  
Indiana University, Bloomington, IN 47405  
Fax: (812) 855 2386  
INTERNET: VALDMAN@Indiana.EDU

# ESQUISSE PROVISOIRE DU PROGRAMME DU CONGRÈS DE 1996 À LYON

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## Samedi 13 juillet

- Arrivée des congressistes

## Dimanche 14 juillet

- Journée libre
- Soir: Fête du 14 juillet

## Lundi 15 juillet

- 9h Ouverture:  
Allocutions
- 10h Conférence inaugurale: R. Barre
- 10h45 Pause
- 11h Conférence plénière:
- 12h-14h Déjeuner de gala
- 14h00-16h00 Ateliers et tables rondes
- 16h15-17h30 Sessions et réunions

## Mardi 16 juillet

- 8h45-10h15 Sessions
  - 10h15-10h45 Pause expositions
  - 10h45-12h Semi-plénières (2): littérature;  
pédagogie
  - 12h-13h30 Déjeuner
  - 13h30-15h30 Ateliers et tables-rondes
  - 15h45-17h00 Sessions et réunions
  - 17h15-18h15 Sessions et réunions
- ou
- 13h30-18h Activités culturelles: Découverte  
de Lyon

## Mercredi 17 juillet

- 8h45-10h15 Sessions
  - 10h15-10h45 Pause expositions
  - 10h45-12h Semi-plénières langue/  
acquisition du langage;  
culture/civilisation
  - 12h-13h30 Déjeuner
  - 13h30-15h30 Ateliers et tables-rondes
  - 15h45-17h00 Sessions et réunions
  - 17h15-18h15 Sessions et réunions
- ou

- 13h30-18h Activités culturelles: Découverte  
de Lyon

ou

- 13h30-18h Ateliers hors Palais des  
Congrès (2)

## Jeudi 18 juillet

Découverte du Beaujolais (comprenant  
déjeuner et dîner de gala)

## Vendredi 19 juillet

- Départ des congressistes
- ou
- Excursions post-congrès, par exemple:  
Découverte de la Bourgogne, Sur les traces  
de Rousseau, etc.

### • Sessions

Communications de 20-30 minutes sur un  
thème particulier. Ces communications seront  
choisies par le Comité du Programme à partir  
des propositions des membres individuels.

### • Table rondes

Discussion sur un thème proposé, soit par un  
ou plusieurs membres, l'organisateur se  
chargeant de recruter les intervenants, soit  
par le Comité du Programme ou le Comité  
Scientifique Local

### • Réunions

Organisée par les divers commissions scien-  
tifiques de l'AATF, par les sections scientifiques  
de l'AATF ou par un groupe de membres sur  
demande auprès du Président de l'AATF

### • Ateliers

Démonstration ou discussion sur un thème  
particulier proposé: par une commission  
scientifique de l'AATF; par un ou plusieurs  
membres sur demande auprès du président;  
ou par le Comité Scientifique Local

### • Semi-plénière

Conférences présentées par des spécialistes  
invités par le Comité du Programme.

# CALL FOR PRESENTATIONS

## Sixty-Ninth Annual Meeting American Association of Teachers of French July 15-18, 1996, Lyon, France

This completed application must be postmarked by **October 30, 1995**.

- You will be notified by December 15, 1995, if your proposal has been accepted.
- All papers are to be presented as lectures or talks, and not simply read aloud.
- If you wish to organize a session with several presenters, have *each participant* fill out his form and submit all proposals together. Each participant must specify their individual audio-visual needs.
- Each participant may present at only one session in Lyon. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send *five* copies (**Do not fax or email**) to Albert Valdman, Creole Institute, BH 604, Indiana University, Bloomington, IN 47405.
- Inquiries Only: FAX 812/855 2386; email: VALDMAN@indiana.edu

\* **Name:** (Please type) \_\_\_\_\_

\* **Affiliation:** (as it should appear on the program) \_\_\_\_\_

\* **Addresses:** (please check which is preferred)

School/Work: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Home: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Type of presentation:

Workshop  Round table discussion  paper or talk  Commission (Circle one: Open/Closed)

Other (please specify): \_\_\_\_\_

Anticipated audience:  FLES  Middle school  High School  University  All

Length of presentation or session (Circle one):  20min  30min  60min  75min Other: \_\_\_\_\_

Audio-visual needs:  Overhead Projector  Slide Projector  Audio Cassette Player

VCR/Monitor  Computer  Other (please specify): \_\_\_\_\_

**Requests for more expensive equipment (VCR/computer/other) will require a fee. Please refer inquiries to Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820**

On a separate sheet, please submit the following information, written in the language which will be used for the presentation:

1. Title and 50-word abstract (for publication in the program)
2. Description of the presentation (300 words maximum) for the Program Selection Committee.

Date: \_\_\_\_\_ Signature \_\_\_\_\_

**\*For joint presentations, each co-presenter must provide the information for the items marked by asterisk on a separate form.**

# CHAPTER NEWS

## CHICAGO/ NORTHERN ILLINOIS

*Coup de Théâtre!* was the final program for the Chicago/Northern Illinois chapter for the academic year 1994-95. The meeting was held at the Court Theatre on the University of Chicago campus and featured three different aspects of theatrical presentations.

Todd Straus of Northwestern University presented his *techniques théâtrales pour la salle de classe* which are based on an intermediate-advanced/intermediate text now in preparation: *Improvisations françaises*. Those who attended the program had great fun doing the two- or three-role *scènes* and the *improvisations* which he directed with great skill. Jean-Paul Dany, Attaché Culturel, Consulat Général de France, presented examples of the current theatre in France including works from Koltès, Grumberg, and Berkoff. Then Charles Newell, artistic director of the Court Theater, discussed his perspective on Molière's *Le Misanthrope*, the current production at the Court. Our members were invited to

attend the afternoon presentation of the play, done in period costume but with a modern décor. In the fall, the Court Theater will present a contemporary continuation of the *Misanthrope* story recently translated for presentation there.

At the spring meeting, the chapter presents its annual *Prix du Chapitre* which honors teachers who have given exemplary service to the profession and the chapter. This year's recipient is Janet A. Evans, of Barrington High School. Among Janet's many contributions at Barrington are the development of the AP program, development of Level VI courses for which the students receive college credit, French Club sponsorship; she has contributed to the local newsletter *Francofeuilles* as pedagogical editor, and has published and translated various texts including *Last Meeting with Samuel Beckett*. The Chapter is indeed pleased to honor Janet.

Two members of the Chicago/Northern Illinois Chapter received the newly established **AATF Teacher Awards**. Alan Wax of McGugan Junior High School in Oak Lawn received the award for FLES;

Marie-Rose Gerdisch of Rolling Meadows High School was honored with the high school award. Many of you know Marie-Rose as the director of the committee for the French Contest exams. Alan is on the Task Force Commission, so it is quite possible that members will receive some of his ideas for promoting French on the junior high level.

For the fall meeting in October, the chapter is looking forward to a program by Raymonde Carroll, author of *Évidences Invisibles*. Her current research is based on "remakes," so the program will focus on comparison of French/American culture as evidenced in film.

Anne Hebert  
President

## HOUSTON CHAPTER

The Houston and East Texas chapters of AATF met together at the Hotel Galvez in Galveston, Texas on April 22, 1995. The program consisted of 3 speakers: Carolina Jimenez-Marcos, a graduating senior high school French student who

(Continued on page 9)

### QUESTIONNAIRE

The Office of the Linguistic Attaché of the French Embassy has the task of promoting French language and encouraging cultural exchanges between the US and France. Moreover, our office promotes French-speaking TV and radio programs in the United States.

In the last few years, Francophone TV and radio stations have been developing several cultural and educational programs intended for students, professors, and people interested in the French language. We would like to know if you have any contacts with TV and radio stations that broadcast programs in French. If you do have such contacts, we would need you to fill out the attached form.

Thank you very much for responding to the following questions:

**1) Are there French programs on TV in your city? If yes:**

Name of your city: \_\_\_\_\_ State: \_\_\_\_\_

Name of cable company: \_\_\_\_\_ Channel number: \_\_\_\_\_

Channel name: \_\_\_\_\_

Title of the program(s): \_\_\_\_\_

Program provider:  International Channel (ICN)  SCOLA  
 Mind Extension University (MEU)  Other: \_\_\_\_\_

Type of programming:  Children  News  Entertainment  
 Culture  Fiction  Other: \_\_\_\_\_

Nationality of programming:  French  Belgian  Swiss  
 Canadian  Other: \_\_\_\_\_

Days and hours of broadcasts: \_\_\_\_\_

Channel address: \_\_\_\_\_

Channel phone number: \_\_\_\_\_ Channel fax number: \_\_\_\_\_

**2) Are there French radio programs broadcast in your area? If yes:**

Frequency: \_\_\_\_\_  FM  AM Station name: \_\_\_\_\_

Program(s) name(s): \_\_\_\_\_ Days/hours: \_\_\_\_\_

Type of programming:  Live show  Pre-recorded tape

Radio address: \_\_\_\_\_

Radio phone number: \_\_\_\_\_ Radio fax number: \_\_\_\_\_

Please send this form to:

Consulate General of France, BCLE, 540 Bush Street, San Francisco, CA 94108

## Term Ends for Regional Representatives

**Billie Edmonds** was regional representative for the South Atlantic Region V from 1992 to 1994.

In the South Atlantic Region the Grand Concours is a big event for FLES, middle school and high school students. During her tenure as regional representative she promoted participation by all students of all teachers in this contest. As budgets are limited, many teachers are reluctant to require that their students take this test. One of her greatest endeavors has been to help teachers see how this test serves as a learning device for them and their students and as a promotional device for their programs.

She worked on special projects as a member of the executive committee such as the Outstanding Teacher Award and the reconfiguration of the executive committee.

**Jeanne Kissner**, Region III Representative from 1992 to 1994 has also ended her term. She teaches in the Center for International Education at SUNY-Plattsburgh. She has conducted very successful seminars for teachers on French Canada.



**Fernande Wagman** was Regional Representative of Region I Greater New York, from 1989 to 1994. As Regional Representative, she served on the AATF National Commission on Proficiency, as Co-Chair of the AATF National Commission on FLES\*, as Co-Chair of the Subcommittee on Testing of the AATF National Commission on French for Business, and published a bi-annual Regional newsletter: *Autour de la Grosse Pomme*. Vice-President of the AATF Metro Chapter, Fernande Wagman also administers the National French Contest for her chapter. She has been teaching for twenty one years at the Academy of the Holy Angels in Demarest, New Jersey where she now chairs the Foreign Language

Department and the AHA Curriculum Committee. She obtained a French Government scholarship at the Chambre de Commerce et d' Industrie de Paris in 1983, was a nominee for the Princeton University Best Teacher in the State of New Jersey Award in 1991. Her article "La Grande Peur...ou l' Introduction du Français des Affaires dans un programme d'Études Secondaires" was published by *The French Review* in 1992 and her textbook on French for Business at the Secondary School and Junior College *Faisons des Affaires* in 1993."

## Grand Concours Administrator Awards

This year there was a tie for Contest Administrator for large chapters, the awards going to **Ronald Mueller** of the Greater St. Louis Chapter and to **Janet Wohlers** of the Eastern Massachusetts Chapter. Mr. Mueller became Contest Administrator in 1980 when about 400 students participated. Currently, 1450 students participate. Mrs. Wohlers has served twenty years as Contest Administrator, since 1975.

**Todd Knox** holds the award of Contest Administrator for smaller chapters. He has been Contest Administrator for the Louisiana Chapter since 1985.

## Other News of Members

**Judy Rainger** of Lubbock, TX, member of the Hautes Plaines Chapter of AATF, has been awarded a year-long NEH grant to research Buffalo Bill's connections with France. In 1994 she received an AATF Small Grant Award to bring a French *gardien* to the International Cowboy Symposium in Lubbock.

**David A. Fein**, Professor of French in the Department of Romance Languages at the University of North Carolina-Greensboro has received the North Carolina Chapter of AATF Teacher of the Year Award.

## In Memoriam

**Donald Russell Greenham: born July 9, 1931; died May 31, 1995**

Don Greenham had a long and outstanding career in the teaching of French, and he was very involved in professional organizations. He received his B.A. and M.A. in French from the University of Wisconsin and his Ph.D. in Curriculum and Instruction from Kent State University. He taught French, English, American History in French, and Sociology at Canton Lincoln and McKinley Senior High School from

1959-1987. Dr. Greenham often arranged travel programs to France for his students and received the Canton City Schools' Teacher of the Year Award in 1967. In addition, Don was a member of AATF for all his professional career, serving as Treasurer of the Ohio Chapter for sixteen years, from 1971 to 1987. He was chosen by AATF as Treasurer of the Year in 1986. He was the Regional Representative for AATF Region VI from 1978 to 1983. He served also as Vice-President (1972-74) and President (1974-75) of the Ohio Foreign Language Association. In 1992 he received the Distinguished Career Award from OFLA. He served as cooperating teacher for many students, and he consistently encouraged young people to continue their study of foreign language either here or abroad. His constant and tireless work for the cause of foreign languages was an inspiration to his colleagues in Ohio and beyond. His kindness towards and encouragement of young teachers just entering the profession was legendary.

Georges Gauthier  
Hiram College

## CHAPTER NEWS

(continued from page 8)

reported on her homestay experience in France funded by the Houston chapter's "Destination: France" program; Janis Baker, a local teacher who lived with a French family through the ORCA exchange program; and Laura Heller, local French teacher, who reported on a *stage* in France on Molière's life.

The "Destination: France" program was continued for the fourth year, a program which provides weekly French classes for local *lauréats* of the Grand Concours, with a summer scholarship provided for one student in the class to study in France.

Claude Boutin was honored as outgoing Houston chapter president, and new officers were introduced: Thérèse Murray, president; Mary Jo Langston, vice president; Diane Nizza, secretary, and AATF national treasurer of the year for 1995, Gerri Manlove continuing in this position.

A large number of local chapter members plan to attend and help with the San Antonio AATF convention. Many door prizes were distributed before adjourning for luncheon.

David Long,  
Former Regional Representative, AATF

# ACTFL 1995 MEETING BEST OF AATF SESSIONS

November 18-20, 1995, Anaheim, CA

11/18/95

1:45 p.m.-3:00 p.m. Marriott: Northwest Hall

## AATF Looks at the Future

CHAIR: Albert Valdman, President, AATF; Indiana University, Bloomington, IN

PRESENTER(S):

Albert Valdman, President, AATF; Indiana University, Bloomington, IN

Rebecca Valette, Boston College, Chestnut Hill, MA

Eveline Leisner, Los Angeles Valley College, Van Nuys, CA

Reports will be made regarding the AATF Task Force on the Promotion of French in the United States, the forthcoming 1996 annual meeting in Lyon, and the Promotional Video will be shown. There will be a discussion of French linguistic policy and the AATF position regarding the status of Spanish vis-à-vis other languages in our country.

11/18/95

3:15 p.m.-4:30 p.m. Hilton: Oceanside

## College and High School National Exams in French for Business

CHAIR: Patricia W. Cummins, University of Toledo, Toledo, OH

PRESENTER(S):

Patricia W. Cummins, University of Toledo, Toledo, OH

Emmanuel Rimbart, Paris Chamber of Commerce, Paris, France

Stephen Loughrin-Sacco, Boise State University, Boise, ID

Damien Ferland, University of Quebec, Chicoutimi, Canada

Hervé de Fontenay, McGill University, Montreal, Canada

Fernande Wagman, Academy of Holy Angels, Allendale, NJ

Members of AATF Commission on French for Business and Economic Purposes will report on a program aimed at developing assessment instruments for French for Business courses at the university and high school levels. There will be presentations of a plan to administer the Paris Chamber of Commerce exams

in testing centers in North America, the integration of a Canadian component in the Business French international exam, and of testing knowledge of Business French in AP exams and the Grand Concours.

11/18/95

4:45 p.m.-6:00 p.m. Marriott: Northwest Hall

## Is French Harder than Spanish? Battling Perceptions and Enrollment Trends

CHAIR: Joel Walz, University of Georgia, Athens, GA

PRESENTER(S):

Joel Walz, University of Georgia, Athens, GA

Rosemary Clark, Alamo Heights High School, San Antonio, TX

Diana Ranson, University of Georgia, Athens, GA

Enrollments are declining in French while increasing dramatically in Spanish. One possible cause is the commonly-held belief that Spanish is easier to learn than French. Speakers will present survey results showing why some students choose French over Spanish and linguistic data (primarily morphology) to see if the belief is true.

11/19/95

8:30 a.m.-9:45 a.m. Hilton: La Jolla

## Gagnez une bourse et enseignez la France profonde

CHAIR: Margot Steinhart, Barrington High School, Barrington, IL

PRESENTER(S):

Margot Steinhart, Chair, AATF Scholarship Committee, Barrington High School, Barrington, IL

Isabelle Kaplan, Project Director, AATF Summer Institute, Bennington College, Bennington, VT

Two recipients of the 1995 summer scholarships awarded by the French Cultural Services-AATF-Indiana University for the Institute in France will present cultural projects developed during their stay in Auvergne and the French Pyrenees. The project director will discuss how projects

are structured and other 1995 projects available to French teachers through the AATF Lending Library. The AATF Scholarship Chair will discuss the next summer's program and offer suggestions on how to submit a good application for the 1996 summer scholarships. Handouts.

11/19/95

2:30 p.m.-3:45 p.m. Marriott: Orange County Salon 1

## The Advanced Placement French Program: Tests, Tips, and Techniques

CHAIR: Michèle Shockey, Gunn High School, Palo Alto, CA

PRESENTER (S): Michèle Shockey, Gunn High School, Palo Alto, CA,

Renée White, Greenhill High School, Dallas, TX

Mariette Reed, Educational Testing Service, Princeton, NJ

Two experienced AP teachers and Readers of the French Language and Literature Examinations of the College Board will present an overview of their courses with grading of the essays, tapes, and literature questions, followed by a sharing session and questions from the audience.

11/19/95

4:00 p.m.-5:15 p.m. Hilton: Oceanside

## Teaching in a standard/dialect situation: the case of Cajun French

CHAIR: Isabelle Kaplan, Bennington College, Bennington, VT

PRESENTER(S):

Albert Valdman, President, AATF; Indiana University, Bloomington, IN

Since the revival of Cajun French started in Louisiana in 1968, there has been a heated debate on which variety of French should be taught in the schools. A model will be proposed in which Standard French forms the model, but in which, with the use of authentic materials, the local varieties, both Cajun French and Louisiana Creole, are given recognition as worthy language forms. Some application of the model to other situations involving threatened language will be discussed.

# AATF COMMISSION ON FRENCH FOR BUSINESS

## NEW PUBLICATION FOR BUSINESS FRENCH

The volume *Issues and Methods in French for Business and Economic Purposes* (1995), published by AATF's Commission on French for Business, is available to AATF members at a reduced rate. The first 70 pages of the volume focus on an introduction to the field of French for business and a listing of bibliography and resources from A to Z furnished by Maurice Elton. Articles by Patricia Cummins describe both the Paris Chamber of Commerce exams and the preparation for teachers and students that are normally required. For those uncertain whether their students are ready for one level or another, there are references to the proficiency levels students need to achieve in reading, writing, speaking and listening. Other articles focus on the surveys of both current American testing centers of the Paris Chamber of Commerce and Canadian teachers who have an interest in a special North American exam. Still other articles focus on secondary school integration of business topics, usage of the Minitel in the classroom, and grant seeking in the area of business French. To order the book by credit card at its reduced AATF membership rate of \$24.95 + \$3.00 shipping and handling call Kendall/Hunt at 1-800-228-0810.

## 1995 ACTIVITIES

While in 1994 most of the commission's energy went into publishing the first of our two-volume series on French for business, commission priorities this year focused on working with the Paris Chamber of Commerce on directions for CCIP exams in North America. At present there are no Quebec testing centers, something that the Paris Chamber of Commerce would like to change, and there is an interest in North America that Quebec be integrated into the Chamber of Commerce testing. Commission chair Pat Cummins has been in touch with Emmanuel Rimbart, who is the person responsible for the CCIP summer program and for the international exams of the CCIP. Mr. Rimbart is in direct contact with the Commission subcommittee composed of Steven Loughrin-Sacco (Boise State), Damien Ferland (Université du Québec à Chicoutimi) and Hervé de Fontenay (McGill University). The discussion was pursued at the AATF meeting in San Antonio this July, where Roger Ourset, Director of International Relations in the education division of the Paris

Chamber of Commerce, was also in attendance. Follow-up to the discussions during the AATF convention will take place at special AATF session during the ACTFL meeting in November. The Commission is also arranging for five American centers to pilot a Quebec track for the exam in spring 1996, and the two Canadian institutions will also pilot the exam in summer 1996.

At the secondary level a testing subcommittee headed by Fernande Wagman ran a pilot test at the Academy of Holy Angels (NJ). That subcommittee is making plans for both secondary workshops and possible national level testing in 1996. Those interested in participating may write to Fernande Wagman; Academy of Holy Angels; P.O. Box 392; Allendale, NJ 07401-0392.

This summer editor Maurice Elton proposed that his newsletter *French for Business and International Trade* become an official AATF publication. The transition is in the process of being worked out. Anyone wishing to become a subscriber should write to Maurice G.A. Elton, Editor; FFBAIT; Department of Foreign Languages; Southern Methodist University; Dallas, TX 75275-0236.

This spring there was Commission participation in several conferences and workshops. Fernande Wagman (Academy of Holy Angels) and Zoé Petropoulou (St. John's University) of the Subcommittee on Testing hosted a workshop at St. John's University attended by about 50 people in early May. Elizabeth Szilagyi (Université Stendhal, Grenoble III) and commission chair Pat Cummins discussed the exams of the Paris Chamber of Commerce. Elizabeth Szilagyi also focused on pedagogical approaches and authentic documents used to prepare CCIP exams in Europe. Marie-Louise Vazquez of Adelphi University discussed pedagogical approaches used in American testing centers. Other panelists included Patrick-Olivier Berron, Conseiller Commercial at the French Embassy in New York, Stanislas Myshkowski, CEO for Prométour in Quebec, and Irene Finel-Honigman, of the International Trade Commission of the U.S. Department of Commerce, who outlined special American priorities and a range of activities involving the Caribbean and Africa. Fernande Wagman (Academy of Holy Angels) and Louise Terry (Suffolk Chapter President of AATF) presented items of interest to secondary French teachers who wanted to integrate business French elements into the secondary school classroom. The workshop was sponsored

jointly by the Commission, by St. John's University, and by the French Embassy in New York's Bureau de Coopération Linguistique.

The University of South Carolina's Suzanne Houyoux hosted a workshop on business French that combined a general introduction to Paris Chamber of Commerce exams by Commission chair Pat Cummins and by the South Carolina CCIP center, an in-depth pedagogical presentation from both a European approach by Elizabeth Szilagyi of the University of Grenoble and an American approach by members of the MIBS program and the Department of Modern Languages at the University of South Carolina. Mr. Christian Lepage, a Conseiller at the Belgian Embassy, and Irene Finel-Honigman of the U.S. Department of Commerce, presented information on both Belgium, international trade, and "big emerging markets." Over 20 participants took part in the activities. Discussions were held relative to plans for the 1996 AATF Convention in Lyon and the possibility of including in a half-day workshop the combined approaches to preparing students for CCIP exams. Goals relative to student proficiency levels and students' knowledge of business practices had both similarities and differences for the two sides of the Atlantic. Of similar note was the need to adapt European pedagogical materials to American goals. In 1996 South Carolina will be participating in any pilot experiment incorporating Quebec into CCIP exams. Support for the April event was provided by the Department of Modern Languages, the Master in International Business Studies program, the USC Center for International Business Education Research (CIBER), the Belgian Embassy and the French Embassy in New York's Bureau de Coopération Linguistique.

San Diego State University's Center for International Business Education Research (CIBER) hosted a February workshop at the Cal State Fullerton campus in which business and foreign language faculty presented their activities, especially the activities taking place in the California State system. San Diego State has expressed an interest in participating in the pilot experiment incorporating Quebec into CCIP exams.

Roles for CIBERs are still under discussion involving publications, pedagogical materials, future workshops, and internships. At the May 1995 annual convention on business and foreign languages hosted by Eastern Michigan University a special

CIBER meeting was arranged by San Diego State University. Maurice Elton was the AATF Commission representative to the Eastern Michigan convention and will be publishing details in his next newsletter.

**UPCOMING ACTIVITIES**

The commission held both a closed session and an open session at the American Association of Teachers of French meeting in San Antonio July 13-16. Updates on activities of the commission were the focus, with steering committee members Maurice Elton, Steven Loughrin-Sacco, and Fernande Wagman joining Pat Cummins for the panel and Gilles Bousquet sending an update on the status of volume II of the book-length series on business French. Representatives of the Paris Chamber of Commerce as well as subcommittee members in attendance also participated in the discussion. Representen-

tatives of the French Cultural Services, the Quebec Government, the Belgian Embassy, and the Swiss Embassy were invited to make any relevant announcements at the open session. At the November ACTFL meeting in Anaheim there will be an AATF session on French for business with a focus on national and international exams at the college and secondary levels. Both the Paris Chamber of Commerce, the commission's subcommittee working on Quebec, and the commission's subcommittee working on secondary exams will all make presentations. In addition special planning has begun for workshops and sessions at the 1996 AATF Convention to be held in Lyon.

Patricia W. Cummins  
 Commission Chair and  
 Dean of Arts and Sciences  
 University of Toledo  
 Toledo, OH 43606  
 Telephone: (419) 537-2164

**LYON VIDEO AVAILABLE**

AATF President Albert Valdman announces that he has received a five-minute video in English produced by ADERLY (Association pour le Développement Économique de la Région Lyonnaise). It is a beautiful and very effective promotional video. He is pleased to be able to make it available to AATF Chapters and members at the price of \$10. The price includes video copying and shipping. Send your name, address and check, made out to Indiana University to:

Teleia Lower, Creole Institute,  
 Indiana University, Ballantine Hall  
 604, Bloomington, IN 47405.

**MALLETTE IN PREPARATION FOR 1996 AATF CONVENTION IN LYON**

What would you like to bring back to class from the AATF National Convention in Lyon in 1996? A team of French colleagues in Lyon is awaiting suggestions and ideas as they begin to prepare a bag of pedagogical support for teachers who attend the annual conference next summer.

The *mallette* prepared for the 1992 AATF Convention in Strasbourg might be a model for the Lyon *mallette*. One of the central pieces in this *mallette* from Strasbourg was a *livret pedagogique* and audio cassette, which included a series of dialogs inspired by real situations and authentic documents produced as conversations. The themes chosen reflect various aspects of life in Alsace: restaurants, the *winstub*, the Minitel, le Conseil de l'Europe, le Centre Européen de la jeunesse, Le Printemps department store, the Statue of Liberty and literature in Alsace. These materials were developed for the student at different linguistic levels and included exercises and suggestions for using the materials orally.

The *mallette* from Lyon might also include other items, e.g. tourist information on the city and region, recipes, a description of famous Lyonnais past and present and samples of the local/regional press.

Ideas, comments and suggestions are being solicited now in order to produce a *mallette* that will be useful to teachers and their students. **Please send your preferences by November 1 to Margot M. Steinhart**, Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 (FAX: 708-304-3937; Tel: 708-381-1400).

**Mallette from 1996 AATF Convention in Lyon**

By November 1, please send to Dr. Margot M. Steinhart, 616 West Main Street, Barrington, IL 60010-3099 (FAX: 708-304-3937)

My ideas, comments and suggestions for the *mallette* —

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Name \_\_\_\_\_

Address \_\_\_\_\_

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

## AATF AND THE INTERNET

Recent developments on the Internet have prompted the AATF Telematics Commission to expand its activities and projects. Valuable new French resources are appearing almost daily, in particular the multimedia documents on the World Wide Web. At the same time, these resources are becoming more accessible and easier to use. As more and more members of the general public gain access through online services such as Prodigy, America Online, and CompuServe or through local Internet service providers, the Internet is becoming important not only as a means of communication among colleagues and students but also a venue for promoting the study of French. During the 1995 AATF Annual Convention in San Antonio, these and other issues were discussed by members of the Telematics Commission in open and closed meetings resulting in several new strategic initiatives. Reports on an "AATF Listserv?" and the "Teaching with Internet Awards" appear elsewhere under this rubric in the AATF *National Bulletin*.

### An AATF World Wide Web Site and Home Page

Early in Fall 1995, the AATF will have a site and a home page on the World Wide Web. AATF's home page will contain much of the same news and information about AATF currently posted on the AATF Gopher but in a more attractive format. There will of course be links to Internet resource guides as well as to collections of Internet pedagogical activities, including those submitted as entries for the "Teaching with Internet Awards" described elsewhere in this issue of the AATF *National Bulletin*. The AATF home page can also become a center for distributing information and materials to promote the study of French.

Douglas Kibbee, Head of the Department of French at the University of Illinois in Champaign-Urbana, will oversee the development and maintenance. This location seems doubly logical, since the AATF headquarters is currently located on the University of Illinois campus and since AATF will have access to the expertise and computing facilities at the home of NCSA (the National Center for Supercomputing Applications), where researchers developed Mosaic, the Web browser which has revolutionized the Internet. During the past year, Doug Kibbee has developed, in cooperation with the French government, "Le Centre Culturel Virtuel," a guide to French resources on the Internet.

### The AATF Gopher

The AATF Gopher will continue operating at its present site, hosted by the University of Texas at San Antonio and administered by Townsend Bowling. Text-based information will be posted on the Gopher, as has been done over the past year. With the explosion of materials on the World Wide Web, written in HTML (HyperText Markup Language, the coding protocol for WWW multimedia materials), Gophers are undergoing identity crises as they seek out a role in relation to the more flashy and functional newcomer. Members of the Telematics Commission feel that there are still some functions which a Gopher can do better, such as data base searches, and that there is still a need for a Gopher until such time as WWW text browsers become more widely accessible to users who lack facilities for multimedia browsing.

### Guides to French Resources on the World Wide Web

AATF will be concentrating its Web resource guide activities at "Le Centre Culturel Virtuel" (CCV), maintained by Doug Kibbee along with the AATF Web Site described above. Robert Peckham, University of Tennessee at Martin, will be providing information from his list of over one thousand French sites, many of which have been posted on his Internet guide page, "Tennessee Bob's Famous French Links." It is hoped that continued funding from the French government will provide personnel to verify regularly the accuracy of the CCV links and to post new information on a timely basis. Jayne Abrate, until recently at the University of Missouri at Rolla, is developing a Web guide page using the categories of the AATF Commission on Cultural Competence. Further information on this guide will be posted on the AATF Gopher and Home Page and will be published in future editions of the AATF *National Bulletin*.

### Internet Workshops

Two successful Internet workshops were held during the 1995 AATF Convention in San Antonio. Generous funding from the French Government made these workshops possible. It is hoped that French Government funding for workshops will be renewed and increased in 1996. Funding permitting, the Telematics Commission will hold one or more three-day workshops designed, as with past workshops, to train potential workshop leaders from a wide selection of geographic locations. More information on these workshops will be

posted on the AATF Gopher and Home Page and will be published in future editions of the AATF *National Bulletin*.

### Internet Addresses of People and Resources Cited

The AATF Home Page:

URL=<http://france.lang.uiuc.edu/aatf/aatf.html>

The AATF Gopher:

URL=[gopher://utsainfo.jpl.utsa.edu:7070](http://gopher://utsainfo.jpl.utsa.edu:7070)  
Listed as "AATF - American Association of Teachers of French" on gopher menus ("All the Gophers in the World," "Texas," etc.)

Le Centre Culturel Virtuel:

URL=<http://france.lang.uiuc.edu/ccv/>

Tennessee Bob's Famous French Links:

URL=<http://www.utm.edu/departments/french/french.html>

Doug Kibbee:

<[dkibbee@ux1.cso.uiuc.edu](mailto:dkibbee@ux1.cso.uiuc.edu)>

Bob Peckham: <[bobp@UTM.EDU](mailto:bobp@UTM.EDU)>

Jayne Abrate: <[abrate@aol.com](mailto:abrate@aol.com)>

Townsend Bowling:

<[tbowling@lonestar.jpl.utsa.edu](mailto:tbowling@lonestar.jpl.utsa.edu)>

Townsend W. Bowling

University of Texas at San Antonio

Chair, AATF Telematics Commission

## AATF TEACHING WITH INTERNET AWARDS

The AATF Telematics Commission announces "Teaching with Internet Awards," which are designed to promote the use of Internet resources in French in the classroom.

Submissions may consist of pedagogical activities of any type for any level of instruction using existing Internet resources, Internet activities which relate directly to the seven categories of cultural knowledge established by the Commission on Cultural Competence (See AATF *National Bulletin* insert, January 1995), or newly created original Internet resources. Materials must be submitted by e-mail in the form of a text document suitable for posting on the AATF gopher or an HTML World Wide Web page which will be included in the forthcoming AATF web site. Submissions will be judged on the demonstrated value of the content and usability by a wide audience of French teachers. Preference will be given to activities that take advantage of the unique nature of Internet resources. Submissions must include a statement of the pedagogical objective of the activity or material; in the case of activities, a description and

address of the Internet site used; and in the case of a newly created resource, a statement that all copyright laws have been observed and appropriate permissions obtained.

A committee of Telematics Commission members and experienced Internet users will judge the entries, and, thanks to the French Cultural Services, monetary prizes will be given to the outstanding projects. Three award categories have been established: Elementary and Middle School, High School, and College and University. All entries must be sent via e-mail by January 30, 1996 to <abrate@aol.com>. Winners will be selected by April 15, 1996.

We hope that, through these awards, experienced Internet users will share their discoveries with their colleagues and that novice users will be inspired to explore the immense resources of the Internet further. For more information, check postings on the AATF Gopher

(URL=gopher://utsainfo.jpl.utsa.edu:7070) or contact Jayne Abrate at <abrate@aol.com>.

Jayne Abrate  
University of Missouri at Rolla

## AN AATF LISTSERV?

Should AATF have an electronic mail distribution list and if so, what should it do?

Given that a good number of e-mail lists for French teachers already exist, the creation of an AATF discussion list could be seen as a duplication of those other efforts and wasteful of our limited resources. Yet French teachers, especially those who are new to the world of electronic resources, should be able to turn to the AATF for assistance. Such assistance is now provided via the AATF Gopher and soon will be augmented by the AATF World Wide Web Home Page. For teachers with e-mail but no access to these other services, the AATF could provide a French teacher "Starter Package" with information about mailing lists and obtaining access to gophers and the World Wide Web. This information could be distributed via e-mail upon request through an AATF address, possibly managed using List software. Such a service could also be used to develop a private, closed collection of e-mail addresses of those who submit their names. The information could be updated and automatically

redistributed by the software. Other special announcements could be distributed in this way also. Messages to this address could be forwarded to the AATF administration as mail to the AATF. Such a listing of addresses will tend to become out of date unless resources are committed to maintenance. At some future point it should become possible to link such a list to the AATF member database to provide such maintenance automatically. If the AATF membership should decide in the future to create a list for discussion, this project could be used as a basis for the new endeavor.

Robert Ponterio, co-manager of the FLTEACH listserv discussion group, is willing to create such a list, if computing resources are found, and also provide support to a co-manager. Before committing the time and effort to pursue this project, the Telematics Commission needs to hear reactions from AATF members to the ideas outlined above. Please send your comments to Robert Ponterio at <PONTERIOR@snycorva.cortland.edu>.

Robert Ponterio  
State University of New York Cortland

## 1995 NEH FOREIGN LANGUAGE FELLOWS

The 60 teachers who were awarded NEH Fellowships in 1995 come from 28 states and one U.S. territory and are specialists in eleven different languages. Forty-five of the fellowships were sponsored through outright and matching funds from the National Endowment for the Humanities. Fifteen of these fellowships were funded by the Geraldine R. Dodge Foundation and awarded to teachers of less-commonly taught languages and teachers of Spanish.

This year's Fellows will head for destinations around the globe, each one pursuing individual objectives designed to improve language proficiency and understanding of other cultures. For many Fellows, this will be the opportunity to immerse themselves in the foreign language and culture they teach. For some, it will be the first time abroad in many years; for others, it will mean discovering a new culture in a familiar language. For all of them, and the students they teach, it will generate a heightened awareness of the rapidly changing world beyond our borders.

The following AATF members have been selected as 1995 NEH Fellows:

**Kathryn Beppler** will take classes at the Centre International d'Études des Langues in Brest to improve language proficiency and cultural background on Breton Folklore. (*Evanston High School, Evanston, WY*)

**Art Burnah** plans to study the history, folklore and literature of Lac Léman, on the France/Switzerland border. Upon his return he will compile the results of his research into three teaching units which he will share with his colleagues at SWCOLT in 1996. (*Provo High School, Provo, UT*)

**Kathleen Cook** will travel to the Dordogne Valley in France where she will observe and

interview local craftsmen about craft history and production methods which she will develop into classroom units focusing on French folk art. (*Cheyenne Mountain High School, Colorado Springs, CO*)

**Juliette Eastwick** plans to spend her fellowship summer observing and recording songs, games, and rhymes currently enjoyed by French children on playgrounds and in summer camp settings of Paris, Lyon and Anney, France. (*The Bryn Mawr School, Baltimore, MD*)

**Samuel Howell** will journey to Tahiti where he plans to gather and transcribe several traditional Tahitian stories told in French and Tahitian. He will also compile a lexicon of French and Tahitian terms used in the stories. (*Miami Country Day School, Miami, FL*)

**Carol Lee** will study at the Centre International d'Études des Langues in Strasbourg where she will take classes in

general French proficiency and Business French. (*Thomas Jefferson High School, Auburn, WA*)

**Daniele Weiser** will study the dominant theme of struggle against oppression as it occurs in the music art, literature, language, and religion of Haiti. (*Langley High School, McLean, VA*)

**Marie-Pierre Wolfe** plans to travel throughout southern France researching and preparing two integrated units of study incorporating elements of geography, history, art and social studies into a unit on French culture and literature. (*Fox Hollow French Immersion, Eugene, OR*)

Congratulations to these Fellows!

If you would like to have the opportunity to become an NEH Fellow for 1996, please read the following announcement and contact NEH right away for an application. Encourage your colleagues to do the same.

### 1996 NEH SUMMER FELLOWSHIPS

Design a personal project for six weeks of study abroad and **Win \$3,750!**

**To qualify:** •You must have 3 years full-time teaching FL's in K-12 •At least 1/2 of teaching schedule in foreign languages •Be employed by a U.S. school or U.S. school abroad (Teachers of ESL and bilingual education are not eligible)

**Deadline: October 31, 1995**

For more information and applications contact:

**NEH FELLOWSHIP PROGRAM FOR FOREIGN LANGUAGE TEACHERS K-12**

Connecticut College

270 Mohegan Avenue, New London, CT 06320

**TEL: (203) 439-2282 FAX: (203) 439-5341 E-MAIL: nghe@conncoll.edu**

# TASK FORCE ON THE PROMOTION OF FRENCH

## TASK FORCE CORNER

As you can see in this issue, we are making progress. We now have the results of the Task Force survey which follow this article. The committee on information on exchange programs for students is tabulating the results of its survey, and now has a first draft of its "Travel Guide". The committee on promoting FLES\* programs has several posters that it will be disseminating. The other committees have also been working, each in its area, and we will start distributing materials as they become available. Finally, since our last issue appeared, we have created another committee, the Flyer committee, for the preparation of flyers which will begin to appear in the November issue of the *National Bulletin*. This committee, chaired by Dick Williamson, is preparing a flyer on professionals (outside the teaching field) who use French on a regular basis; if you have former students who fit this profile, please ask them for a photo and a short paragraph describing what they do, and forward these documents to Dick Williamson (address follows article).

I would like to encourage you to purchase the AATF video which was produced recently (see order form on p. 21). It includes a 10-minute sequence which can be shown at PTA meetings or student orientation sessions, and a short sequence of 38 seconds at the end which could be broadcast by your local television channels. At the AATF convention in San Antonio, Brenda Benzin brought a 30-minute videotape produced by her AATF chapter in the Buffalo, NY area presenting interviews with people in the business world who use French in their profession (see order form on p. 23). At the convention, Irène Kraemer, Dean of Professional Studies at Carthage College, gave a semi-plenary session on the teaching of French as our challenge; the text of her speech, found on p. 19, can be very inspirational to all French teachers.

Please find below the list of all the Task Force committee chairs, along with their addresses. If you have any materials or ideas pertaining to these committees, kindly send them to the appropriate chair. Thank you very much for your kind cooperation.

Always remember to send your comments and suggestions to Marie-Christine Weidmann Koop, Chairperson, Task Force on the Promotion of French, Dept. of Foreign Languages, University of North Texas, Denton, TX 76203-6645.

## TASK FORCE COMMITTEE CHAIRS

- I. IDENTIFYING SUCCESSFUL FRENCH PROGRAMS AND TEACHERS  
Judith Johannessen  
Minnesota Center for Arts Education  
6125 Olson Memorial Highway  
Golden Valley, MN 55422
- II. ACTIVITIES THAT WORK  
Donald E. Houghton Jr.  
Box 4300  
George School  
Newton, PA 18940
- III. RECRUITING COLLEGE STUDENTS  
David E. Barker  
Dept. of Modern Foreign Languages  
Saginaw Valley State University  
University Center, MI 48710
- IV. FRENCH AND BUSINESS  
Fernande Wagman  
Foreign Languages Dept.  
Academy of the Holy Angels  
315 Hillside Avenue  
Demarest, NJ 07627
- V. MEDIA AND TECHNOLOGY IN THE TEACHING OF FRENCH  
Claud DuVerlie  
Dept. of Modern Languages & Linguistics  
University of Maryland-Baltimore County  
Baltimore, MD 21228
- VI. CONVINCING PARENTS AND SCHOOL ADMINISTRATORS  
Jacqueline K. Donnelly  
Holland High School  
600 Van Raalte Avenue  
Holland, MI 49423-4092
- VII. TRAVEL GUIDE/INFORMATION ON EXCHANGE PROGRAMS FOR STUDENTS  
Sherry Dean  
Mountain View College  
4849 W. Illinois Avenue  
Dallas, TX 75211
- VIII. SUPPORT FROM VARIOUS EMBASSIES  
Janet Carper  
Sacopec High School  
R.R. 2, Box 5166  
Hiram, ME 04041
- IX. 1996 OLYMPICS IN ATLANTA  
Jacqueline Thomas  
Dept. of Language & Literature  
Campus Box 162  
Texas A&M University-Kingsville  
Kingsville, TX 78363
- X. LIAISON BETWEEN LOCAL GROUPS PROMOTING THE TEACHING OF FRENCH  
Lawrence Kritzman  
Dept. of Comparative Literature  
Dartmouth College  
Hanover, NH 03755-3511
- XI. PROMOTING FLES\* PROGRAMS  
Gladys Lipton  
Dept. of Modern Languages & Linguistics  
University of Maryland-Baltimore County  
Baltimore, MD 21228
- XII. FLYER COMMITTEE  
Dick Williamson  
Dept. of Classical and Romance Languages & Literature  
Bates College  
Lewiston, ME 04240  
  
Marie-Christine Weidmann Koop  
University of Northern Texas  
Chairperson, Task Force on the Promotion of French

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## RESULTS OF THE AATF TASK FORCE SURVEY ON THE STATUS OF FRENCH

I would like to thank all the AATF members who completed the Task Force survey questionnaire which appeared in the *AATF National Bulletin* last November. Although we had set the deadline for January 15, we kept receiving responses, and the tabulation of results took more time than we had expected. We received a total of 316 responses, many of which included documents and/or descriptions of activities that had been successfully used by teachers.

The levels at which respondents were teaching showed a breakdown comparable to that of the AATF membership as follows: 1.5% from the elementary level, 9% from middle schools, 6.3% from combined middle and high schools, 52% from high schools, 5% from junior colleges, 12% from four-year colleges, and 14.2% from universities.

The questionnaire included an item on student enrollment in French and other languages. When figures were provided, they referred to French and Spanish only. Although these figures may have been approximate, they showed a ratio of French enrollment vs. Spanish as follows:

1 to 1.86 in middle schools, 1 to 2.20 in combined middle and high schools, 1 to 2.68 in high schools, 1 to 3.5 in junior colleges, 1 to 2.44 in four-year colleges, and 1 to 1.86 in universities. These data seem to indicate that the situation of French is particularly critical in junior colleges and high schools. We can only infer that four-year colleges and universities will soon feel the impact of this trend.

Another item identified the situation of French enrollment over the past three years. The least affected were elementary and middle schools, while the most affected were all institutions at the tertiary level. Although 35.6% of all respondents indicated that enrollment in French had been steady at their institution, only 18.6 showed an increase while 45.8% registered a decrease in French enrollment.

After establishing the profile of the respondents and the situation of French at their institutions, the second objective of the survey was to determine the sources of support which were available to teachers, and the activities which were available to their students. Regarding the sources of support, all categories listed were checked by respondents, except for school administration at the elementary level, and French businesses at the elementary level, in combined middle and high schools (although middle schools and high schools as separate entities did receive some support from French businesses), and in junior colleges. The national average for all levels showed the following results in order of importance: students, as could be expected (53.14%), school administration (40.85%), parents (30.14%), French Cultural Services (11.85%), and French businesses (5.2%). Additional sources of support included teacher's work toward the promotion of French (9%), grants at the tertiary level only (1.5%), AATF, and the presence of FLES\* programs in their schools, which boosted enrollment in upper level classes.

Regarding activities available to students of French, most categories were checked, with the exception of exchange programs at the elementary level, and internships at the elementary level and in middle schools. The national average for all levels showed the following results in order of importance: special events (66.85%), French club (59.57%), organized trips abroad (50%), exchange programs (38.14%), and internships (10.85%). Other activities available to students included the National French Honor Society (5.5%), French contests of various types (2%), use of videotapes and movies (1%), bringing guest speakers to class (0.5%), international club or foreign language club (0.5%), a pétanque tourna-

ment (0.5%), a penpal program (0.5%), use of Minitel, and a music band exchange in a middle school.

The reasons believed to foster an increase in student enrollment included mostly the teacher's personality and enthusiasm (5%); overall increase in school enrollment (3%); the establishment of a new foreign language requirement (1.5%); exchange programs or trips abroad (1.3%); the creation of a new French program, new advanced courses, or new French sections (1.3%); the presence of a French club or a chapter of the National French Honor Society (1%); efforts from teachers going to classes to talk about the study of French in order to recruit students (0.5%). Other reasons mentioned by a few included: emphasis on fun; better trained faculty with an effort at building a common teaching approach; focusing on oral skills at the elementary level; better scheduling of courses; and families of French-Canadian origin in the area (New England). Although most areas with a high percentage of Hispanic population are usually associated with a very high enrollment in Spanish, some teachers have reported a recent increase in French enrollment (El Paso, TX). This phenomenon may be partly explained by the fact that some Spanish speakers are not interested in studying a language they already know; also, French is still a major foreign language in Latin America; finally, learning French is easier when you speak another Romance language.

Respondents were also asked to list the reasons which, in their opinions, may have an impact on the decrease in student enrollment in French. The reason quoted by 37% of the respondents was the growing popularity of Spanish perceived as being not only more useful than French in the business world, but also easier. Other reasons included: competition from other languages such as Japanese and Russian (4.5%); the negative reputation of a teacher (2.6%); the absence of a foreign language requirement (2.3%); an overall decline in school or foreign language enrollment (2.3%); the fact that fewer students take French in high school, which has an impact on enrollment in college (1.5%); a lack of interest on the part of students for either French or foreign languages (1.3%); the perception that French is too hard to study (1%); problems with course scheduling (1%); a poor promotion of French (1%); the fact that in some cases language requirements are completed in high school, which in turn affects colleges (1%); a general decrease in the academic level of students, which leads to little interest in French on their part (1%); a

lack of support from faculty members; other courses being chosen as electives; a lack of age-appropriate materials for FLES\* programs; and a cutback in school funding.

The third and major objective of the survey was to determine which activities could raise student enthusiasm, and especially to elicit suggestions from French teachers in order to increase enrollment. This is the portion of the survey on which we should concentrate to promote the study of French in the United States.

Among activities which have raised student enthusiasm, the main one is the organization of trips abroad, as mentioned by 30% of the respondents. This is an area on which we, as teachers, should concentrate.

Other activities mentioned as raising student enthusiasm were: the organization of field trips, fairs, and festivals (21%); the presence of a French club (13%); planning food related activities (12%), such as preparing a meal with or for students, or going out to eat at a French restaurant. Other respondents mentioned again the teacher's personality and enthusiasm to promote French as a major factor (4.5%); the use of videotapes and movies (5%); the celebration of Foreign language week (5%); bringing guest speakers to class (4%). Other respondents listed music related activities, hosting French students, or entering French contests (1.5%). Special interest courses (business French, French and Francophone cultures, French for travellers) were also quoted (1.5%), along with the presence of native speakers as graduate teaching assistants in universities (1.5%). Other activities, although mentioned by one or two respondents, should not be ignored. They included: having a chapter of the National French Honor Society; organizing a Mardi Gras Party; creating a French tutoring program led by more advanced students; sponsoring a regular Table française; providing a French House to French majors at the college level; having a class presentation on French-speaking countries; organizing centers for national French examinations such as the DELF and DALF, or the Certificates from the Paris Chamber of Commerce and Industry.

Finally, respondents provided very useful suggestions to promote the study of French. The recommendation mentioned by most teachers was to develop an awareness of the usefulness of French in the job market and as an international language (19%). Then came the development of more exchange programs (7%); here some teachers indicated that we

should not ignore Quebec which is closer than France and may therefore be more affordable. Others suggested that we encourage various associations such as the French Cultural Services, the Alliances Françaises, and French businesses to become more involved with schools, especially with regards to the distribution of materials which many schools cannot afford to purchase (6%). Some suggested the preparation of a videotape showing people using French on the job, in the US and abroad (3.5%). The need for colleges to advertise in high schools was also quoted (3%), emphasizing talks to high school students, school counselors, and even entering college freshmen. Some respondents stressed the need to promote the study of French at the elementary level in order to recruit students at an early stage (2.5%). Regarding the idea that Spanish is easier than French, some teachers thought that we should dispel this aspect as a myth (1%). Other suggestions made by a few respondents included: the organization of immersion sessions for children to get them interested early; the promotion of French through the media, especially television, in order to sell French (some even suggested that we hire a marketing expert); bringing guest speakers to class; presenting real incentives that reach youngsters; encouraging a greater involvement of the French Cultural Services with FLES\* programs; organizing penpal programs; emphasizing the role of French-speaking countries other than France.

Where shall we go from here? We should definitely use the results of this survey, especially the suggestions which were kindly provided by the respondents. Our members should know of the availability of the new AATF videotape titled "Open Your World with French/Le français m'ouvre le monde" which was produced recently and can now be purchased from the AATF headquarters (see announcement on p. 21). Our readers may also be interested to know that the AATF Chapter in Buffalo, NY has produced a 30-minute videotape showing people from the Buffalo area, in various professional fields, who do use French on the job. This videotape may be ordered from Brenda Benzin (see announcement on p. 23). There are many other groups working toward the same goal, such as the French Cultural Services (see addresses in the April, 1995 issue of the AATF *National Bulletin*), the Quebec Bureau, and various embassies (see educational kit on Switzerland available from the AATF headquarters). Information on national French exams may be obtained

from the French Cultural Services in San Francisco, through Mr. Bernard Moreau, Linguistic Attaché. Finally, the promotion of French will be facilitated by the AATF Task Force through the work of its twelve committees (see the "Task Force Corner" in each issue of the AATF *National Bulletin*).

As a final word, we should all work toward the development of an awareness in our communities about the importance of French as an international language. We may not be able to raise enrollment, but we must do our best to at least keep enrollment steady. Above all, French teachers should realize that they must act now. When caught up in the everyday tasks of teaching, classroom preparations, family responsibilities, one sometimes becomes aware of the problem when it is too late. It probably takes two years of hard work and efforts by a team of teachers to boost a French program, and this is what it will take to maintain French at the place it deserves. This cannot be the task of an isolated teacher. It is a team work. We must convince our colleagues about the urgency of the matter, so that they will assist us. If you are the only French teacher in your school, then you can call on the assistance of your AATF chapter, the AATF headquarters, and especially the AATF Task Force.

AATF members who would like to receive the complete results of the Task Force survey may send a Manila envelope with their name, address, and \$1.00 in postage to the AATF headquarters, 57 East Armory Avenue, Champaign, IL 61820.

I would like to express my thanks to Ms. Sophie Morton for accepting to tabulate the survey data.

Marie-Christine Weidmann Koop, Chair  
AATF Task Force on  
the Promotion of French

## **ESSAY CONTEST: WHY FRENCH IS THE OFFICIAL FOREIGN LANGUAGE AT THE OLYMPIC GAMES IN ATLANTA**

The AATF is organizing a competition to find out who can write the best essay entitled "Why French is the official foreign language of the 1996 Olympic Games in Atlanta, Georgia." The competition is open to junior-high and high-school students who do not have to be currently enrolled in a French class. The essays,

which are to be written in English, should be well organized and no more than 500 words in length. Entrants should mail their essays to Dr. Jacqueline Thomas, 200 Walden, Portland, Texas 78374; indicate whether they are attending high-school or junior-high, and if they are currently taking French. Essays should be postmarked no later than **December 31, 1995**. The student who writes the best essay will receive a prize to be announced in the November issue of the *National Bulletin*.

### **FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS (FIPF)\***

IX<sup>e</sup> CONGRÈS DE LA FIPF  
Tokyo  
25-31 août 1996

Thème: Le Français au XXI<sup>e</sup> siècle:  
Tracer l'avenir, Cultiver la différence

Pour plus de renseignements contactez:  
Comité d'Organisation du IX<sup>e</sup> Congrès  
mondial de la FIPF  
«Allergo» 305, Kanda-Surugadaï, 2-1-19  
Chiyoda-Ku, Tokyo (101) JAPON  
Téléphone: (81-3) 3233-4067  
Télécopieur: (81-3) 3233-4047

\*As a member of AATF you are a member of the FIPF and are welcome to attend the meetings of this organization.

### **IMMERSION PROGRAMS: A NATIONAL INFORMATION EXCHANGE**

Simon Fraser University's (Canada) IMMERSION.FR, is a national mail list for exchanges and information. IMMERSION.FR has been set up to create an opportunity for teachers, teacher trainers, administrators and researchers to exchange ideas or opinions on immersion teaching at all levels. Questions could deal, for example, with teaching techniques, teaching materials used in immersion classes, conferences, new publications, courses on immersion, also with administrative problems, research projects, research findings, etc. French and English are the languages of communication.

To subscribe send a message to  
Majordomo@sfu.ca

In the body of the message type  
these two lines

subscribe immersion-fr  
end

# NEW T-SHIRT ILLUSTRATES FRENCH IN THE WORLD AND PROMOTES NEW AATF VIDEO

A new t-shirt illustrates the areas in the world where French is an official language and is available for purchase from AATF National Headquarters. Its design also supports the new AATF promotional video, "Open Your World with French/Le français m'ouvre le monde."

The navy blue t-shirt is printed on two sides. The front side bears the title "Le français m'ouvre le monde" and shows a map of the world with areas where French is the official language highlighted in red. Cartoon figures from around the world, designed by the French cartoonist Fournier, emerge from the map to give greetings in French. The back side continues the "bleu, blanc, rouge" color theme by listing 46 areas where French is the

official language, under the heading "Ici on parle français." The countries are listed in French.

The t-shirt is 100% cotton preshrunk and is available in large, X-large, and XX-large sizes. This t-shirt is being made available for sale to AATF members as wearable art, as promotional gifts, as contest prizes and as class or club fundraisers. The cost of the t-shirt is \$18 (shipping and handling included) for one t-shirt. Size XX-large is an additional \$1 per shirt. A discount is applied to cost of two or more t-shirts sent to the same address.\* Orders of 100 t-shirts or more can benefit from additional price reductions. Inquiries should be directed to AATF National Headquarters. An order form is provided below.

The initial run of t-shirts was for sale at the AATF National Convention in San Antonio in July through the generous financial advance of funds from the Chicago/Northern Illinois Chapter and the sponsorship by Anne Hébert, Chapter President, and Ted Haldeman, Chapter Vice President. The design was proposed by Margot Steinhart, AATF Vice President and Executive Council member of the Chicago/Northern Illinois Chapter. The design is derived from a design in the AATF promotional brochure "French is more than..." and captures the theme of the new AATF promotional video.

\*A complimentary t-shirt is sent with each order of 15 t-shirts.

## French Promotional T-shirt — "Le français m'ouvre le monde"

Price — \$18 (includes shipping and handling for 1 t-shirt)  
 \$34 (includes shipping and handling for 2 t-shirts)  
 \$50 (includes shipping and handling for 3 t-shirts)  
 \$66 (includes shipping and handling for 4 t-shirts)  
 \$82 (includes shipping and handling for 5 t-shirts)

**ONE FREE T-SHIRT WILL BE SENT FOR EVERY 15 T-SHIRTS ORDERED.**

**For orders over 100, contact AATF National Headquarters for preferred rates.**

Please print or type:

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone (day) \_\_\_\_\_

(evening) \_\_\_\_\_

Number and sizes of T-shirts # \_\_\_\_\_ large # \_\_\_\_\_ X-large

# \_\_\_\_\_ XX-large (N.B. \$1 supplement per shirt when placing order)

1 t-shirt @ \$18 (with shipping/handling) \$ \_\_\_\_\_ 18 \_\_\_\_\_

# \_\_\_\_\_ additional t-shirts @ \$16 each \$ \_\_\_\_\_

# \_\_\_\_\_ supplements for t-shirts in XX-large \$ \_\_\_\_\_

Total remittance \$ \_\_\_\_\_



If your order is at least 15 t-shirts, you qualify for a free t-shirt. Each additional lot of 15 t-shirts sent to the same address qualifies for a free t-shirt. Please indicate size desired for free t-shirt. \_\_\_\_\_ large \_\_\_\_\_ X-large \_\_\_\_\_ XX-large.

Send order and prepayment to American Association of Teachers of French, 57 East Armory Avenue, Champaign, IL 61820.

# **L'ENSEIGNEMENT DU FRANÇAIS EN AMÉRIQUE: NOTRE DÉFI\* (LE NOUVEAU DÉFI AMÉRICAIN)**

## **CE DÉFI SE RÉSUME À QUATRE QUESTIONS**

*1ère question.* Pourquoi les Américains doivent-ils étudier une autre langue? Après tout, l'Anglais est la langue internationale!

*2ème question.* Pourquoi les Américains doivent-ils étudier le Français? Après tout, l'Espagnol est parlé par 20% des habitants, et par pratiquement tout le reste du continent.

*3ème question.* Et puis, quelle France? quel français? et comment devons-nous l'enseigner?

*4ème question.* Et surtout à qui de relever ce fameux défi?

- Aujourd'hui, en Amérique, au niveau secondaire, il y a le plus grand nombre d'étudiants dans les cours de langues qu'il n'y ait jamais eu: 36,9%.<sup>1</sup> Et au niveau universitaire, ils sont 8,5%. (En 1960, ils étaient 16,1%.<sup>2</sup>) Si vous êtes pessimiste, vous pouvez voir les choses de la façon suivante: 63% des lycéens, et 91,5% des universitaires ne font pas de langues étrangères.
- L'isolationisme, c'est terminé. Les USA ont gagné politiquement: la guerre froide est finie. Il s'agit maintenant de s'occuper d'autres choses. L'Espace Économique Européen représente 380 millions de consommateurs. La CE est aujourd'hui la seconde puissance économique du monde. Est-il possible que les banquiers, les hommes d'affaires, les politiciens américains ne prêtent pas attention à ce nouvel ordre? Savez-vous que 33% des bénéfices des sociétés américaines viennent du commerce international?
- Ce pays est si grand, si puissant, qu'on y a parfois tendance à oublier le reste du monde. Mais imaginez ceci: si on réduisait la population de la terre à un petit village d'exactly 100 personnes, ça serait comme cela: • Il y aurait 57 asiatiques, 21 européens, 14 américains du Nord et du Sud, et 8 Africains. • 70 ne seraient pas blancs, 30 seraient blancs • 50 sur 100 souffriraient de malnutrition • 80 sur 100 seraient mal logés • 70 sur 100 ne seraient pas chrétiens • 1 sur 100 aurait un diplôme universitaire.<sup>3</sup>
- Aux USA, dans les trente années à venir, la population blanche augmentera de 25%, la population asiatique de 79%, et la population hispanique de 187%. (American Census)
- Depuis 15 ans, le nombre de personnes aux USA qui parlent une autre langue que l'anglais a augmenté de 25 millions, et représente 10% de notre population. Et n'allez pas croire que ce sont tous de nouveaux immigrants. La moitié est née aux USA.
- Sur tous les élèves de lycée, à peine 10% font du français (ACTFL). En espagnol, ils sont 2 fois et demi plus nombreux<sup>4</sup> Ou si vous préférez: sur cent étudiants qui font des langues: 64 font de l'espagnol, 26 du français, 7 de l'allemand, 0,1 de l'italien et 0,06 du japonais.
- Dans les quinze dernières années, alors que les effectifs augmentaient de 18% dans les classes de langues, ils ont diminué de 1% dans les cours de français. Depuis 1968 nous avons perdu 30% de nos étudiants. Dans l'état de New York, c'est pire encore: de 1967 à 1987 nous avons perdu la moitié de nos étudiants. Or les états de New York et de Californie représentent à eux seuls 22% des inscriptions.
- Dans les meilleurs cas, sur 100 étudiants qui ont fait une première année de français, il en reste environ 5 en 5è année. Avant de vous décourager, apprenez qu'en espagnol il en reste 0,03. Là-dessus, ceux qui continuent à l'université en première année abandonnent dans les mêmes (si non plus grandes) proportions. Du coup, sur

\*This document contains the key points made by Irène Kraemer (Dean, School of Professional Studies, Carthage College, Kenosha, WI) at San Antonio in the Mini-Plenary on Saturday, July 15, 1995.

<sup>1</sup>ACTFL

<sup>2</sup>De 60 à 90, la population totale des étudiants dans les universités a augmenté de 355.2%. Ce n'est donc plus une "élite", et l'étude de langues une évidence.

<sup>3</sup>ACTFL

<sup>4</sup>(23.5%)

les 100 qui avaient commencé au lycée, il en reste peut-être 1 qui continue à l'université. De ce groupe naît alors une poignée de stars qui font une maîtrise, et une cuiller de super stars qui font un doctorat, où on leur apprend à fonctionner comme leurs professeurs, et le cycle recommence.

- La France a le 5e réseau ferrovière du monde en longueur (pas mal, pour un pays de la taille du Texas!). Le TGV a battu le record du monde de vitesse en mai 91. On peut aujourd'hui aller de Paris à Lyon en deux heures. Le Nord de la France, autrefois si riche, est aujourd'hui zone sinistrée. Pour la première fois, depuis 1987 la région parisienne perd des habitants actifs qui vont s'installer au sud de la Loire. C'est ce qu'on appelle "le reflexe californien" (Pierre Miquel *Vive la France* 1987): Pourquoi ne pas s'installer au soleil, le sud est prêt à accueillir toutes les nouvelles technologies.
- Quand nous parlons de l'Europe, expliquons-nous que ce n'est pas un hasard si c'est justement maintenant que les Anglais ont accepté l'eurotunnel: les nouvelles autoroutes de l'Ouest qui vont relier Calais à Bordeaux et Toulouse, permettront aux camions britanniques de prendre facilement la route de l'Espagne. Quant aux hommes d'affaires britanniques, ils arriveront tranquillement à Bordeaux en TGV. Et du coup, la France, se retrouve à nouveau au centre de l'Europe, comme au Moyen – âge. (Pierre Miquel)
- La Bretagne aujourd'hui produit plus de produits laitiers que la Belgique et l'Irlande. Il y a trois grandes universités en Bretagne, à Nantes, Rennes et Brest. Rennes est devenu un "bassin électronique". On y fabrique des caméras vidéo de surveillance, des calculateurs de bord d'avion, des stimulateurs cardiaques. C'est à Rennes que furent installés les premiers Minitels et le premier studio de télévision entièrement numérique du monde. Les étrangers ne s'y sont pas trompés. En Bretagne aujourd'hui, il y a les Japonais de Canon, mais aussi les Américains de Xerox, Kenwood, IBM, Hewlett Packard, et Texas instruments...
- La recherche contre le SIDA se fait aujourd'hui dans deux endroits: Les USA et l'Institut Pasteur en France.
- Il y a deux pays au monde qui peuvent nourrir leurs habitants: la France et les USA.
- La France est le 4e exportateur mondial et le 5e importateur. La France reçoit 45 millions de touristes par an dont 3 millions d'Américains.

Pour faire face au défi, nous avons trois possibilités:

1. On admet que cela est vrai, mais c'est la faute des autres, et on baisse les bras: "Ils font tous de l'espagnol parce qu'ils croient que c'est plus facile"; C'est sûrement vrai. Mais enfin, les effectifs en japonais ont augmenté de 1000% depuis 1968. Les effectifs augmentent aussi en allemand, qui n'a pas une réputation de facilité. Les seules langues où les pourcentages baissent sont: le français, l'hébreu, et le grec.
2. On fait semblant que ce n'est pas vrai et on continue à travailler comme d'habitude. Là, je vous offre un proverbe français: "La maison brûle et la grand-mère se peigne". C'est un choix possible.
3. On attaque, on relève le défi.
  - Demandons aux étudiants pourquoi ils sont dans nos classes, et écoutons leurs réponses.
  - Soyons prêts à tout moment, à promouvoir et justifier l'étude du français, et à le faire avec assurance et passion.
  - Faisons du marketing – à l'école, en dehors de l'école.
  - Et faisons des classes super, où on fait de la communication dans la joie et l'enthousiasme et où on parle de l'espace francophone contemporain.

Il est temps que l'AATF, les représentants du gouvernement français, et tous les professeurs de français créent un lobby. C'est comme cela que nous relèverons le défi. Les choses ne changeront pas si nous attendons que quelqu'un d'autre s'en occupe. Nous devons tous et toutes nous y mettre, et commencer lundi, quand nous rentrerons dans nos classes, et dans tous les coins des USA. À l'attaque!!!

Irène Kraemer  
Carthage College  
Kenosha, WI

# AATF VIDEO NOW AVAILABLE

## TOUT EST BIEN QUI FINIT BIEN!

**Open your World with French** est l'histoire d'une rencontre et une invitation au voyage : rencontre entre une jeune femme américaine bilingue et un "Petit Prince" aux allures de "kid" qui emboîte le pas à son mentor pour un voyage-découverte dans l'univers fascinant du français.

Ce voyage, Margot Steinhart est la mieux placée pour en parler : c'est elle qui a initié le projet, grand frère du précédent (le dépliant **French is more than...**) qu'elle avait mis le même soin et le même enthousiasme à réaliser.

Tout au long de cette bien longue gestation -recherche d'un scénariste, réflexion commune sur un contenu, un format, un style, bref, un message, j'ai moi aussi -filons la métaphore-, participé au voyage. Mais, bien modestement, comme le fait tout producteur délégué, préoccupé par l'intendance (toujours l'argent!), confidant des doutes et des caprices du réalisateur, stressé par les humeurs de sa directrice de production, pris en tenaille par les uns et les autres, et finalement soulagé de voir la chose prendre forme, de découvrir sa personnalité qui en fait une chose unique qu'on appelle un film.

Il en a fallu du temps (presque trois ans) pour que l'invité de Margot, quand j'étais attaché culturel adjoint à Chicago, "Et si on faisait une vidéo...", devienne **Open your World with French** ! Tout au long du chemin qui a paru parfois interminable, nous avons cependant, bien heureusement, pu compter sur la détermination de l'AATF (Fred Jenkins, Rebecca Valette...), le soutien amical des services culturels et la conviction de France Anthonioz (qui a joué au ministère des Affaires étrangères un rôle décisif, au plan logistique et financier).

Bref, réjouissons-nous : l'enfant, né le 17 juin 1995, de mère américaine (Susan Regele, scénariste) et de père français (Guy Girard, réalisateur), au sein de la famille Vidéoscop, établie dans la capitale du duché de Stanislas le Grand, se porte bien. C'est un petit lorrain parfaitement bilingue qui mesure dix minutes de long et pèse pas mal de francs et de dollars (taisons, par discrétion, le chiffre exact).

L'histoire racontera qu'il fut présenté à ses parents adoptifs, réunis en congrès à San Antonio, quelques semaines après sa naissance et qu'on lui promit un bel avenir d'ambassadeur de la langue et de la culture françaises aux USA.

Je n'en dis pas plus ; je laisse la parole à Margot, sa marraine, qui le verra, avec



*Students of French at Barrington High School work with a crew from Columbia College, Chicago, to film their comments on the importance of learning French.*

ses collègues (mes bien chers collègues de 89 à 92) faire ses premiers pas en terre américaine.

Jean Noël Rey  
Producteur à Vidéoscop  
Enseignant à l'Institut Européen  
de Cinéma et d'Audiovisuel,  
Université de Nancy.

## NEW AATF VIDEO PROMOTES LEARNING FRENCH: "OPEN YOUR WORLD WITH FRENCH/ LE FRANÇAIS M'OUVRE LE MONDE"

A new video designed to provide French teachers across the country with an important promotional tool made its debut at the AATF National Convention in San Antonio in July. The bilingual title is "Open Your World with French" and "Le français m'ouvre le monde." The video is available for purchase from AATF National Headquarters for \$15 (including shipping and handling). See the order form in this issue of the *AATF National Bulletin*.

### Overview of the video

The 10-minute video includes a dialog with a dramatic tension between an American woman, appearing in a number of different roles and clothing styles, and "the kid," who wants reasons why he should study French. Fast-paced and entertaining, the video makes use of changing backgrounds, a variety of graphics and off-beat MTV style editing techniques to create a look and sensibility popular with young audiences. The sound track includes an array of French music with youth appeal. The use of subtitles in French and in English adds variety while building interest in learning a second language.

The principal arguments made in the video for learning French include: (1) Interesting people all over the world speak French. (2) Wherever you go, French puts

you where the action is. (3) French has a rich and exciting cultural base. (4) France is a leader in science and technology. (5) French is part of our language and culture. (6) French puts you ahead in today's global economy. (7) French lets you make friends wherever you go.

Just before the dialog between Marion, the American woman, and "the kid" concludes, "When I speak French, it opens the world!", a segment filmed in a French discothèque presents French teenagers explaining why they would like to make friends with American students. The last section done as a *micro trottoir* with American high school students serves as a counterpart to the one with the French teenagers. The American students from Barrington High School (IL) reprise the arguments in the video and add some additional reasons for studying French. An effort was made to present American students as culturally diverse as they are in the American population.

After the fade to black at the end of the 10-minute video, a short sequence of 38 seconds follows featuring "the kid," who resumes the major arguments presented in the video for learning French. This segment might be used for a Public Service Announcement in some areas or as a short promo by teachers on occasions when a 10-minute video might be too long.

### Genesis of the video project

This video project was initiated by Margot M. Steinhart, AATF Vice President, as a companion tool to the AATF promotional brochure, "French is more than..." which has surpassed 250,000 copies distributed to AATF members. The decision to undertake the project was made during the presidency of Rebecca M. Valette, who developed the concept for the video, following a questionnaire distributed to members of the Executive Council and AATF Chapter presidents in January 1993. A committee formed to critique the script written by

Susan Regele, Baily & Regele, Chicago, worked to suggest modifications and clarifications in the dialog and images to be incorporated. This committee was comprised of Phyllis J. Dragonas (MA), Billie O. Edmonds (SC), Fred M. Jenkins (IL), Sister Mary Helen Kashuba (PA), Joyce Lentz (NM), Eveline Leisner (CA), Fernande Wagman (NJ), Rebecca M. Valette (MA), Margot M. Steinhart, project coordinator (IL) and D. Raymond Tourville (IL).

**Contributors to the video project**

The realization of this project is, of course, due to the contributions of a number of individuals. An important facilitator of the technical, creative and financial support for the project is Jean-Noël Rey, former Deputy Cultural Attaché of the French Cultural Services in Chicago and currently, instructor at the Institut Européen de Cinéma et d'Audiovisuel, Nancy, and producer at the Centre de Recherche Image et de Production Vidéo de l'Université Nancy 2, Vidéoscop. He has been actively engaged in all phases of this project from idea to production through the final phase of post-production. Monsieur Rey has published two works, *When the French Speak* (Harper and Row) and *Montbraye, Village de France* (Hachette), and has been engaged in a number of film and video productions, including two documentary series used in American French classes: "VidéoFrance" (Didier) and "Salut la France" (National Textbook Company).

The director of the video is Guy Girard, a specialist in documentaries for French television: Canal + and France Télévision. In

1994 he received the FIPA d'Or (French "oscar" for television directing) for a documentary on the Chilean dictatorship of Pinochet, entitled "La Flaca Alexandra." Monsieur Girard's participation in this project was facilitated by France Anthonioz of the Ministère des Affaires étrangères.

The director selected the American actress, Marion Peterson, for the primary role in the video. Ms. Peterson has lived in Paris since the age of five and is a bilingual speaker of French and English. She is with the agency of Artmedia, Paris. Monsieur Girard also found "the kid," Nicholas Vinocur, a precocious 10-year-old boy whose family lives in Paris. This is Nicholas' first experience in video production.

Financial contributions for this video come from AATF, the French Cultural Services, the French Ministry of Foreign Affairs and CIBER (San Diego State University, CA). In particular, the efforts of France Anthonioz in Paris and of Claudine Hnatkiw and Claude Kieffer, both former Education Attachés, French Cultural Services in New York, and Albert Valdman, AATF President, were significant.

**Audiences targeted for promotional video**

While the video is directed to American youngsters and teens who are selecting a foreign language to learn, the message is appropriate for older students, parents, school administrators and counselors, school boards, and community members. Those who purchase the video will be surveyed next spring about the audiences and the occasions on which the video is used

this year. In addition to recruitment, the video can be used to encourage those already studying French. Comments from students and adult audiences about the video would be appreciated at AATF National Headquarters.

**New initiatives to expand on the video**

The video, "Open Your World with French/Le français m'ouvre le monde," is a reality, but the next phase is to exploit it: to target as many audiences as possible and to develop a variety of supporting materials for the video to be used effectively as a promotional and pedagogical tool. (1) AATF members are being solicited for suggestions to distribute or advertise this video to relevant audiences outside of the AATF membership. (2) In addition, a fact sheet of significant information that would promote French as a desirable language to learn, especially for international trade and communication between the U.S. and Francophone countries is under consideration. Members are encouraged to send ideas and data with references cited. (3) Activity sheets to expand on the promotional and pedagogical possibilities of the video will be developed to be included with the purchase of the video. Such a packet will be sent to those who have already purchased the video and to those who purchase the video while this next project is in progress.

All correspondence on these three new initiatives for the video should be sent to Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 (tel: 708-842-3224/FAX 708-304-3937).

**French Promotional Video**

**"Open Your World with French/Le français m'ouvre le monde"**

- Price — \$15 (includes shipping and handling for 1 video)
- \$28 (includes shipping and handling for 2 videos)
- \$41 (includes shipping and handling for 3 videos)
- \$54 (includes shipping and handling for 4 videos)
- \$67 (includes shipping and handling for 5 videos)
- Add \$13 for each additional video.

For orders over 20, contact AATF National Headquarters for preferred rates.

**Please print or type:**

Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone (day) \_\_\_\_\_ (evening) \_\_\_\_\_

Anticipated use: \_\_\_ in class // \_\_\_ recruitment // \_\_\_ parents // \_\_\_ administration //  
 \_\_\_ counselors // \_\_\_ others (Please specify) \_\_\_\_\_

1 video cassette @ \$15 (with shipping/handling)	\$	15
# _____ additional video cassettes @ \$13 each	\$	_____
Total remittance	\$	_____

Send order and prepayment to American Association of Teachers of French, University of Illinois, 57 East Armory, Champaign, IL 61820.

# AATF: CONGRÈS RÉGIONAL (RÉGION IV)

**When:** October 12-14, 1995

**Where:** Holiday Inn, Independence Mall, Philadelphia, PA

**What:** Guest Speakers:

*Rebecca Valette, Yves Rey-Herme, Marie Galanti, Anne Prah-Perochon, Jeannette Bragger, Isabelle Kaplan, Gladys Lipton, Pierre Capretz, le Sénateur André Maman, and others.*

- Presentations by AATF members
- Publishers' exhibits
- Thursday night Reception; dinner and entertainment at a local French restaurant
- Friday Reception and Banquet

**Opportunities to visit Philadelphia:**

Philadelphia Museum of Art; Rodin Museum, Balch Institute, Atwater-Kent Museum, Mummers' Museum, Historic Philadelphia; French film at the Ritz Theater.

Special Excursion to *Nemours*, the Dupont Estate modeled on a French

château, about one hour from Philadelphia, on Sunday, October 15.

Opportunity to visit the Brancusi Exhibit at the Philadelphia Museum of Art and have lunch at the world-famous *Le Bec Fin*. Introductory Lecture by Master Chef Georges Perrier.

**Many presentations in French!  
Excellent immersion opportunity!**

*Topics of Special Interest:*

- Pedagogy, including FLES
- French and the Business World
- Outcomes and Assessment
- Francophone Cultures
- The role of French today

Other special topics, including literature

Do you want to make French more visible in the academic, business, and scientific community? Do you want to get together with your colleagues to discuss the contributions and challenges of the Francophone world? Do you want to share your ideas with some of the best-known speakers and scholars in our field? If so, please come to PHILADELPHIA, October 12-14, 1995, for another

opportunity to be with your colleagues, and to speak French with them. In 1992, we had a most successful meeting with people from Region IV, our country, and other Francophone countries. We know that with your support this meeting will be equally, if not more, successful.

Our committee has been working since last December to plan this event, and we know that it will be profitable to you individually and to the profession. We must make French very visible, celebrate our successes, and plan for the future. We need every teacher of French! Please plan to come!

**Registration Costs:**

Friday and Saturday, including continental breakfast Friday and Saturday, Friday evening Reception and Banquet: \$75.00 (other rates available for Friday or Saturday only)

To get further information, and registration forms, contact:

Sister Mary Helen Kashuba  
Regional Representative, AATF  
Chestnut Hill College  
Philadelphia, PA 19118  
Tel: (215) 248-7124  
FAX: (215) 248-7056

## ORDER NOW!

### Take French, Double Your World!

This is a video produced by the Western New York Chapter of the American Association of Teachers of French.

The video highlights parts of interviews of local people who use French in their daily work. Most often French is not the primary skill for which these people were hired, but the skill which secured their employment or advancement.

A couple people who were without any skills in French are also shown to emphasize how the knowledge of French would have improved or enhanced their positions.

All people shown work in the Greater Buffalo, NY area, so that students realize that they do **not** have to relocate in order to find employment using their French skills!

**Price: \$10.00**

**Please make check payable to WNYAATF.**

Name \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Please allow 4 weeks for delivery. Mail to Brenda Benzin, 824 Delaware Road, Buffalo, New York 14223.

# A SCHOLARSHIP WINNER'S SUMMER IN MONTRÉAL

As the first recipient of a generous scholarship offered by the University of Montreal and sponsored by the AATF, I have recently completed a course entitled *Workshop on Teaching French as a Second Language*. A format of two summer sessions with three different course offerings each afforded me ample flexibility in terms of scheduling and areas of interest.

The *École de français* at the University of Montreal offers French teachers the unique opportunity to complete a three credit graduate course with a full complement of sociocultural activities during a three week intensive summer program. The immersion experience of studying French in a French-speaking environment is further enhanced for those who choose to reside on campus. The University of Montreal, the second largest French language university in the world, attracts an international student body to its summer program at the *École de français*. An efficient metro system allows easy access to all areas of a city rich in cultural and social attractions. The restaurants and cafés of Montreal boast a limitless choice of gastronomic specialties.

Fourteen French teachers from Canada, the United States and Mexico enrolled in the teacher workshop. Our class profile varied from novice teachers to veterans of many years, representing elementary through university levels of instruction. Our instructor balanced pedagogical theory with practical application in her presentation of the modern methods of teaching a second language.

One topic emphasized was the communicative approach as it relates to the four skills of speaking, listening, reading and writing. Also covered were strategies for incorporating cooperative learning techniques into classroom activities. Very helpful were the numerous hand-outs distributed by the instructor throughout the course. I look forward to integrating this material into my own teaching repertoire. Also beneficial were class discussions involving a lively exchange of ideas among participants. We were required to meet informally in small groups to create three classroom activities based on modern pedagogical approaches. The instructor encouraged us to explore resources in the city to assist us in developing these lessons. She suggested the names of organizations that offered us authentic documents with topics of interest to students. Copies of all group projects were also made available to members of the class. Other requirements included a short research paper and a journal.

We American educators in the course were truly envious of the status of French studies in the Canadian classroom. By identifying French as a second language, Canadian educators define the importance of French language and culture in a bilingual society. The bilingual aspect of a culture facilitates the learning of a second language. It affords an enormous advantage by providing motivation, relevance and constant reinforcement both in and out of the classroom.

A main objective of the team at the *École de français* is to organize and facilitate as many immersion experiences as possible in a friendly and supportive atmosphere. Some of the cultural events sponsored included an evening of classical music featuring the Symphony Orchestra of Montreal and excursions to the Botanical Gardens, the Biodome and the Museum of Fine Arts. Of special interest was a day trip to Quebec City, along with a guided tour. Workshops on dance, legends and songs of Quebec were held afternoons at the school. Those who enjoy physical activities could choose to hike up Mont Royal or participate in recreational sports at Cepsu, the modern sports complex on campus. Some social gatherings held included a welcome breakfast, a farewell luncheon and a barbecue. All events were directed by enthusiastic group leaders, who circulated among the participants to stimulate and sustain the French conversation. The annual Jazz Festival of Montreal was another attraction available to those attending the first summer session. Additionally, most of us in the teacher workshop met socially outside of class and spent many enjoyable hours exploring the city. All interaction was in French, which certainly strengthened the immersion experience.

My stay at the University of Montreal was so rewarding that I would consider returning next summer to enroll in another course. I recommend this program to teachers of French who are interested in a short term intensive immersion experience in a neighboring Francophone region.

For further information regarding the program, please contact the coordinators, Monique Kirouac or Serge Bienvenu, at the following address: *École de français, Faculté de l'éducation permanente, Université de Montreal, C.P. 6128, succursale Centre-ville, Montreal (Québec) Canada H3C 3J7.*

Ellen Ahearn, Recipient  
AATF Summer Scholarship  
in Montreal

## AATF NATIONAL TEACHING AWARDS

The following teachers have the honor of receiving the newly instituted AATF National Teaching Awards.

**Alan Wax**, French teacher at McGugan Junior High School in Oak Lawn, IL has won the elementary-level award. He has been an AATF member since 1970. He has created a French Career Day for his school district which occurs during the celebration of National Foreign Language Week. He is sponsor of the French Club and has had students participate in the statewide language festival "Globalfest," as well as in the Grand Concours. He takes 8th grade students on a yearly trip to French-speaking areas, including France. He is a member of the AATF Task-force on the Promotion of French as well as an active member of the Chicago/Northern Illinois Chapter of AATF.

**Marie-Rose Gerdisch**, retired teacher of French at Rolling Meadows High School, Rolling Meadows, IL has won the secondary-level award. She has been an AATF member since 1970. She has held a number of offices in the Chicago/Northern Illinois Chapter of AATF. She has been the Chairperson for Test Development for the National French Contest since 1978. In order to encourage students of all levels and abilities in their study of French she has had them participate in a "grand spectacle" which they present each year for their fellow students as well as their parents. Although retired, she continues to chair the AATF Test Development Committee for the National French Contest.

**Marie-Christine Koop**, Assistant Professor of French at the University of North Texas, Denton, TX has won the university-level award. She has been an AATF member since 1980. She has participated on the AATF Commission for Cultural Competence, coordinating the group on France as well as on the AATF Commission on French for Business and Economic Purposes. She has been both Vice-President and President of the North Texas Chapter of AATF. Currently, she chairs the very important Task Force on the Promotion of French. In the area of teaching her primary focus has been on creating a program on French culture and civilization at the University of North Texas both at the undergraduate and graduate levels.

*French Cultural Services – AATF – Indiana University*  
**1996 Summer Institute**  
**Lyon, France**

*June 24 through July 27, 1996*

*Including a 10-day seminar at Indiana University, Bloomington*

*Major funding provided by the  
National Endowment for the Humanities  
and  
French Cultural Services*

*Application deadline: March 1, 1996*

AATF is pleased to announce the 1996 summer scholarship program in France. Twenty-one AATF members will be chosen from a national competition to participate in the four week program. The National Endowment for the Humanities will provide domestic and transatlantic travel, including room and board at Indiana University. The French Cultural Services will provide funds for a three week immersion program in France including room and board, instructional program and most travel within France. Participants who complete all the requirements of the 10-day intensive sessions at Indiana University, the program in France and complete a pedagogical project will receive six graduate credits from the prestigious French linguistics program of Indiana University.

The participants will be guided in the preparation of a pedagogical project by Marie-Christine Koop, University of North Texas, Chair of the AATF Task Force for the Promotion of French. The academic program will be directed by Albert Valdman, Rudy Professor of French and Italian and Linguistics at Indiana University and President of the AATF.

In France, the program in Lyon is organized by the University of Lyon II (Lumière) Centre International d'Études Françaises with funding from the French

Cultural Services and the National Endowment for the Humanities. Participants will attend the AATF Annual Meeting in Lyon as a part of their program.

Scholarship recipients will receive:

- Direct travel expenses within the continental US and transatlantic
- Room and board in Bloomington, Indiana and Lyon, France.
- 6 graduate credits from Indiana University
- possible stipend

Participants should be prepared to pay for incidental expenses, travel from Lyon/Paris roundtrip and registration for the AATF annual meeting.

Applicants must be:

- teachers of French currently employed in elementary or secondary schools or colleges and universities, up to and including the rank of full professor.
- teachers who plan to continue teaching French during 1996-97 and for at least five more years.
- US citizens or permanent residents
- members of AATF in good standing

An innovation in this year's program is the provision of a small number of scholarships for advanced graduate students. These scholarships will be awarded to graduate students who:

- have passed their PhD qualifying exams

- are preparing careers in the teaching of general French language and culture
- are pursuing dissertation research in applied linguistics, culture or methodology
- have at least three years teaching experience at any level, including service as teaching assistants.

The selection will be made by a national committee chaired by Michèle Shockey, Gunn High School, CA, AATF Vice President. Awards will be granted in accordance with the guidelines of the French Cultural Services, the National Endowment for the Humanities, Indiana University, and the AATF.

**Deadline for application is March 1, 1996.** Scholarship recipients will be announced by April 15, 1996.

Detailed information about the nature of the program in Lyon will be available in late September. All AATF members will receive information and application materials by direct mail in late October. Interested individuals may also write to:

Susan Emmerson Quinn  
1996 Summer Institute Coordinator  
Ballantine Hall 604  
Indiana University  
Bloomington, IN 47405  
Email: emmerson@indiana.edu  
Phone: 812/855-0097  
Fax: 812/855-2386

# 1995 AATF SUMMER SCHOLARSHIPS AWARDED



Ellen Ahearn

## CANADA

Ellen Ahearn (MA) received the AATF scholarship to attend a three-week program at the Université de Montréal in July. She was one of 11 applicants for this award.

A scholarship from the Université de Montreal for Summer 1996 is being made available to AATF members.

Margaret McDiarmid, (Xavier University, Cincinnati, OH) runner-up for the AATF Scholarship to Montreal and member of ACTFL, received ACTFL's scholarship for the Université de Montréal program. Applicants are urged to apply for both as the number of scholarships in each instance is limited.

An application for 1996 Montreal scholarship appears in this issue of *The National Bulletin* on pages 28-30.

## FRANCE

Twenty-four AATF members were selected among the 38 applicants to participate in the French Cultural Services/AATF/Indiana University Summer Institute in France during June and July. The 1995 recipients benefitted from additional travel grants and stipends, which were awarded through the generous grant of the National Endowment for the Humanities.

The 21 women and 3 men awarded the scholarships represent various levels of teaching: 6 from elementary and middle school/junior high with 2 of these also teaching in high school; 14 from high school; and 4 from college/university. The predominant age of the participants is from age 40 to 49: age 20-29 (3); age 30-39 (6); age 40-49 (14); and age 50-59 (1).

The following were awarded the 1995 institute scholarship and participated in the program.

### Joanne Andrews

Mynderse Academy  
Seneca Falls, NY

### Felice Carr

Paul School  
Sanbornville, NH

### Carol Clark

Lafayette High School  
Lafayette, LA

### Ione Crummy

University of South Dakota  
Vermillion, SD

### Patricia Dalton

Charles Page High School  
Sand Springs, OK

### Veronique DeFusco

Spotsylvania City Schools  
Spotsylvania, VA

### Felicita Diaz

Ralph G. Reed Jr. High School  
Central Islip, NY

### Margaret Frazer

Westwood High School  
Ft. Pierce, FL

### Jennifer Germanaud

Cocopah Middle School  
Scottsdale, AZ

### Karen Godard

Lower Merion School District  
Ardmore, PA

### Laura Karst

San José State University  
San José, CA

### Sylvia Koester

Lakeland High School  
LaGrange, IN

### Elizabeth Marinacci

R.D. Head Elementary School  
Lilburn, GA

### Jacqueline McDonald

Mt. Alvernia High School  
Pittsburgh, PA

### Harvey Morrow

Providence High School  
Charlotte, NC

### Mary Jane Neill

Pullman School District  
Pullman, WA

### Diane Nizza

Clements High School  
Sugar Land, TX

### Elaine Phillips

Southwestern University  
Georgetown, TX

### Ina Rubin

Newton South High School  
Newton Center, MA

### Richard Shelburne

Lanier High School  
Montgomery, AL

### Mary Snider

Hartwick College  
Oneonta, NY

### Melanie Solonsky

Bainbridge Island High School  
Bainbridge Island, WA

### Annette Young

Chattanooga School of Arts & Science  
Chattanooga, TN

### Timothy Zeglin

Iola-Scandania High School  
Iola, WI

An application for 1996 summer scholarships to France will appear in the November issue of the *AATF National Bulletin*.

## PHI BETA KAPPA SCHOLARSHIP FOR STUDY IN FRANCE

Walter J. Jensen, a retired college professor of French, has donated an investment portfolio valued at \$400,000 to the Phi Beta Kappa Society to establish a scholarship for high school and university teachers of French. The \$10,000 grants, supplemented by travel allotments, will allow teachers to study in France for six months or more in order to improve their command of the French language.

The fellowships will be awarded annually by Phi Beta Kappa, following Professor Jensen's death. Preference will be given to teachers who are members of Phi Beta Kappa instructing on the secondary and postsecondary level.

Phi Beta Kappa is the nation's oldest academic honor society, having been founded at the College of William & Mary in 1776. At present, the Society counts 450,000 members and 249 chapters located at the nation's finest colleges and universities.

For more information about the Walter J. Jensen Fellowship call Douglas Foad, Executive Secretary, Phi Beta Kappa (202) 265-3808.

# TRADITIONS ET MODERNITÉ: LA FRANCE RURALE DANS L'EUROPE MODERNE

Les noms de Bloomington, Salies-du-Salat et Aurillac sont familiers à bien des professeurs de français américains. Cette année encore, le Centre Permanent d'Initiation à l'Environnement (CPIE) a accueilli à la Maison des Volcans et aux Salatines 24 professeurs de français sélectionnés pour participer à un stage de formation continue et de perfectionnement linguistique. Mais cette année, le stage a été organisé en partenariat par l'AATF avec les Services Culturels de l'Ambassade de France aux États Unis, le National Endowment for the Humanities et Indiana University.

Comme depuis ces deux dernières années, le stage a débuté par une semaine d'orientation destinée à préparer des méthodes de travail et à mettre en place un dispositif de découverte culturelle. Au cours de travaux intensifs dont les anciens stagiaires se souviennent sans doute bien, les professeurs ont commencé le stage par des classes de conversation réalisées à partir d'enregistrements télévisés débattant des grands problèmes de l'actualité. Ces travaux leur ont permis de maîtriser une langue adaptée à l'étude des problèmes économiques, sociaux et humains qu'ils devaient étudier en France, les préparant aussi à débattre de ces mêmes problèmes ou à en parler avec les Français qu'ils seraient amenés à interroger. En même temps, une réflexion socioculturelle a mis en place des approches de recherches et d'études pour aborder les questions qui préoccupent les Français sur le devenir de la France dans l'Europe. Cette année, pour soutenir le travail sur le terrain que les stagiaires devaient poursuivre pour développer un projet pédagogique, ils ont appris à mener des entretiens ethnologiques, et se sont familiarisés avec la langue occitane, dont ils ont découvert les accents chantants et pittoresques. Si bien que les derniers jours de ce pré-stage d'orientation ont vu la création d'une chanson par les stagiaires, dont un couplet entier a été réalisé en occitan.

La première moitié du stage en France s'est déroulée dans le Comminges où les stagiaires ont découvert les formes de vie et d'économie qui caractérisent cette partie des contreforts pyrénéens. Voyages dans des paysages grandioses, étude des vallées rurales en économie mixte, découverte de l'art roman dans la visite du site spectaculaire de l'Abbaye de Saint Bertrand de Comminges et de bien d'autres chapelles et églises ont permis aux stagiaires de mieux comprendre comment s'alliaient dans la France contemporaine le respect

du patrimoine et des traditions avec une vision de développement moderniste qui cherche à intégrer les régions de France aux pulsions économiques et écologiques d'une Europe en marche. Les heures passées en entretien avec les villageois et les notables accueillants se sont souvent terminées par des chansons et des apéritifs, tissant des liens d'amitiés et de compréhension entre les populations locales et les enseignants américains. Pour l'une, c'est la visite d'une ferme fromagère où elle filme toutes les étapes de la fabrication de ce délicieux fromage pyrénéen, pour d'autres, c'est une visite à un apiculteur, qui leur fait découvrir les ressources infinies du miel et des abeilles. Pour ceux qui le veulent, c'est la découverte des soins thermaux sous les jets d'eaux salés et les bains et saunas des Thermes de Salies. Pour tous, c'est l'émotion de l'amitié franco-américaine quand le maire de Salies demande qu'une stagiaire dépose avec lui une gerbe de fleurs au pied du Monument aux Morts à l'occasion du 14 Juillet.

À Aurillac où le séjour se termine, l'étude parallèle des traditions rurales et des actions régionales auxquelles participe le CPIE se poursuit, aidant les stagiaires à mieux comprendre la similarité des problèmes qui confrontent les régions rurales et leurs habitants ainsi que la variété des solutions que s'ingénient à trouver les administrations locales pour répondre aux grands mots d'ordre européens. Toutes les interventions, tous les responsables montrent le même souci de préserver l'originalité de régions si menacées par l'industrie et la technologie modernes à une époque où plus que jamais l'être humain recherche ses racines. Souci aussi de sauver les paysages et les traditions rurales de l'abandon qui les menace avec l'exode qui vide les fermes, les burons, et tue les petites formes d'artisanat qui seules permettent à l'habitant des campagnes de se maintenir dans son "pays". Enfin avec la découverte des merveilles de l'art roman comme l'Abbaye de Conques, c'est ce souci d'exploiter leur patrimoine à des fins culturelles qui de toute évidence va permettre de définir de grandes zones écologiques où les Européens retrouveront vivant dans le présent leur passé.

Après un mois de travail intensif, un séjour d'études, des rencontres enrichissantes, les stagiaires repartent vers leurs élèves avec le désir sincère de leur apporter cette vision d'une France qui se rassemble pour sauver son passé tout en pénétrant dynamiquement dans la création de l'Europe. Transmettre aux élèves ces découvertes

concrètes autant que livresques qui ont enchanté les yeux, les oreilles et le goût, visions de paysages, de sculpture, d'architecture, échos de voix, saveurs fromagères ou pâtisseries, voici un autre défi pédagogique. Ce qui est certain, c'est que des documents de toutes sortes, nombreuses photos, vidéos, diapos, posters et entretiens divers vont animer les classes de français à la rentrée, apportant aux élèves ces découvertes glanées au fil des discussions, excursions, entretiens. Mais en attendant, tout cela pose de grands problèmes de transport et va se terminer le plus souvent dans les boîtes jaunes de la poste afin de soulager les valises lourdes du retour. Et une fois encore c'est avec un grand merci à l'AATF et à son président qui a tout mis en œuvre pour que se réalise ce stage, que les stagiaires concluent leur visite studieuse en France.

Isabelle Kaplan  
Director  
Center for Languages and Cultures  
Bennington College  
Associate Director – Stage 1995

## AATF BUREAU DE CORRESPONDANCE SCOLAIRE

Are you looking for ways to make French come alive for your students?

There are approximately 6000 French young people waiting to correspond with your American students!

Contact the AATF Bureau de Correspondance Scolaire for names, addresses and more information.

**AATF Bureau de Correspondance Scolaire**

57 E. Armory Avenue  
Champaign, IL 61820  
Telephone: (217) 333-2842

# AATF SUMMER SCHOLARSHIP TO MONTRÉAL

**Application deadline: January 10, 1996**

The Université de Montréal is offering a summer scholarship in 1996 to an AATF member to attend one of its three-week programs. This scholarship 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: **June 29-July 19, 1996 or July 21-August 9, 1996**. The intensive courses available during the first session (June 29-July 19) tentatively include: *Communication orale* (60 hours) *Communication écrite* (45 hours) or *Atelier d'enseignement du français langue seconde* (45 hours). The second session (July 21-August 9) 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 1996-97.

## Eligibility

Applicants must be American citizens whose first language is not French. The

recipient must hold a teaching position in French during 1995-96. Preference will be given to a member who has been in good standing since January 1, 1994. Candidates may also apply for the AATF Summer Scholarship Program in France for summer 1996.

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 (1991-95) are also not eligible.

## Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by March 1, 1996.

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: 217/333-2842), or you may copy the form in the *National Bulletin*.

Applicants should do the following:

- 1) Complete both sides of the application form, including the **signature** on the second side, and attach additional pages to 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 in 1996, Michèle G. Shockey. (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 **Michèle G. Shockey, 15 Adam Way, Atherton, CA 94027**, (tel. (415) 369-7059//FAX: (415) 852-9466.

- 5) The application must be **postmarked by January 10, 1996**, to be considered for the scholarship.

After January 1, 1996, inquiries about the scholarship should be directed to Michèle G. Shockey (see #4 above). Until December 31, 1995, Margot M. Steinhart will respond to questions at Barrington High School, 616 West Main Street, Barrington, IL 60010-3099 (Tel: 708-842-3224 and FAX: 708-304-3937).

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

# 1996 AATF SUMMER SCHOLARSHIP AT UNIVERSITÉ DE MONTRÉAL

## APPLICATION FORM Deadline: Wednesday, January 10, 1996

Date preference (Check one)

AATF Region #(1-9) \_\_\_\_\_

\_\_\_\_\_ June 29-July 19, 1996

\_\_\_\_\_ July 21-August 9, 1996

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 1995-96: 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 1996 (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 1996 \_\_\_\_\_

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 Michèle G. Shockey, Chair, AATF Summer Scholarships. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **January 10, 1996**.

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 completed 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 1995 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 Michèle G. Shockey, 15 Adam Way, Atherton, CA 94027. Telephone (415) 369-7059; FAX: (415) 852-9466.**

**Deadline: Wednesday, January 10, 1996**

# THE FRENCH REVIEW REVISITED

In early 1995 the American Association of Teachers of French received the coveted *Prix de la Fondation Georges Pompidou* (20,000 francs) in recognition of *The French Review's* outstanding contribution to Francophony. The granting of this award is for *études francophones* and is indicative of the changes that the journal has undergone over the past half-decade, some of which may have gone unnoticed by the AATF membership. Several Regional Representatives of the AATF have therefore encouraged me to outline what *The French Review* has become in recent years.

Perhaps the most efficient means to that end would be to rehearse the variety and the quality of the most recent volume (68), 1994-95. One of its most striking aspects lies surely in the juxtaposition of old and new interests. Among the twelve articles on pedagogy (we publish two in every issue) were three particularly strong pieces on multimedia and the minitel in language instruction. In the area of literature we printed three articles on Marguerite Duras who has long been the favorite writer of *The French Review* authors—but we also added two on Montaigne, a fact certain to bring tears to the eyes of all specialists of early modern France. Moreover, a growing interdisciplinary trend in our submissions took the form of two articles on the relationship of music and literature and of two more on painting and literature. We were happy to be able to offer three articles on linguistics during 1994-95 and at least two articles *per issue* on Francophony.

The provenance of the articles in the first issue alone (October 1994) demonstrates the truly international character of the journal. The authors came, of course, from the United States, but also from the Université Libre de Bruxelles, the Université de Poitiers, the University of Natal in Pietermaritzburg, South Africa, and Dalhousie University in Canada. If 1994-95 saw the appearance of first-time contributors to our pages, it also witnessed the reappearance of distinguished scholars such as Roger Shattuck.

I must admit to being especially pleased with the quality of volume 68, and October 1994 was once again exemplary. From the lead article on "FLES\* Programs Today" which I solicited from Gladys Lipton, through texts on Black African Francophony, the Belgium of Maeterlinck, and the inspiration that Duras took from a Japanese painter, to the literature of French expression in the Antilles and North Africa, this was clearly our strongest multi-

cultural effort yet.

While the rest of 1994-95 was quite strong, there were articles to which I would call particular attention, among them one of the finest literary texts we have published in years, Leonard Johnson on "Fifteenth-Century Politics and Poetry" (68.2), and Daniel Lepetit's challenging response to a previous article in *The French Review*: "La Représentation (très) féminine du français FLE: une réponse à Francine Lévy" (68.6). Our pedagogical essays were sufficiently impressive that the *Institut Français de Washington* awarded both a First Prize and an Honorable Mention: to Marie-Angèle Kingué for "L'Afrique francophone: pédagogie et méthode" (68.1)—the first text on *francophonie* ever to win the Morot-Sir Pedagogical Prize; and to Mary-Ann Lyman Hager for "Video and Multimedia Technologies for French in the 1990s" (68.2). In addition to an unusual reading of the *Planète des singes* as pop culture by Laurence Porter (68.4), we offered a timely article on the French influence in San Antonio by Betjie Klier (68.6) in anticipation of the AATF convention in that city.

Finally, the lead article in February 1995 was probably the most widely-discussed piece that has appeared during my tenure as Editor in Chief, Sandy Petrey's "French Studies/Cultural Studies: Reciprocal Invigoration or Mutual Destruction." I have devoted a lengthy editorial in the October 1995 issue as my reaction to Petrey's stimulating and welcome reflections.

If one were to judge from forthcoming articles in the 1995-96 volume, future trends would seem to involve, for instance, more on Francophony and from more traditional areas: I have commissioned an article on the recent novel and short story in Belgium for the May 1996 issue. The interest in Annie Ernaux will increase to the point where she will succeed Duras as the author to whom we devote the most ink. Advice on how to teach literature will be more prominently featured including the uses of poetry in the foreign language curriculum. We will surely see more on technology for language teaching. And *The French Review* will continue to keep readers abreast of the latest developments in all areas: during 1995-96, for example, we will publish a piece on Camus's *Le Premier Homme*, a novel which appeared posthumously just last year.

I would hope that it is clear from the foregoing that *The French Review* is a full-fledged journal of French studies and is among the leaders as a vehicle for interdis-

ciplinarity. Nonetheless, despite the different directions *The French Review* has taken in recent times, the traditional commitment to the "interest of Teachers of French" will remain. In that respect, I will repeat the call made by every Editor since 1927 for more submissions in pedagogy. Our experience, borne out by statistics, indicates that if you have a manuscript on teaching, we want it and will probably publish it: whereas literary articles are accepted 20% of the time, pedagogical ones have a 50-60% rate of acceptance.

One final word on another of *The French Review's* commitments—to fiscal responsibility. Soon after assuming the post of Editor, I conducted a national search for a new typesetter and a different printer, extended the composition schedule to make it more convenient for the typesetter (if more burdensome for the editors), and developed new guidelines for submission (electronic and otherwise) of manuscripts. The result is that the journal, which now contains 1100-1200 pages per year, costs less to publish than it did in 1985-86 when it contained 1000 pages.

As members will see from the May 1996 issue that will be devoted in part to our 1996 convention city of Lyon, *The French Review* is the flag that the AATF displays to the world. It is also, by the variety and quality of its articles and reviews, an award-winning, useful instrument for professionals interested in France and the French.

Ronald W. Tobin  
Editor in Chief  
*The French Review*

## NEW FLES\* REPORT NOW AVAILABLE

### *Reaching All FLES\* Students*

Report of the National FLES\* Commission of AATF contains articles by Suzanne Cane, Juliette Eastwick, Patricia R. Duggar, Gina Jordan, Lena L. Lucietto, Elizabeth Miller, Harriet Saxon, Elizabeth Tomlinson. Edited by Gladys C. Lipton. To obtain price as well as copies of the report contact AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone: (217)333-2842.

# **FLES\* NEWS (INCLUDING SEQUENTIAL FLES, FLEX AND IMMERSION)**

## **NATIONAL FLES\* COMMISSION OF AATF ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST**

The National FLES\* Commission of the AATF is delighted to announce the 1995-1996 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:  
**LE FRANÇAIS ENRICHIT NOS VIES.**  
**French Enriches Our Lives**

This 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" to be found in 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 poster which will be judged on the applicability to the theme, creativity, and effort. Entries must be sent to the Chapter President and must be postmarked no later than April 1, 1996.
6. Chapter Presidents are asked to send the Posters which must be postmarked by May 1, 1996 to Harriet Saxon, Pierrepont School, 70 E. Pierrepont Ave., Rutherford, N.J. 07070
7. The winners will be notified on or about June 10th.

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

9. The first place winners in each category will receive a \$50.00 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 1995-1996 National Fles\* Poster Contest.

## **WINNERS OF THE 1994- 1995 NATIONAL FLES\* POSTER CONTEST OF THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**

### **CATEGORY: GRADES K - 3**

#### **FIRST PRIZE: GRADE 3:**

Julia Marter  
Convent of the Sacred Heart School  
New York, New York  
Teacher: Anita Cipriani

#### **SECOND PRIZE: GRADE 1:**

Janet Ali  
F.L.I.C.S. School  
Detroit, Michigan  
Teacher: M.C. Duran

#### **THIRD PRIZE: GRADE 2:**

Shoan Yin Cheung  
Nardin Academy  
Buffalo, New York  
Teacher: Linda Hammerl

### **CATEGORY: GRADES 4 - 6**

#### **FIRST PRIZE: GRADE 6:**

Matthew Carapella  
Jamesville-De Witt Middle School  
Jamesville, New York  
Teacher: Gloria M. Manuel

#### **SECOND PRIZE: GRADE 6:**

Annie Johnson  
Phillips Brooks School  
Menlo Park, California  
Teacher: Elizabeth Miller

#### **THIRD PRIZE: GRADE 5:**

Bee Kun Yeh  
The Carey School  
San Mateo, California  
Teacher: Leslie Carroll

### **CATEGORY: GRADES 7 & 8**

#### **FIRST PRIZE: GRADE 7:**

Elizabeth Hubbard  
Brookfield School  
Sacramento, California  
Teacher: Susan Stiehr

#### **SECOND PRIZE: GRADE 7:**

Kara McMaster  
Grosse Ile Middle School  
Grosse Ile, Michigan  
Teacher: Cass Gorkiewicz

#### **THIRD PRIZE: GRADE 7:**

Lauren Gormeers  
Bennett Middle School  
Salisbury, Maryland  
Teacher: Rosanne Peers

### **SPECIAL MENTION FOR ARTISTIC ACHIEVEMENT AND CREATIVITY**

#### **GRADE 8:**

Wai-Yip Leung  
Jamesville-De Witt Middle School  
De Witt, New York  
Teacher: Gloria M. Manuel

Daniel Lu  
Brookfield School  
Sacramento, California  
Teacher: Susan Stiehr

#### **GRADE 6:**

Julie Gluck & Christie Greer  
The National Cathedral School  
Washington, D.C.  
Teacher: Samantha Kirby

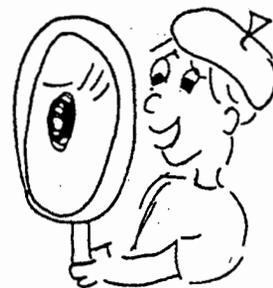
#### **GRADE 3:**

Lauren Sarti  
Montclair Kimberley Academy  
Montclair, New Jersey  
Teacher: Ann Marguet

MERCI BEAUCOUP to everyone who participated in the 1994-95 Contest. We were delighted to receive so many wonderful posters from many regions of the United States and Canada. They showed great effort, enthusiasm, and creativity. The winners have received certificates of merit and gifts. All the students who participated receive certificates and letters of appreciation on behalf of the National FLES\* Commission. These were mailed during the summer months and winners have already been notified. Again, thanks for all your encouragement to the students and we look forward to the 1995-96 theme which will be: **FRENCH ENRICHES OUR LIVES!  
LE FRANÇAIS ENRICHIT NOS VIES!**

# NATIONAL FLES\* COMMISSION OF AATF

## ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM



Please type or print all requested information:

Name of Student: \_\_\_\_\_

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

Telephone: (      ) \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

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

Telephone: (      ) \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Name of Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

Telephone: (      ) \_\_\_\_\_

### 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 YOUR  
CHAPTER PRESIDENT BY APRIL 1, 1996.**

Posters selected by the Chapter Presidents are then sent on for final judging to:  
Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, NJ 07070

# JNCL-NCLIS ACTIVITIES SUMMARY

**DECEMBER 1, 1994-  
APRIL 30, 1995**

Staff engaged in a detailed analysis of the results of the November mid-term elections for Congress, governors and state legislatures. Prepared a letter of introduction about JNCL-NCLIS and our interests to all new Members of Congress. Analyzed the "Contract with America's" ten points and their implications for federal education and language programs.

Staff worked with and consulted policy makers within the Clinton Administration to ensure that the President's Budget requests included funding for a variety of key programs of interest to JNCL-NCLIS' constituencies such as the Foreign Language Assistance Act for which zero funding was requested last year. The inclusion of languages and ESL in the request for funding for education reform efforts was particularly relevant. Analysis was provided for the inclusion of vocational, adult and literacy education into funding requests for the new G.I. Bill for America's Workers.

In addition to cooperative efforts with CAL and TESOL to develop draft principles, responses to ED's request for comments and strategies for reauthorization, an analysis of and proposal for advancing vocational and adult education was distributed to members. Staff has contacted Administration and Congressional policy makers to consider vocational, adult and literacy education in the context of welfare reform and job training.

Rescissions in education, NSEP, NEH and USIA in the House of Representatives were monitored, analyzed and our members informed. Appropriate members of House Subcommittees were contacted in attempts to minimize several rescissions and program eliminations. More successful efforts were undertaken in working with Appropriations Subcommittees in the Senate. JNCL-NCLIS members were alerted to differences in the two rescissions bills, and advocacy efforts and letter writing campaigns were undertaken to encourage the House to recede to the Senate in the upcoming conference.

A half dozen "English as the Official Language" bills have been monitored and an article describing their content and implications prepared for member publications. Staff prepared a current and ongoing "Legislative Summary" detailing new legislative proposals dealing with education such as the elimination of the Department of Education, curtailment of efforts to develop standards, and reversal of education reform efforts currently underway.

Consistent with instructions from the Board of Directors, JNCL-NCLIS began to determine strategies for providing assistance to state associations in dealing with attacks on languages, attempts to roll back education reforms, and decreases in support for education in general. A Washington consultant with expertise in state policy was hired to assist in strategy and tactics.

With financial assistance from CSC, staff began working with Washington consultants to address the process of influencing public policy in the states through the selection of materials and the creation of workshops geared to their needs. After consultations with state leaders at the CSC and NEC conferences, three segments of the JNCL-NCLIS Delegate Assembly were structured as prototypes for future workshops.

In cooperation with NFLC and ACTFL, a meeting was convened with representatives of ten states currently experiencing problems with public policy toward language education. A series of articles including one dealing with the present threats to languages in states were produced and distributed. Brushfire difficulties are being monitored and an "emergency packet" was created to provide assistance to programs in trouble.

A media/press kit with fact sheets and press contacts was created and distributed. Interviews and information specifically were provided for Education Week, New Times London, Pittsburgh Tribune-Review, Boston Globe, Associated Press, Los Angeles Times, and Parade Magazine.

The Annual State Survey conducted in collaboration with NCSSFL was completed addressing languages' role in education reform, the development of standards, enrollments, steps toward assessment, and professional development. AATG printed and is distributing the final survey. The initial questionnaire for the 1995 survey has been drafted and is presently being circulated for comments.

Talking points on languages and business were prepared at the request of a US Senator for a media broadcast. Similar talking points were developed and provided to our members for hearings, letters, presentations, etc. Articles on education reform, the fiscal dangers facing languages and education, official language proposals, and language policies and assaults in the states were written and circulated.

Staff developed, conducted, assisted state conferences in producing, and trained association staff for letter writing campaigns. With financial assistance from

MaFLA, a new NCLIS brochure was created stressing our role in public policy advocacy. Initial planning was begun on the FY 1995-96 Federal Funding Guide. Associations were assisted in getting congressional support for proposed international studies.

Presentations were given to and meetings held with the following organizations: CSC, SWCOLT, PNCFL, NEC, AACSB, NSA, CLASC, TESOL, NHA, FIE, CIE, NNELL and NFLC.

The office was moved from Capitol Hill to 1118 22nd Street, NW in January. An Administrative Assistant was hired in late April to replace Julie Inman, Policy Analyst, who departed on April 30 to study in Italy after a very productive two and a half years with JNCL-NCLIS.

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## A NEW PARTNER OF AATF

*Note: AFCS will join the AATF for the annual meeting to be held in Lyon.*

The Association for French Cultural Studies offers a forum to teachers and scholars of French culture. Its goal is to promote and support French studies in the United States. Its headquarters are at Wellesley College, MA. Activities include regular colloquia or *Journées d'Études*. These have been held at New York University, Columbia University, the University of Virginia, Georgetown University and elsewhere and have included joint meetings in Paris and Great Britain with French and British colleagues. The most recent colloquia were "France in the Liberation Era" (April 1993) and "France in the 30s" (April 1995), both held at Wellesley. The next colloquium, on "L'Avant siècle," is planned for October 1996.

Among the projects of the AFCS are: a compendium of syllabi for courses in French studies; a Newsletter with a bibliography of recent works of especial interest to French Studies as well as regularly up-dated information on electronic resources for teaching and research; and support for colloquia sponsored by members at their home institutions. Anyone interested in joining AFCS should send a check to the order of the Association for French Cultural Studies in the amount of \$25 to Jean-Francois Brière, Department of French Studies, SUNY-Albany, Humanities 238, Albany N.Y. 1222.

# CALENDAR OF EVENTS

**PURDUE UNIVERSITY CONFERENCE ON ROMANCE LANGUAGES, LITERATURES AND FILM:** October 5-7, 1995, Purdue University, West Lafayette, IN. Information: Jeanette Beer, Department of Foreign Languages and Literatures, 1359 Stanley Coulter Hall, Purdue University, West Lafayette, IN 47907-1359. Telephone: (317) 494-7691; FAX: (317) 496-1700; e-mail:rla@vm.cc.purdue.edu.

**MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE:** October 5-7, 1995, Radford, VA. Information: Leonor Ulloa, Department of Foreign Languages and Literatures, P.O. Box 6937, Radford University, Radford, VA 24142. Telephone: (703) 831-5120; FAX: (703) 831-5970; E-mail: [lulloa@ruacad.ac.runet.edu].

**PENNSYLVANIA MODERN LANGUAGE ASSOCIATION:** October 6-7, 1995, Pittsburgh, PA. Information: John Pearce, Muhlenberg College, Foreign Languages and Literatures, Allentown, PA 18104-5586.

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA:** October 12-14, 1995, Greensboro, N.C. Information: Wayne Figart, P.O. Box 739, Wilmington, NC 28402-0739. Telephone: (919) 763-5733.

**AATF CONGRÈS RÉGIONAL, RÉGION IV:** October 12-14, 1995, Holiday Inn, Independence Mall, Philadelphia, PA. Information: Sr. Mary Helen Kashuba, Chestnut Hill College, 9601 Germantown Avenue, Philadelphia, PA 19118-2695. Telephone: (215) 248-7124; FAX: (215) 248-7056.

**WAFLT-COFLT JOINT FALL CONFERENCE 1995:** October 13-14, 1995, Portland Lloyd Center Red Lion Hotel, Portland, OR. Information: Rosemary Leiva, 1412 S. 33rd Avenue, Yakima, WA 98902. Telephone: (509) 457-0966 (home); (509) 965-2040 (school).

**FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA:** October 18-20, 1995, Fargo, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

**MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES:** October 19-20, 1995, Location TBA. Information: Millie Mellgren, 3055 Rosewood Lane, Plymouth, MN 55441.

**NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS:** October 20-22, 1995, Kiamesha Lake, NY. Information: Michelle Bloom, 239 Lenox Avenue, Albany, NY 12208-1407.

**TEXAS FOREIGN LANGUAGE ASSOCIATION:** October 26-28, 1995, Austin, TX. Information: Eugenia Simons, 1320 Modiste Drive, Houston, TX 77055.

**SOUTH CENTRAL MODERN LANGUAGE ASSOCIATION:** October 26-28, 1995, Houston, TX. Information: Executive Director, SCMLA, Texas A & M University, College Station, TX 77843-4227.

**NINETEENTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES:** October 27-28, 1995, Youngstown State University, Youngstown, OH. Information: Conference Committee, Department of Foreign Languages and Literatures, Youngstown State University, Youngstown, OH 44555-3461. Telephone: (216) 742-3461. FAX: (216)742-1419. e-mail: ctfll@cc.yosu.edu

**NEW HAMPSHIRE ASSOCIATION FOR THE TEACHING OF FOREIGN LANGUAGES:** October 27-28, 1995, North Hampton, NH. Information: Christine Hoppe, Department of French and Italian, University of New Hampshire, Durham, NH 03824. e-mail: CTH@christa.unh.edu (internet).

**TEXAS FOREIGN LANGUAGE ASSOCIATION:** November 3-5, 1995, Austin, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

**AMERICAN TRANSLATORS ASSOCIATION 36TH ANNUAL CONFERENCE:** November 8-12, 1995, Stouffer Renaissance Hotel, Nashville, TN. Information: ATA, 1800 Diagonal Road, Suite 220, Alexandria, VA 22314. Telephone: (703) 683-6100; FAX: (703) 683-6122.

**RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION:** November 10-11, 1995, Columbus, Ohio. Information: RP-ALLA, OSU Foreign Language Center, 276 Cunz Hall, Columbus, OH 43210. Telephone: (614) 292-6733; FAX: (614) 292-2682.

**JOINT CONFERENCE ADVOCATES FOR LANGUAGE LEARNING AND SECOND LANGUAGE ACQUISITION BY CHILDREN:** November 15-17, 1995, Fullerton/Anaheim, CA. Information: Paul Garcia, ALL/SLAC, School District of Kansas City, MO, 301 East Armour Boulevard, #620, Kansas City, MO 64111. Telephone: (816) 871-6317. FAX: (816) 871-6313.

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LAN-**

**GUAGE (NADSFL) ANNUAL MEETING:** November 16-17, 1995, Anaheim Hilton, Anaheim, CA. Information: Jean Teel, 7235 Antioch, Shawnee Mission, KS 66204. Telephone: (913) 677-6415; FAX: (913) 831-1450.

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES:** November 18-20, 1995, Anaheim, CA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

**MODERN LANGUAGE ASSOCIATION OF AMERICA:** December 27-30, 1995, Chicago, IL. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX (212) 477-9863.

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING with ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS:** February 29-March 2, 1996, Mobile, AL. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

**TEXAS FOREIGN LANGUAGE ASSOCIATION:** March 1-3, 1996, Midland, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** March 28-31, 1996, Louisville. Information: CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573. FAX: (608) 246-6880.

**GEORGETOWN UNIVERSITY ROUND TABLE:** March 31-April 3, 1996, Washington, D.C. Information: School of Languages and Linguistics, 303 Intercultural Center, Georgetown University, Washington, D.C. 20057-1067.

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING:** April 11-13, 1996, Albuquerque, NM. Information: Joann Pompa, Mountain Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044. Telephone: (602) 759-8449 ext. 3036; FAX: (602) 759-8743.

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** April 18-21, 1996, New York City, NY. Information: Northeast Conference, St. Michael's College, 29 Ethan Allen Avenue, Colchester, VT 05446.

**CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION:** April 26-28, 1996, Sacramento, CA. Information: Hal Wingard, 6450 Lance Way, San Diego, CA 92120.

# AATF MATERIALS CENTER

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

## REPORTS OF THE AATF FLES\* COMMISSION

1. *The Many Faces of Foreign Language in the Elementary School: FLES, FLEX and Immersion.* Gladys Lipton, Nancy C. Rhodes, Helena Anderson Curtin, Editors. Nov. 1985. \$5.00.
2. *A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.* Gladys Lipton, Editor, July 1987. \$5.00.
3. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
4. *The People Factor in FLES\* Programs.* Gladys Lipton, Editor. July 1989. \$8.00.
5. *Innovations in FLES\* Programs.* Gladys Lipton, Editor. July 1990. \$8.00.
6. *Implementing FLES\* Programs.* Gladys Lipton, Editor. July 1991. \$8.00.
7. *Evaluating FLES\* Programs.* Gladys Lipton, Editor, July 1992. \$9.00.
8. *Expanding FLES\* Horizons.* Gladys Lipton, Editor, July 1993. \$9.00
9. *FLES\* Methodology I.* Gladys Lipton, Editor, July 1994. \$9.00

## REPORT OF THE AATF TELEMATICS COMMISSION

*Databases, Our Third Technical Revolution,* by Howard L. Nostrand and

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

## AATF COMMISSION ON PEDAGOGY

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

\$25, members; \$30 schools and non-members.

## MEDALS and PIN'S

*La Minerve,* 41 mm bronze (from government mint in Paris) \$22.00.

*Les Armes de Paris,* 32 mm bronze (from government mint in Paris) \$18.00.

*AATF medallions,* 1½ inches; blue, gold and white cloisonné enamel; reverse side plain; two designs; please specify. each \$5.25:

1. Busts of Washington and Lafayette, with letters AATF;
2. French hexagon, with "American Association of Teachers of French" around perimeter.

*AATF Pin's* (1½" x 1½"; gold, red & blue), created 1992. each \$4.50.

## MISCELLANY

AATF Certificate of Merit. each .15

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

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

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

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

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

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

*L'Année en français: Un Calendrier perpétuel.* A project of the AATF FLES\* Commission. Spiral bound, 38 pp., 7" x 8.5", new 1994. Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

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