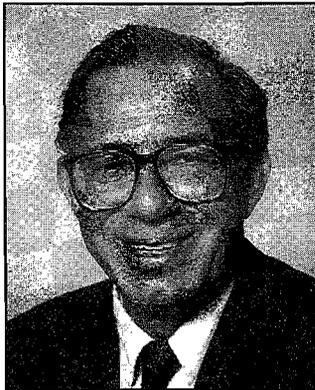




LETTER FROM THE PRESIDENT

VOLUME 22 NO. 1 SEPTEMBER 1996



Albert Valdman

Chères/Chers Collègues,

Bientôt se termineront les grandes vacances qui vous auront permis, je l'espère, de vous ressourcer et de vous revivifier pour l'année scolaire et universitaire qui sans doute aura commencé lorsque vous lirez ces lignes.

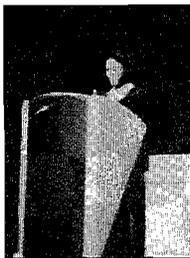
LE CONGRÈS DE LYON

"Cinq cents Américains débarquent à Lyon" titrait Le Progrès, journal principal de la région, dans un article annonçant notre congrès et commentant le rôle de notre Association dans la diffusion du français aux États-Unis suite à une interview que lui avaient accordé Marie-Christine Koop, Fred Jenkins et moi-même. En effet, nous étions plus de cinq cents membres de l'AATF à avoir répondu à l'invitation de la ville de Lyon et des diverses collectivités de la région lyonnaise. S'étaient joints à nous une centaine de collègues français, dont un grand nombre d'intervenants.

Un temps radieux nous accueillait et s'est maintenu toute la semaine: ciel bleu, soleil et température plutôt printanière qu'estivale. Bien qu'excentré et d'architecture moderniste qui n'est pas faite pour plaire à tous les goûts, le Palais des Congrès de la Cité Internationale, situé entre le Rhône et le magnifique Parc de la Tête d'Or, offrait un très beau cadre pour le congrès. Confortable par surcroît, puisque climatisé, et très fonctionnel avec ses amples salles insonorisées.

IN MEMORIAM: TWA FLIGHT 800. The AATF membership is greatly saddened to learn of the tragic loss of 230 lives in the July 1996 explosion of the TWA New York to Paris flight. Among those who perished were 15 young members of the French Club at Montoursville HS in Montoursville, PA, along with their French teacher, Deborah Dickey, several parent-chaperones and an exchange student from France. As this note is being written (late July), plans are still being firmied up for the establishment of some kind of memorial to aid future students of French at Montoursville HS. AATF members interested in making a contribution, once the form of the memorial has been established, are urged for the moment to simply contact AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820; they will be recontacted by the AATF at an appropriate future time.

F.M. Jenkins
Executive Director



Mme Margie Sudre, secrétaire d'État chargé de la francophonie.

Lors de la séance d'ouverture, nous fûmes honorés par la présence de Mme Margie Sudre, Secrétaire d'État chargé de la Francophonie. Nous avons apprécié son geste d'autant plus qu'elle devait participer l'après-midi même à une réunion du Conseil des ministres à Paris.

Reconnaissant en l'AATF le partenaire privilégié pour la promotion des études françaises et de la diffusion du français aux États-Unis, Mme Sudre nous a assuré du ferme soutien et de la collaboration constante du ministère des Affaires Étrangères. Elle a souligné son désir de renforcer la présence française sur les médias audio-visuels (en effet le cryptage de TV 5 par la chaîne-relais québécoise limite la portée de cette excellente source d'informations et de documents authentiques) et sur les autoroutes de l'information. La brillante démonstration des serveurs français par une équipe du Ministère a démontré le sérieux de ces intentions.

LE BILAN

La première de la quarantaine d'évaluations (espérons que rentrés chez eux les 560 autres participants nous ferons parvenir les leurs) que j'ai pu examinée accordait de très hautes notes et déclarait: "This

was the best AATF [meeting] I have been to! There was a wide variety of sessions of high quality. Overall the facilities were wonderful, it was very well organized and the food was fabulous!" Nous aimerions nous en tenir à cette élogieuse appréciation pour résumer notre 69e congrès mais l'objectivité demande que nous fassions état des non moins utiles critiques constructives, voir ci-dessous. Il est vrai néanmoins que c'est bien le haut niveau des conférences et des tables rondes assurées en grande partie par des spécialistes français invités et la non moindre qualité et la grande variété d'un grand nombre d'interventions ponctuelles de nos propres membres qui ont marqué ce congrès: cinq conférences semi-plénières, six tables ron-

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des regroupant de trois à six participants chacune et presque 200 interventions particulières. Plus des deux tiers des présentations se classent sous les rubriques de culture et de pédagogie et résonnent à la vaste gamme d'intérêts de nos membres.

LE PRÉ-CONGRÈS

Pour permettre aux congressistes, gaillards malgré le décalage horaire, de se documenter avant d'explorer notre ville hôte nous avons programmé, l'après-midi du 14 juillet, des sessions portant spécifiquement sur l'ancienne capitale des Gaules. Se posait le problème de salles de réunion, le Palais des Congrès n'étant pas disponible ce jour de fête nationale et les salons des hôtels hors prix. In extremis, la librairie Decitre, nous a prêté son centre multimédia situé au Sofitel, hôtel quartier général du congrès, pour des présentations nécessitant un matériel sophistiqué très coûteux. L'Université Catholique de Lyon nous a aussi offert des salles pour les autres communications, et en collaboration avec l'Association France-Amérique, nous a invité à un vin d'honneur. À notre surprise toutes les salles étaient comblées, ce qui veut dire que plus de deux cents congressistes prouvaient leur sérieux en se mettant immédiatement au travail. Pascale Dewey les récompensa en les guidant à travers les rues pittoresques du Vieux Lyon et leur fit découvrir les *traboules* du magnifique quartier Renaissance. Un groupe de studieux érudits préféra se rendre au Centre de Dialectologie Gardette à la Catho où une équipe de dialectologues leur fit prendre connaissance des travaux sur les patois franco-provençaux et les particularismes du français de la région Rhône-Alpes dont voici un petit échantillon: *un boson* 'petit enfant', *du charabarat* 'bruit', *un gone* 'gosse, gamin', *gnognot/gnognotte* 'bête, peu dégourdi', *trabouler* 'passer dans une traboule (du latin *transambulare*)', *une vogue* 'fête patronale' et, surprise, *être après* pour 'être en train' qu'on retrouve dans les bayous louisianais et au Québec. Enfin, d'un espace réservé au bord de la Saône où nous avait conviés la ville de Lyon, nous avons admiré un superbe feu d'artifice tiré du haut du plateau de Fourvière où les Romains fondèrent Lugdunum.

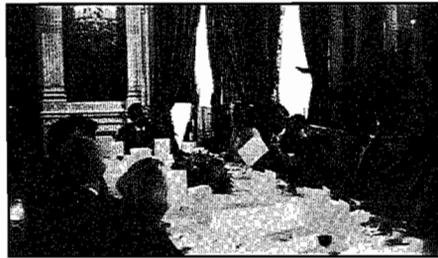
EN MARGE DU CONGRÈS

Appelé hors de Lyon le jour de l'ouverture et ne pouvant prononcer l'allocution qu'il nous avait promise, Raymond Barre tint à souligner l'importance qu'il attachait à la francophonie et aux relations franco-américaines en invitant le Conseil Exécutif à un



Membres du Conseil exécutif pris devant la même cheminée à la Mairie de Lyon que le Président Clinton et les autres lors du G 7.

déjeuner dans l'un des magnifiques salons de l'Hôtel de Ville. Grand ami et admirateur de notre pays, l'affable maire de Lyon, ancien premier ministre et ancien professeur d'économie politique à Sciences Po, discuta avec nous des problèmes de l'université française et de l'importance du plurilinguisme dans l'Europe de demain. Lorsqu'il prit la parole à la fin du repas il nous confia qu'il y avait en fait trois cours d'eau à Lyon: le Rhône, la Saône et celui que l'on boit, composé à parties égales de Côtes du Rhône et de Beaujolais!



Déjeuner à la Mairie de Lyon: de g.à.d.: Mary de López, Albert Valdman, Raymond Barre, Rebecca Valette.

C'est donc cette dernière rivière, elle-même composée de dix crus, que 300 congressistes remontèrent lors de l'excursion en Beaujolais. Cette journée touristico-culturelle, qui comporta maintes dégustations et des itinéraires croisés à travers cette charmante région vallonnée, se termina au cuvage de Lacenas par des chansons beaujolaises lors du dîner offert par le Conseil général du département du Rhône. Le lendemain, l'arrière-garde des congressistes réduite à 100 personnes continua les explorations gastronomiques et œnologiques en Bourgogne. Subventionnée par le Conseil régional de Bourgogne, cette excursion offrit la visite de l'abbaye de Cluny, qui fut avant sa destruction partielle la plus grande cathédrale de la chrétienté au Moyen Âge, et des hospices de Beaune. Un somptueux dîner au prestigieux château de Clos de Vougeot présidé par Jean-Pierre Bazin, président du conseil et œnologue et américaniste réputé, servit de clôture à un congrès dont l'un des mérites incontestés fut une initiation au goût français et aux goûts des Français. Je m'en voudrais de ne pas mentionner la soirée d'ouverture au Château Lumière offerte par la ville de Lyon en remplacement d'une réception et d'une soirée culturelle. Le dîner-buffet champêtre dans le parc du Château où l'on servit la tarte bressane qu'avait fortement appréciée le président Clinton lors de son séjour à Lyon au moment de la réunion du G-7 valait certes les amuse-gueule et les petits-fours d'un cocktail, et que dire de la visite du musée Lumière et de la projection des premiers films des créateurs du cinéma!

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September 1996

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QUELQUES CRITIQUES

La longueur de la séance inaugurale. En effet, écouter une dizaine d'allocutions protocolaires, ensuite un discours (quoique très bref), puis passer à une démonstration audio-visuelle sans pause aucune constitue une dure épreuve. Mais c'est le passage obligé de tout congrès dont le montage financier dépend en large partie de partenariats locaux. En effet plus de 60% du coût total de cette opération a été assumé par les contributions des organismes suivants (dans l'ordre de leur importance): la ville de Lyon, la région Rhône-Alpes, le ministère des Affaires Étrangères, la Chambre de Commerce et d'Industrie de Lyon, l'Agence de la Francophonie, la région de Bourgogne, le département du Rhône, l'AUELF-UREF et les institutions d'enseignement supérieur lyonnaises. La simple courtoisie, sinon la gratitude, demandait que l'on écoute les paroles d'accueil — d'ailleurs de brièveté exemplaire et non dépourvues de réflexions profondes. Signalons au passage que c'était la première fois que les deux principaux opérateurs de la Francophonie étaient officiellement représentés à l'un de nos congrès. D'autre part, dans la continuation de notre politique synergique nous avons invité l'AFCS (Association for French Cultural Studies) de se joindre à nous.

La lecture de communications. Hélas, malgré les consignes explicites envoyées aux intervenants ("...the purpose of AATF annual meetings is not to give members an opportunity to 'read' a paper, but to interact fruitfully with colleagues with shared interests"), certains d'entre eux ont persisté à lire un texte plutôt que d'adopter des procédures plus interactives comportant une discussion appuyée par des auxiliaires audio-visuels et des exemplaires. Résultant: l'anesthésie du public. Faudra-t-il en venir à des mesures plus sévères telle que l'interruption de la lecture de la part des présidents de séance pour faire appliquer ces consignes?

Le manque de communications "pratiques"? Critique surprenante puisque lors de la sélection des propositions d'intervention, la priorité a été accordée à celles qui promettaient des retombées pédagogiques évidentes. Qu'on en juge en parcourant rapidement le programme: quatre sessions plus un atelier à l'École Supérieure de Commerce de Lyon pour l'enseignement du français des affaires, une session sur l'utilisation pédagogique de l'Internet, un atelier sur la pédagogie de l'interculturel, une session sur l'enseignement immersif et une intitulée "Trois ingrédients pour FLES*": une recette couronnée de succès", la session où les participants de nos instituts

d'été présentent leur projet pédagogique ("Des éléments pédagogiques tout fait"), une communication offrant une nouvelle recette pour mieux faire prononcer l'r et une autre sur l'enseignement du subjonctif, enfin des sessions couvrant les diverses habilités linguistiques: pratique de l'oral; la lecture, y compris l'intégration des textes littéraires, et l'écrit. Cette critique, que certains répondants adressaient également à l'encontre de la *French Review*, ne tient-elle pas tout simplement à une différence d'interprétation sur ce qui constitue la pratique en pédagogie? Trop liées à des situations particulières ou trop ponctuelles les applications pratiques perdent de leur valeur. Il serait utile d'engager un dialogue sur cette question, par exemple, en soumettant aux rédactions de nos deux publications ou à moi-même des exemples d'applications pratiques.

LA MALLETTE DU CONGRESSISTE

Les congressistes ont trouvé dans la mallette offerte par l'ADERLY, un organisme dépendant de la CCI de Lyon, deux éléments de grande utilité. Premièrement, un CD-rom contenant dix conversations enregistrées auprès de Lyonnais traitant divers thèmes, tels que les relations économiques de la région avec les États-Unis ou le textile et la mode. Le disque est accompagné d'un cahier qui livre la transcription orthographique des entretiens et offre des exercices de compréhension. Nous remercions Jean-Pierre Davoine de l'Université Lumière (Lyon 2), le président du Comité Scientifique Local du congrès, pour la réalisation de ce document qu'apprécieront les enseignants à la recherche de l'oral authentique et de sujets culturels d'actualité. Signalons en particulier l'entretien sur la langue des jeunes des banlieues. L'aliénation de ces jeunes, d'origine maghrébine pour la plupart, exclus du monde du travail et relégués dans les cités, s'exprime par la recherche d'un vocabulaire propre, faisant fort usage du verlan et variant d'une ville à l'autre. Par exemple, le mot *beur*, forme verlanisée de 'arabe' en usage dans les cités de la région parisienne est remplacé à Lyon par *arioule*, qui veut dire 'âne' en berbère. L'ADERLY nous a livré des exemplaires supplémentaires de ce document qui est disponible par l'intermédiaire de notre bureau à Champaign à un prix de \$10 pour les frais d'envoi. Deuxièmement, la mallette contenait le numéro spécial du *Monde de l'Éducation* "Vive le français" dont deux des articles sont consacrés à la situation du français aux États-Unis et au rôle de l'AATF.

LE FRANÇAIS ENTRE LE CLOCHER ET LE VILLAGE PLANÉTAIRE

Les résumés des conférences semi-plénières et des tables-rondes publiés dans le numéro d'avril du *National Bulletin* (21.4) me dispensent de tenter d'en résumer le contenu. En revanche, la conférence inaugurale d'Alain Rey mérite qu'on s'y attarde. Sous le titre sibyllin de "La langue française entre le clocher et le village planétaire, à la recherche de la différence" notre fidèle ami a bien tracé la voie que doit suivre le français pour demeurer une grande langue au siècle prochain. Comme l'anglais, le français demeure une grande langue parce qu'il permet de concilier le local et le global. Au contraire du latin entre le Moyen Âge et l'ère moderne, c'est une langue de clocher; elle sert à la communication de tous les jours. C'est aussi, comme anciennement le latin et aujourd'hui l'anglais, une langue planétaire car, comme le dit l'un des slogans de notre campagne promotionnelle, elle "ouvre le monde" aux membres des communautés familiales, régionales et nationales qui usent d'une autre langue comme vernaculaire. S'ajoute à cet usage véhiculaire la portée universaliste alimentée par une longue et riche tradition littéraire et philosophique. Cette dualité fonctionnelle débouche sur deux grandes problématiques que j'ai évoquées dans le dernier numéro du *National Bulletin*: d'une part, la diversification du français en une gamme de normes locales qui lui permet d'exprimer les valeurs des communautés pour qui elle fonctionne comme vernaculaire; d'autre part, les besoins d'uniformisation pour favoriser les échanges sur le plan global. Ces deux problématiques se sont vues reprises tout au cours du congrès de Lyon.

VERS UN PLURILINGUISME AMÉRICAIN?

Le grand défi du siècle prochain est certainement le maintien des identités culturelles et des particularismes linguistiques dans un monde que les autoroutes de l'information et la mondialisation des activités économiques tendent à transformer en village planétaire. Les responsables de l'éducation et les hommes politiques de la nouvelle Europe en voie de formation ont tous misé sur le plurilinguisme pour relever ce défi. Au XXI^e siècle tout Européen scolarisé maniera avec compétence sa langue nationale. Il connaîtra en outre une langue de communication internationale ou de proximité et aura étudié une deuxième langue étrangère.

Nous, membres de l'AATF, ne sommes pas des défenseurs de la langue française ou de la Francophonie; nous en sommes

les interprètes. Notre mission en tant qu'enseignants américains est de préparer les jeunes Américains à vivre dans le village planétaire du XXI^e siècle. Nous devons œuvrer pour que nos élèves et nos étudiants deviennent tout comme leurs homologues européens au moins trilingues. Ce sera une tâche ardue. Dans un pays qui a le malheur d'avoir comme langue nationale le moyen de communication mondiale incontesté, il est difficile de faire valoir l'utilité de l'acquisition d'une langue étrangère. En effet, seulement 30% des collégiens et lycéens américains suivent un enseignement de langue étrangère. Encore faut-il ajouter que plus de 60% d'entre eux apprennent l'espagnol qui, comme langue d'une minorité ethnique croissante, devient en fait une langue seconde ou une langue de proximité.

Comme je l'ai affirmé ici et à nos congrès à maintes reprises, en tant qu'enseignants de langues étrangères nous ne devons pas mener une guerre fratricide contre nos collègues hispanisants. (À ce titre, je déplore qu'en titrant mon interview "Il faut résister à la pression de l'espagnol" le *Monde de l'Éducation* ait déformé ma pensée). Nous devons démontrer que dans la formation intellectuelle des jeunes Américains, il reste un créneau de langue étrangère privilégiée que le français est appelé à occuper. Aux États-Unis le français comme l'espagnol est une langue de proximité dans les régions à souche francophone: la Louisiane et la Nouvelle Angleterre et les centres urbains où se sont établis des communautés haïtiennes. Mais elle est surtout une langue d'usage planétaire: moyen de communication internationale, véhicule d'une culture et de littératures prestigieuses. Il ne faut pas, comme nous en a averti Annie Monnerie-Goarin dans sa conférence, trop miser sur le communicatif et l'utilitaire. Aux États-Unis, tenter de concurrencer l'espagnol sur ce plan, c'est partir perdant. Comme le déclare le célèbre universitaire anglais Théodore Zeldin dans l'entretien paru dans ce même numéro du *Monde de l'Éducation*, il faut aussi souligner sa valeur dans la formation de l'esprit: "...de même que dans le passé il fallait étudier les Grecs et les Romains pour être une personne cultivée, de nos jours, il est nécessaire d'étudier la civilisation française [j'ajouterais: et les cultures francophones] si on veut vivre pleinement." Notre tâche en tant que défenseurs de l'enseignement du français aux États-Unis est de montrer que c'est aussi une langue relativement facile à s'approprier, accessible à tous quels que soient leur compétences intellectuelles et leur statut social.

La session sur l'holocauste et la France de Vichy présentée par Barbara Barnett et Renée Hartz s'est révélée la plus émou-

vante du congrès. Marcel Jabelot, rescapé d'Auschwitz, concluait son témoignage en déclarant que dès que l'on cesse de respecter l'Autre se glisse le danger du nazisme et des horreurs qu'il a lui-même vécues. Roger-Pol Droit (*Le Monde* le 26 juillet 1996) reprend la même pensée: "...Qu'on veuille exclure, persécuter ou exécuter, il peut toujours être utile d'insinuer que l'autre n'est pas un homme... Air connu, repérable dans toutes les formes de racisme...". Ce n'est pas le moindre mérite de la langue française que d'être le véhicule de cultures fort distinctes. Apprendre à la lire c'est peut-être commencer à connaître, à respecter l'Autre comme soi-même.

RÉSUMÉ DES DÉCISIONS DU CONSEIL EXÉCUTIF

Réuni les 12 et 13 juillet le CE a soumis à l'Assemblée des Délégués les décisions suivantes que ce dernier a ratifié:



Jayne Abrate

- Jayne Abrate nommée directeur exécutif en succession à Fred Jenkins pour un mandat de trois ans à partir du 15 août 1997. Jane Abrate, qui établira les bureaux de l'AATF sur le Campus de Southern Illinois University à Carbondale, a participé à plusieurs commissions, dont celles de la culture, de la télématique et du français des affaires. Elle arrivera donc avec une bonne connaissance de plusieurs dossiers importants.

- Christopher Pinet assumera le poste de rédacteur administratif de la *French Review*.

- Candidatures:

- Pour le poste de président (1998-2000): Gladys Lipton et Margot Steinhart

- Pour le poste de troisième vice-président: Jean-Pierre Piriou et Alain Ranwez

- Après avoir subi une sévère constriction le budget pour chacune des commissions est fixé à \$1 000 pour l'année 1996-97

- Jean-Noël Rey et Alain Rey sont élus membres honoraires de l'Association. Outre son influence sur l'évolution de la langue française en tant que rédacteur en

chef du principal dictionnaire de langue — le Robert — Alain Rey a contribué à rehausser le niveau scientifique de plusieurs de nos congrès. Jean-Noël Rey a mis en œuvre de nombreux programmes pour appuyer les enseignants lorsqu'il était attaché linguistique au consulat de Chicago et il a collaboré étroitement à la réalisation de la vidéo "Le français m'ouvre le monde".

- Judith Johannessen, représentante de la Région VIII est nommée présidente d'une nouvelle commission sur l'articulation. Cette commission étudiera les problèmes d'articulation sur trois plans: du niveau primaire au niveau secondaire, du niveau secondaire aux cours de base universitaires et de ces cours aux cours avancés.

- Grand concours

Seront nommés lauréat national les participants des catégories A et B classés parmi les huit premiers

- Le soixante et onzième congrès (1998) se tiendra soit à Montréal soit à Bordeaux. Le CE penche pour le site québécois mais habilite le président et le directeur général à prendre la décision finale après une étude de faisabilité.

FUTURES MANIFESTATIONS ACTFL 1996

Vous trouverez à la p. 8 la liste des six sessions que notre Association organise au sein du prochain congrès annuel de l'ACTFL à Philadelphie.

Congrès annuel de 1997

Pour ce congrès, nous nous joindrons aux autres associations d'enseignants de langues étrangères à Nashville, Tennessee, en novembre. Le nombre de sessions ne pourra pas dépasser 50, donc, la sélection sera sévère. Il n'est pas trop tôt pour commencer à réfléchir à un projet de communication car l'appel aux communications paraîtra dans le numéro de novembre du *National Bulletin*.

L'EXPLOSION DU VOL TWA 800

Parmi les victimes de cette catastrophe aérienne figure un groupe de quinze étudiants de français de Montoursville, PA high school qui, accompagnés de leur professeur de français, Deborah Dickey, d'un étudiant en échange français et de quatre parents, se rendaient en France. Ces infortunés jeunes gens, membres du Club de Français, avaient organisé tout au long de l'année des activités pour collecter des fonds pour ce voyage. Nous avons exprimé notre tristesse et assuré les amis et proches de ces victimes de notre sympathie par le biais du principal du lycée. En outre, nous étudions la possibilité de contribuer à un fonds à la mémoire de notre collègue et de ses étudiants.

En vous souhaitant une bonne rentrée, et dans l'espoir de vous rencontrer à Philadelphie ou à Nashville.

Bien cordialement,



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PÉTANQUE

The Federation of Pétanque USA (FPUSA) is eager to cooperate with the AATF in promoting **pétanque** among students at all levels, from elementary school to college. The FPUSA seeks to establish a network of school clubs, and publish a rubric in its newsletter, especially for French language students. At present there are more than 20 active FPUSA clubs in the nation. Many of these clubs would be glad to demonstrate **pétanque** skills to interested groups of students in their area.

In its effort to reach out to French students, the FPUSA has assembled a special packet for AATF teachers which includes:

- A FPUSA rulebook.
- An English translation of Pétanque: Technique and Perfection, the 60 page youth training manual of the *Fédération Française de Pétanque et Jeu Provençal*.
- A list of FPUSA clubs, and names, addresses, and telephone numbers of their presidents.
- A list of Boule Distributors including their addresses and telephone numbers.
- An illustrated flyer "How To Play Pétanque."
- A copy of the current *Boule Broadsheet* the official newsletter of the FPUSA.
- An application for club membership in the FPUSA.

The cost of the above package including postage is \$7.00. Please send request and check, made payable to FPUSA, to Robert E. Morrison, Federation Of Pétanque USA, 208 North Royal Street, Alexandria, VA 22314. **Offer expires December 31, 1996.**

NEW PUBLICATION AVAILABLE

Global Business Languages is an annual publication containing articles on issues related to foreign languages taught for specific purposes (business, sciences, technologies, etc.) We encourage submission

of manuscripts pertaining to Chinese, English as a second language, French, German, Italian, Japanese, Portuguese, Russian, and Spanish research. All articles must be written primarily in English (with foreign language examples as needed.) For more information on submissions or subscriptions, please contact Christiane E. Keck, Editor, Professor of German and Head Associate Director, Purdue CIBER cekeck@sage.cc.purdue.edu or Allen G. Wood, Associate Editor, Associate Professor of French wooda@sage.cc.purdue.edu or the Center for International Business Education and Research, Department of Foreign Languages and Literatures, Purdue University, West Lafayette, IN 47907-1359. Telephone: (317) 494-3876. Fax: (317) 496-2365.

STAGE: FRANÇAIS DES AFFAIRES

Le 7 décembre 1996, le Bureau de Coopération Linguistique et Éducative de San Francisco et le Thunderbird American Graduate School of International Management à Glendale, Arizona animeront un stage pédagogique de culture et civilisation française ayant pour thème le monde et le langage du commerce et des affaires. Pour tout renseignement et pour les inscriptions contacter Dr. Salvatore Federico au (602) 978-7255; Fax (602) 439-1435.

FLES* NEWS

TWO NEW PUBLICATIONS TO HELP PROMOTE ENROLLMENTS IN FRENCH

Two new publications are available to teachers of French which may help attract students to the study of French. The first is an 8-page booklet entitled: *Suggestions for Attracting French FLES* Students*. Produced by the National FLES* Commission of AATF, and written by Gladys Lipton, with a Review Committee consisting of: Pat Barr-Harrison (MD), Lynne Bryan (GA), Juliette Eastwick (MD), Lena Lucietto (LA), Elizabeth Miller (CA) and Harriet Saxon (NJ), it has many suggestions which will be helpful to teachers of French on the secondary level, as well, such as "Suggestions for Marketing French Programs." It is available without cost, with a request and a self-addressed, stamped envelope to AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820.

The second publication is the Report of

EIGHT AATF MEMBERS RECEIVED NEH SUMMER FELLOWSHIPS

The following AATF members received NEH fellowships for the summer 1996:

Barbara Armstrong, Worthington, OH for France: "Cultural Awareness from a Business Perspective."

Lynne Bowler, Laguna Beach, CA for France: "Writers and Their Landscapes."

Debra Callihan, San Antonio, TX for France: "African Presence in French Literature Since WWI."

Marjolyn De Jager, Astoria, NY for West Africa: "Learning through the Arts."

David Flaccus, Freeville, NY for Madagascar: "A Study of Three Francophone Indian Ocean Cultures."

Phyllis Follett, Duxbury, MA for France: "Folk Traditions of Provence."

Peggy Tharp, San Angelo, Texas for France: "Historical Development of the Province of Anjou."

Catherine Welter, Novato, CA for France: "Illustrations of French Cuisine in Art and Literature."

These fortunate teachers represent the final group of K-12 foreign language teachers to benefit from the fellowship experience because of budget cuts proposed by Congress.

the National FLES* Commission of AATF entitled *Attracting French FLES* Students*. Edited by Gladys Lipton, it contains articles by the following French teachers: Constance Alexandre (TX), Judy Charudattan (FL), Patricia Duggar (LA), Terri Hammatt (LA), Katherine Kurk (KY), Lena Lucietto (LA), Elizabeth Miller (CA), Laurie Munson (LA) and Harriet Saxon (NJ). The articles give specific suggestions and successful practices, and the creative ideas could be applicable to all school levels. The report is available from National AATF, for the nominal cost of \$9.00 postpaid.

For further information about the work of the National FLES* Commission of AATF, please contact Dr. Gladys Lipton, University of Maryland/Baltimore County, Department of Modern Languages and Linguistics, Baltimore, MD 21228.



⇒ **Go for the Gold — Silver — Bronze** ⇐

Yes, 1997!

The Olympics held in Atlanta in 1996 may be over, but the *National French Contest Olympics go on.*

Eligibility: All students from First Grade to High School Senior are eligible.

To Apply: Ask a teacher of French

Prizes: GOLD MEDAL
SILVER MEDAL
BRONZE MEDAL
AND thousands of other awards.

Dates: National dates: 7-24 March, 1997
Chapter administration date _____

Place: (location of chapter testing center or individual school)

🍷 **Awards made to winners at each of 15 levels and divisions** 🍷

TEACHERS — For further information contact: (name of chapter contact).

ACTIVITIES THAT WORK

The following activities have been submitted to the 'Activities That Work' subcommittee of the Task Force. It is good that 'Activities That Work' will be an ongoing feature of the *National Bulletin*.

The subcommittee is soliciting further examples of 'Activities That Work' from the membership of AATF. These activities may be submitted to **Donald Houghton Jr., Box 4300, George School, Newtown, PA 18940, email dhought@omni.voicnet.com.**

Royal Family

This is an activity for learning family words. I have used it successfully in FLES classes.

After going over the family words mother, father, sister, brother, son, daughter, husband, wife, and any others you want (I include king, queen, prince, and princess), each student draws a slip of paper from my *boîte magique* (any container will do). The slips of paper say: *Le Roi Rouge* or *La Princesse Bleue* or *Le Prince Jaune*, etc. Then students gather in family groups, that is, the Red Family or the Yellow Family, with 3-4 people in a family. They make simple crowns from construction paper the same color as their family and write on it who they are, that is, the Red King makes a red construction paper crown and writes "Roi" on it. When she puts on her crown, it's obvious that she is the Red King. Now students have to move around the room with another member of their family introducing themselves to each other, e.g.:

—*Bonjour Roi Rouge.*

—*Bonjour Reine Jaune.*

—*Je vous présente ma fille, la Princesse Rouge.* (Or just, '*C'est la Princesse Rouge*', depending on ability level.)

Now the *Reine Jaune* and the *Princesse Rouge* greet each other, including kissing on both cheeks, and the pair move off to greet another pair. They change pairs frequently so they can practice saying a lot of different family words: *C'est mon mari, c'est mon père, c'est ma sœur*, etc.

Suzanne Cane, Lincoln School
Providence, Rhode Island 02906

L'Œufant

Here's one that has worked for me in French 2,3, and 4 classes and one that I have shared in a workshop that I present

on creativity in World Language classes. It is a long term project (a week or so) and is taken from another field, but works well in our area. I call it *L'œufant*- you may have heard of it done in Health or Sociology classes.

There are two parts to it - here is the first:

Each student receives a RAW egg and the accompanying directions:

*"Congratulations! You are a parent!
Here's what you have to do:*

1- Each member of the class will choose a name for his/her "œufant".

2- Choose the gender, male or female.

3- One of the members of the class will have TWINS!! Quelle chance!

4- You will decorate your "œufant" and give him/her eyes, hair, clothing etc...

5- You will have to bring your "œufant" to class each day and take care of it during the weekend. If you can't, you will find someone to babysit and pay him/her 10 cents per hour.

6- In addition, you will keep a journal in the target language in which you will relate the daily events of your "œufant". - Four or five sentences are sufficient.

7- In one week, I will collect your "œufants" and your grade will be determined on the condition of your "œufant" AND the graded daily journal. A whole egg returned gets an "A" for extra credit, cracked "œufants" get a "C" etc... The journal is graded for grammatical form."

The second sheet is a one page photocopied sheet with a section for each day of the week. The student must turn in the journal at the end of the week for a grade. At the end of the week, check to see that the eggs have not been hard boiled; also, I have marked each one with my individualized stamp so that "phony replacements" are not handed in instead!

Paul Lanciux,
King Philip High School,
Wrentham, MA

Vive la Musique!

Following a unit on *Les Distractions* where students have just learned the verbs *aimer/ne pas aimer/adorer/détester* with different types of music, the teacher records brief snippets of music from his or

her personal collection. The students listen to the recording and are asked to match each selection with the musician and title provided to them on a sheet of paper. In addition, the students must categorize the type of music: *la musique classique, le rock, le rap, le jazz, la musique 'country'*.

The selections should include French music they have never heard before, classical, contemporary and traditional; and music by American or British artists. The titles of the music and/or the titles of the performers should be easily recognized or guessed by students just beginning their study of French, e.g. "Joe, le Taxi" by Vanessa Paradis or "Dimanche, Sacré Dimanche" by "U-Deux" (i.e. "Sunday, bloody Sunday" by U-2). Where there are lyrics, the teacher should include the song title in the recording. When recording classical music it is easy to pick a piece with recognizable vocabulary items in the title such as Debussy's "L'Après-Midi d'un Faune".

At least one selection should lead to a follow-up activity. If "Chevaliers de la Table Ronde" is included, the teacher can teach the students the complete song (although I usually teach this when we learn the imperative because of the *goutons voir*). If Jordy's "Dur, Dur d'Être Bébé" is included, the follow-up activity should be to play the music video which is available with lyrics, a brief biographical sketch of the performer, and some suggested grammatical exercises from The French Music Office, 250 W. 49th St., Suite 301, NY, NY 10019. If a Vanessa Paradis song is included, it is easy to find articles about her in the French press (e.g. *Express* Feb. 2 1995, pages 54-55) for the students to skim and scan. The purpose of the activity is to introduce students to the cultural or linguistic elements of French music as they practice their listening and reading skills, and to ask them to apply their knowledge of French expressions to a new situation. The experience is pleasant, helps them to remember what they have learned, and will encourage them to pursue their study of French. When they tell their friends that French is fun and it's not that hard, they are doing the recruitment for us.

Jacqueline Thomas
Department of Language and Literature
Texas A&M at Kingsville,
Campus Box 162
Kingsville, TX 78363

ACTFL 1996 MEETING

Philadelphia, November 22-24, 1996

BEST OF AATF SESSIONS

Student Standards in French: Obstacle or Opportunity?

CO-CHAIRS: Rebecca Valette, Boston College, MA
Margot Steinhart, Barrington High School, IL

This session present the challenges encountered in developing the French version of the 1996 report *Standards for Foreign Language Learning*. Topics include: Goals and Standards for K-12 students of French, sample learning activities, sample benchmarks which reflect multiple entry points in the curriculum, and sample learning scenarios.

APPLICABLE LANGUAGES: This session conducted in English
EXAMPLES IN: French
APPLICABLE LEVEL(S): Middle/Jr. High/High School

Enhancing the Advanced Placement French Program: Going Beyond the Tests

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
Geraldine O'Neill, Horace Greeley High School, Chappaqua, NY

After presentations of their courses and materials by experienced teachers from three different areas of the country, participants will learn how the AP Language Examinations are written, go through the grading process for both essays and cassettes, and discover what techniques have proven to be successful. Suggestions will be given for interdisciplinary uses of French so as to expand the value of learning the language.

APPLICABLE LANGUAGES: This Session Is Conducted In English and French
EXAMPLES IN: English and French
APPLICABLE LEVEL(S): High, Higher Ed

Progress Report on the AATF Task Force on the Promotion of French

CHAIR: Marie-Christine Koop, University of North Texas, Denton

PRESENTER(S):
Jacqueline Donnelly, Holland High School, MI
Gladys Lipton, University of Maryland, Baltimore
Jacqueline Thomas, Texas A&M, Kingsville
Fernande Wagman, Academy of the Holy Angels, NJ
Renée White, The Greenhill School, Dallas

This session will present an overview of the objectives and work accomplished thus far by the 12 subcommittees of the AATF Task Force on the Promotion of French in the U.S. Participants will receive copies of documents prepared by the Task Force to promote the study of French at all levels. Plans for the future will also be addressed.

APPLICABLE LANGUAGES: This session conducted in English
EXAMPLES IN: French
APPLICABLE LEVEL(S): High School, Higher Ed

Addressing Issues of Articulation: Student Needs, Program Cohesion, and Current Curricula

CHAIR: Sister Mary Helen Kashuba, Chestnut Hill College, Philadelphia

PRESENTER(S): Patricia Mosele, Michigan State University, East Lansing
Michael Dahany, The University of Mississippi

In this session, we will outline specific ways of improving cohesion in the undergraduate French program. First, an analysis of instructor priorities and student needs will serve as foundation for recommending curricular change. Second, initiatives used successfully to motivate students to study French at the advanced level will be described.

APPLICABLE LANGUAGES: This Session conducted In English and French
EXAMPLES IN: French, English
APPLICABLE LEVEL(S): High School, Higher Ed

Approaches to the teaching of intercultural concepts

CHAIR: Margot Steinhart, Barrington High School, IL

PRESENTER(S): Marie-Claire Rohinsky, Central Connecticut State University, New Britain
Margot Steinhart, Barrington High School, IL

Two approaches to the teaching of French culture at the high school and college level will be demonstrated: (1) an interdisciplinary language-across-the-curriculum approach involving collaboration between French and specialists in music, art, history, and sociology; (2) the use of authentic documents collected as part of the AATF/Indiana University Summer Institute funded by the National Endowment for the Humanities and the French Cultural Services in the U.S.; the latter illustrates links between French and various disciplines. Both parts will focus on the notion of intercultural communication.

APPLICABLE LANGUAGES: This session conducted in English and French
EXAMPLES IN: French, English
APPLICABLE LEVEL(S): High School, Higher Ed

Language Planning Issues in the Teaching of French Worldwide

CHAIR: Candide Soci, French Cultural Services, New York

PRESENTER(S):
Albert Valdman, President, AATF; Indiana University, Bloomington, IN
Gladys Lipton, U. of Maryland, Baltimore County
Julia Herschensohn, U. of Washington, Seattle

Faced with declining enrollments in various parts of the world, the French teaching profession, is forced to view the teaching of French as a foreign language from a language policy perspective. The presenters will look at two aspects: (1) the use of French as a means of acquiring language, especially through early immersion; (2) changes in the type of language taught to make the imparting of formal grammar instruction more congruent with the language actually spoken in France and francophone countries.

APPLICABLE LANGUAGES: This session conducted in English
EXAMPLES IN: French, English
APPLICABLE LEVEL(S): High, Higher Ed

AMBASSADE DE FRANCE AUX ÉTATS-UNIS

Education Office of the French Cultural Services

Fall 1996

Dear French students,

On behalf of the Education Office of the French Embassy, I would like to welcome you to this new school year of French studies, and to thank you for your interest in our language. By learning French, you are helping to strengthen friendship and understanding between our two countries.

Many American students today choose to learn French. Knowledge of the French language can provide you with many opportunities both in your professional and personal lives. The following list summarizes ten of the top reasons to learn French:

1. Knowing French will allow you not only to function but also to compete effectively in the global economy of the future. In many European countries, a second language is introduced in primary school and a third language, in middle school. International job applicants who are proficient in at least two languages will be at a distinct advantage in the global market. When you know French, you can be part of communications and transactions occurring daily in French on every continent.

2. Speaking French will increase your job opportunities and salary potential. Knowledge of a second language is essential in over 60 occupations. More than 1,200 French companies have subsidiaries in the United States, and France is the largest recipient of U.S. foreign investment. France is a world leader in the development of modern telecommunications, a market with explosive growth potential. The European Union, the second largest trading bloc in the world, recognizes French as an official language. Think about the many job opportunities with the airlines, import-export companies and other international businesses. French is also a very useful language if you are thinking of working at the United Nations (where French is the second most widely-used language, after English) or for the United States Government in the foreign service. Here in the United States, when you know French, you could become a French teacher, an interpreter or a translator.

3. Studying French increases your appreciation of other people and their cultures. French is the first or second language in more than 40 countries and is spoken by 125 million people on every continent. Because French is a foreign language of choice for so many people in the world, knowing French will also increase your chances of communicating in a non-English speaking country. You can use French to develop friendships, as well as to communicate via the Internet.

4. French opens up an entire world of sporting events to enthusiasts. It is an official language used to announce events, winners, and medals at the Olympic Games, including the 1996 Summer Olympics in Atlanta. If you live near the Quebec border, you can also follow hockey and baseball games in French. Automobile races (Le Mans and Monte Carlo), horseracing (Longchamp), tennis tournaments (The French Open), and the Tour de France (long distance bicycle race) engage fans around the globe. When you know French, the international world of sports is open to you.

5. Knowing French will improve your vocabulary in English. Some 40 to 50% of English vocabulary comes from French. The study of French will also enhance your grammar skills, and your increased proficiency in English will greatly improve your scores on the verbal section of the SAT and the ACT. As you develop greater skills in French, you also sharpen your skills in English.

6. Learning a new language, like French, develops your critical and creative thinking skills. It will also increase your problem-solving skills and improve your memory, self-discipline, and self-esteem. Because progress is very easy to measure, you can quickly take pride in your new abilities. Knowing French can help you attain a number of important life skills.

7. Proficiency in French will significantly improve your chances of being accepted to universities and graduate schools. In many scientific fields at the graduate level, most American institutions require a reading knowledge of French or German in order for scholars to be able to conduct research. France continues to be a leader and innovator in science and technology. Civil engineering (the "Chunnel" between England and France; the TGV (the world's fastest train), space/aeronautics (the Concorde, a Franco-British enterprise; the Ariane rocket, a Franco-European initiative), medical technologies (the isolation of the HIV virus), and telecommunications (the Minitel with more than 20,000 online services and micro-chip telephone cards) are just a few areas in which the French play a leadership role. Knowing French can open the doors to graduate school and important research.

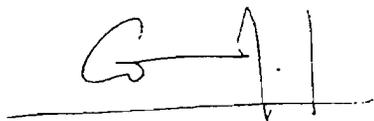
8. Using French enhances your travel abroad to Canada, the Caribbean, Europe, Africa ... After the United States, France is the second most visited tourist destination of the world. Paris was recently named by Fortune Magazine as one of the top ten "global cities." When you speak French, you can be an educated tourist, ask for directions, get your own hotel room or tell a French friend about the United States.

9. French is the language of culture, opening your door to art, music, dance, fashion, cuisine and cinema. As you quickly realize when you look at the foreign film section of your local video store, France is one of the most prolific producers of international films. The Cannes International Film Festival annually attracts the attention of the world when the best films, directors and actors are named. When you understand French, you don't have to rely on subtitles to enjoy a French film.

10. French is the language of many great literary masterpieces. People around the world are familiar with *Les Misérables*, *The Three Musketeers*, *20 000 Leagues Under the Sea*, *The Little Prince* and *The Stranger*. In fact, France has won more Nobel prizes for literature than any other country. The French are also admired for their great philosophers, such as Descartes, Pascal, Rousseau, Voltaire, Camus and Sartre. When you read French, you can enjoy these works and authors in the original language.

At the end of the school year, the French Embassy will select the 20 best students of French in the United States over 18 years of age. The winners will receive a scholarship for a three-week program in France or in a French overseas territory to participate in outdoor sports and language study activities. I encourage you to ask your teachers for more information about this competition.

I look forward with you to the coming school year, and I wish you the best of luck with your French studies.



Candide Soci
Education Attaché
Cultural Services of the French Embassy
972 Fifth Ave.
New York, NY 10021

PRELIMINARY ANNOUNCEMENT FOR AATF SUMMER SCHOLARSHIP PROGRAM 1997

THE TASK FORCE CORNER



CIEF - Université Lumière Lyon 2

AATF is pleased to announce the 1997 summer scholarship program in France. Twenty-four AATF members will be chosen from a national competition to participate in the program. The French Cultural Services will provide funds for a three-week immersion program in Lyon, France including room and board, instructional courses and most travel within France.

The participants will be assisted and accompanied by Michèle Shockey, AATF Vice-President in charge of scholarships, and former AATF scholarship recipient.

The program in Lyon is organized by the Centre International d'Études Françaises Université-Lumière-Lyon II.

Scholarship recipients should be prepared to pay for travel expenses over the \$500 per person covered by AATF.

Applicants must be:

- teachers of French currently employed in elementary or secondary schools or colleges and universities, up to and including the rank of assistant professor.
- teachers who plan to continue teaching

French during 1997-98 and for at least five more years.

- US citizens
- members of AATF in good standing

Preference will be given to those who have not recently been awarded grants and who need an immersion experience in France.

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 and the AATF.

Deadline for application is February 1, 1997. Scholarship recipients and alternates will be announced by April 1, 1997.

Detailed information about the sessions in Lyon will be available in October. All AATF members will receive information and application materials by direct mail in late October. Interested individuals may also contact Michèle Shockey by e-mail at mshockey@gunn.palo-alto.ca.us or FAX (415) 802-2227.

The Task Force is making progress. In this issue, you will find one more flyer on technological innovation in France, prepared by Dick Williamson, Chair of the Task Force Flyer Subcommittee. We wish to express our deep gratitude to Elaine Uzan Leary of Houghton Mifflin Company for the design of the flyer in this issue.

All Task Force subcommittees are making progress. At this point, I would like to announce that the subcommittee on Travel, chaired by Sherry Dean, has written a comprehensive and outstanding 115-page *Travel Guide* for teachers interested in organizing travel abroad or exchange programs for their students. The final version of this guide will be available this fall.

One aspect that we need to stress among French teachers is the fact that recruiting depends largely on their individual efforts. I sometimes receive phone calls from teachers who are desperate and even angry, complaining that AATF is not doing anything to help them, and that the French Cultural Services do not offer as many materials as the German Cultural Services do. It always grieves me when I hear that, considering the amount of work we have devoted to "the cause." I would like to impress upon French teachers that we are indeed working, but it takes time. There are about 100 active members on the Task Force. These are all volunteers who teach full time and who have family responsibilities in most cases. In addition, supplying handouts and materials is crucial, but it is not enough, and it will not perform miracles. A teacher could receive boxes of materials, but everything will depend on the way in which these materials are disseminated and on how convincing the teacher is in presenting them. Furthermore, it probably takes two years of hard work to see changes in enrollment, if any! But in spite of everything I hear, I am still hopeful about the future of French studies in the United States...

Finally, there are two announcements in the series "Opportunities for French teachers" in this issue (see p. 21). As usual, if you have comments and/or suggestions, I would like to hear from you.

Marie-Christine Weidmann Koop, Chair
AATF Task Force on the Promotion of
French in the US
University of North Texas

AWARDS FOR THREE GRAND CONCOURS ADMINISTRATORS

The following three contest Administrators have been selected as Grand Concours Administrators of the year for 1996. Congratulations to these deserving members.

LEAH BOLEK has been a French teacher for 19 years. She has been a member of the Executive Council of the Chicago/Northern Illinois Chapter of the AATF for the past four years. Her main task on this council has been as Materials Coordinator, responsible for sending out 4,000 exams to schools and testing centers.

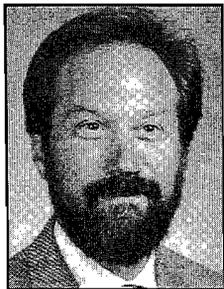


Leah Bolek

Leah has a Master's Degree in French from the University of Illinois at Chicago. She also teaches Spanish. She is currently working on a M.Ed. in Educational Administration through Northern Illinois University.

Leah has traveled extensively in France and has traveled in other Francophone regions such as Quebec, St. Martin, and Martinique. For the past eight years, she has collaborated with other French teachers to provide a homestay exchange experience, uniting their students with students from Strasbourg, France.

THEODORE H. HALDEMAN is a teacher of French and Co-Department Coordinator at Homewood-Flossmoor High School. He received the Lieutenant Governor's Award for valuable services for the Chicago/Northern Illinois Chapter of AATF. He currently holds an elected office in that organization, and in the past he has held a



Theodore H. Haldeman

number of similar positions. Through his teaching in his own school and through working with student trips to French- and Spanish-speaking countries, Mr. Haldeman has also encouraged many learners of foreign languages.

His contributions in the area of the AATF National French Contest, however, affect as many as four thousand students per year. Mr. Haldeman has been in charge of establishing testing sites for the contest and for regulating all aspects of the scoring process for the Chapter. He manages the compilation of the results of the examina-

tion and he plans for the *Distribution des Prix*. The scope of these activities is truly impressive: there are eight levels of awards, there might be some 300 students listed by name in a program brochure, and there may be as many as 500 guests at the awards ceremonies.

Besides his implementing the test in the Chicago/Northern Illinois Chapter, Ted Haldeman has also contributed 12 years of test design for the National French Contest. These who have first-hand knowledge of Mr. Haldeman's work in test design know that it reflects his excellent methodology and his creativity. Ted Haldeman, therefore, received the award for enhancing the language teaching profession through his student-centered contributions to language learning.

CLAIRE FRIERSON STIFLER (small chapter contest administrator of the year) views her work on the Grand Concours as



Claire Frierson Stifler

carrying a torch that was passed on to her by lovers and teachers of French a long time ago in coastal Alabama and middle Tennessee. At Hillwood High School in Nashville, Tennessee, Anne Kerns and Jacqueline Beard gave her the opportunity to participate in the Concours. Although she told everyone that she intended to be a French teacher after college, it was just a cover for her real intention to work in theatre, she thought. She "kept up her French" while majoring in art history and studio art at Oberlin College. She spent a semester in Paris — and then went off to work at the Yale University Art Gallery. She eventually moved to Switzerland to teach French at the American School in Switzerland (TASIS). She loved the teaching, and completed an M.A.T. in French at the University of Massachusetts in 1980. Since 1982 she has been teaching at the Williston Northampton School in Easthampton, Massachusetts. She has worked as a consultant, writing, editing, and scoring state teacher certification tests and she directed a summer children's camp (Le Château des Enfants) in Switzerland for one month in 1991.

CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

This chapter news is coming to you from Lyon on the last day of the Congrès. The final meeting for the chapter was held on May 4, 1996, at Café Bernard with a program on Lyon. More about this program later.

Several chapter members have received outstanding awards at Lyon:

D. Raymond Tourville was honored as AATF Teacher of the Year — University Level. Ray is now chair of the Department of French at Northern Illinois University.

Mary Rooks and Melissa Hurley received \$500 each from the Ludwig Memorial Fund established this year by Robert Ludwig in memory of his wife. This fund aids beginning teachers in financing attendance at the AATF National Convention. Laura Guiard received \$500 for her project on "Le Village Français" which she submitted for the *Concours: Aide aux projets pédagogiques*. Watch for more information about this project at Libertyville High School. Jane Castle was awarded \$500 in the spring *Concours* for her French Immersion Day at Homewood-Flossmoor High School. This *Concours* is sponsored by the chapter and the French Cultural Services. Ted Haldeman, National French Contest Director for the chapter, was honored with a \$100 prize as the Best Contest Director for large chapters at the May meeting. Leah Bolek who has assisted Ted for four years was also honored. Anne Hebert was named *Chevalier dans l'Ordre des Palmes Académiques* by Danielle Bruguera, Attaché Cultural of the French Cultural Services at the May meeting. Jean-Noël Rey, former Attaché Cultural Adjoint in Chicago was honored at the meeting in Lyon with honorary membership in AATF. Jean-Noël is now on the faculty at the University of Nancy.

The *Stage d'été* in August on French film, led by Jacques Pécheur, editor of *Le Français dans le monde*, and Francis Vonaye, professor at Paris X, Nanterre, was co-sponsored by the chapter, the French Cultural Services, The Chicago Group on Modern France, and the University of Chicago. Six AATF members received partial scholarships to attend the stage.

Anne Hebert, President
Chicago/Northern Illinois Chapter

WHICH LANGUAGE? FRENCH, GERMAN OR SPANISH?

In the November 1994 and January 1995 issues of the AATF *National Bulletin*, two letters effectively perpetuated the belief that Spanish is easier than French. Unfortunately, such unfounded rhetoric does nothing to help stem the decline of students taking French.

As a high school teacher of both languages, I would caution fellow French teachers from buying into the belief that Spanish is an easier language (despite whatever John Williams of Pepperdine University would lead us to believe in his November 1994 letter in which he minimizes the "perennial difficulties" of Spanish and conveniently omits mention of the difficulty of the Spanish preterite, subjunctive, and imperfect subjunctive). Indeed, we should strive to dispel this widely-held misconception rather than acting like sheep and blindly accepting it as the gospel truth.

In so doing, we would do well to promote language learning in general, working to inform students, parents, counselors, administrators, and the like, as to what to consider when choosing a foreign language. To this end, I submit the following.

Bill Peche

	FRENCH	GERMAN	SPANISH
Vocabulary:	less difficult; more words that are similar to English	less difficult; more words that are similar to English	more difficult; fewer words that are similar to English due to Arabic influence
Grammar:	less difficult, especially with past and subjunctive	more difficult, especially due to noun & adjective declensions	more difficult, especially with past & subjunctive; 2 verbs for "to be"
Pronunciation:	more difficult; more exceptions to the rule; some sounds that don't exist in English	somewhat more difficult; spoken as written, with some sounds that don't exist in English	less difficult; more phonetic; fewer sounds that don't exist in English

Many times students who are about to take their first foreign language have a difficult time deciding which one to choose. They may ask their parents, guidance counselors, friends or relatives, for advice, but these people may not be of much help due to a lack of familiarity with other languages or because of long-held misconceptions about foreign language study.

Here is an attempt to give students some basis for evaluation of the 3 foreign languages commonly offered in school districts across the nation. It is also meant to provide some insight for parents, counselors, administrators, and school boards in an area in which they may not have much background.

Difficulty

Many students have probably heard that foreign language study is difficult, and they may therefore look for what they think is the "easy way out" – Spanish. However, the common perception that Spanish is the easiest foreign language is in reality a myth. All foreign languages are difficult to the extent that they all require a commitment to daily study and to the learning of new vocabulary and language concepts.

Spanish probably got its reputation as the "easiest" language because it is a more phonetic language and has fewer pronunciation rules than some other languages. Therefore, if one learns the pronunciation rules and applies them, it may be easier to pronounce Spanish than French, for example.

There is more to a language than its pronunciation, however. Of the three languages commonly available at schools nationwide, let's examine the difficulty of various aspects of each language in an effort to dispel the erroneous notion that one language is easier than another.

Other considerations

From the above chart, it is apparent that a language should be chosen for reasons other than difficulty. In so doing, many times the choice is made based on the fact that a large percentage of the U.S. population speaks Spanish.

Although it is true that many people speak Spanish in our country, Spanish may not be the most suitable language to study if the student does not choose a career in which he/she will interact with these Spanish-speaking people, does not yet know what career to pursue, or does not expect to reside in an area with a large Hispanic presence. Consequently, the following should also be kept in mind:

1. Student Interest

If a student is interested in taking one language, for whatever reason, that is probably the best language for him/her to take. Students who are made to take a language other than their "preferred" language tend to do less well in the language chosen for them.

2. Career Plans

All 3 languages are good for the global economy in which we live. For example, France, Germany, and Mexico rank among the top importers of American goods and services. Banking and telecommunications companies are most likely to expect prospective employees to understand international affairs; investment banking and agricultural enterprises most often indicate an interest in second-language abilities.

French is also important in such fields as medicine, science, psychology, and the arts.

German is also important in engineering, science and medicine.

Spanish is also important if career plans include working as a doctor/nurse, bank teller, firefighter, policeman, factory worker, etc., in vicinities with a large Spanish-speaking population.

3. Cultural Awareness

Although all 3 languages provide students with a broader cultural perspective, French language/culture has probably had a bigger influence on art and cuisine, while German language/culture has probably had a bigger influence on music. Since English is a Germanic language, German helps with the study of Shakespeare and older English works. In contrast, there is a higher probability of finding French words used in contemporary English-language writings.

4. Cultural Heritage

Many students choose a foreign language based on their ethnic background. Students who live in homes where Spanish or German is spoken, or whose grandparents or other relatives speak another language, should certainly consider studying that language. It should be noted that simply being able to speak or understand Spanish or German does not necessarily mean that one is able to read or write it.

5. World Travel

Of course, travel to French-, German-, and Spanish-speaking lands is greatly facilitated by knowing the respective languages of these countries. But what if you go to a country where these three languages are not the native languages? If a person there doesn't know English, there is a greater possibility that he will know French rather than German or Spanish.

Bill Peche
Arrowhead High School
Hatland, WI

À compter du 18 octobre 1996 la nouvelle numérotation à 10 chiffres

STARTING WITH 18TH OCTOBER, 1996, NEW 10-DIGIT TELEPHONE NUMBERS.

AB 18. OKTOBER 1996 NEUE TELEFONANWAHL MIT 10 ZIFFERN.

Pour connaître les numéros de téléphone de vos correspondants : en Ile de France ajouter le 01 en tête des numéros actuels à 8 chiffres.

ex : (1) 40 15 00 99

→ **01 40 15 00 99**

En province ajouter 2 chiffres 02, 03, 04 ou 05 en tête du numéro actuel à 8 chiffres.

ex : 47 57 23 67

→ **02 47 57 23 67**

Appels de l'étranger vers la France : composer toujours le 33 pour obtenir la France métropolitaine, puis seulement les 9 derniers chiffres du numéro de l'abonné (sans le zéro).

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→ **33 2 47 57 23 67**

To get your correspondents' telephone numbers : in the Ile de France region, add 01 before the present 8-digit numbers

ex : (1) 40 15 00 99

→ **01 40 15 00 99**

In the provinces, add two digits : 02, 03, 04 or 05 before the present 8-digit number.

ex : 47 57 23 67

→ **02 47 57 23 67**

Calls from abroad to France : continue to dial 33 for the French mainland, followed by the last 9 digits of your correspondent (without the 0).

ex : 02 47 57 23 67

→ **33 2 47 57 23 67**

Für Auskünfte über die Telefonnummern Ihrer Korrespondenten : im Gebiet Pariser Großraum "Ile de France": vor die jetzigen 8 Ziffern einfach noch 01 hinzufügen

z.B. : (1) 40 15 00 99

→ **01 40 15 00 99**



In der Provinz: vor die jetzigen Ziffern 2 zusätzliche Ziffern hinzufügen - 02, 03, 04 oder 05.

z.B.: 47 57 23 67

→ **02 47 57 23 67**

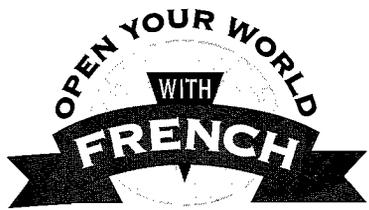
Bei Anrufen aus dem Ausland : die Vorwahlnummer für Frankreich ist 33, gefolgt von den 9 letzten Ziffern der gewünschten Nummer (ohne 0).

z.B. 02 47 57 23 67

→ **33 2 47 57 23 67**

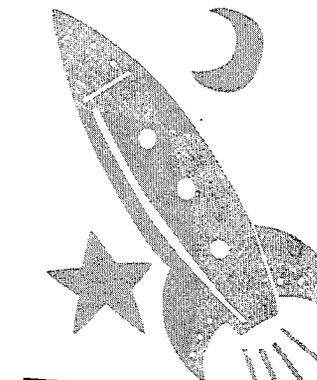
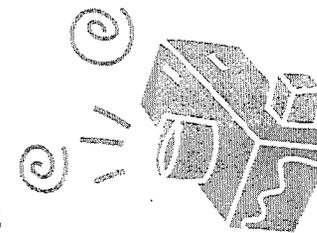
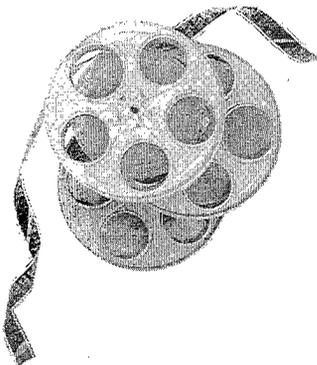
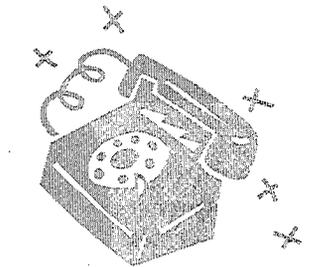
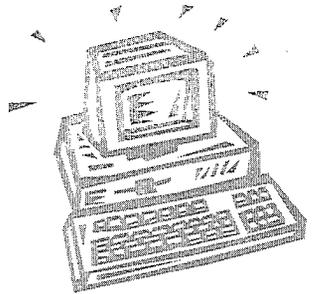
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ILE DE FRANCE					
01	30	01	43	01	49
01	34	01	44	01	53
01	39	01	45	01	55
01	40	01	46	01	60
01	41	01	47	01	64
01	42	01	48	01	69
PROVINCE - IN THE PROVINCES - PROVINZ					
03	20	02	48	04	76
03	21	05	49	04	77
03	22	04	50	04	78
03	23	02	51	04	79
03	24	05	53	03	80
03	25	02	54	03	81
03	26	05	55	03	82
03	27	05	56	03	83
03	28	05	57	03	84
03	29	05	58	03	85
02	31	05	59	03	86
02	32	03	60	03	87
02	33	05	61	03	88
05	34	05	62	03	89
02	35	05	63	04	90
02	37	05	65	04	91
02	38	04	66	04	92
02	39	04	67	04	93
02	40	04	68	04	94
02	41	04	69	04	95
04	42	04	70	02	96
02	43	04	71	02	97
03	44	04	72	02	98
05	45	04	73	02	99
05	46	04	74		
02	47	04	75		

Reprinted from *Châteaux et Hôtels Indépendants* 1996.



Facts on France

France is more than berets, perfume, and french fries! Did you know that French scientists have played a key role in the following inventions and discoveries?



adding machine

parachute

calorimeter

aerial telegraph

tin can

stethoscope

electric telegraph

revolver

**precision and
combination
locks**

Braille alphabet

saxophone

tractor

photography

gyroscope

telephone

combustion engine

magazine-rifle

margarine

**hydro-electric
power**

synthetic rubber

periscope

pulverizer

rayon

**surface-to-air
missile**

Teflon

solar oven

air cushion

microchip card

contact lenses

geode

scuba tank

aerosol

motion pictures

Concorde

**TGV-Train
à grande vitesse
(bullet trains)**

Airbus

Minitel

Ariane Rocket

When you think technological innovation, think FRANCE!



AATF SUMMER SCHOLARSHIP TO MONTRÉAL

Application deadline: January 10, 1997

The Université de Montréal is offering a summer scholarship in 1997 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 30-July 18, 1997 or July 21-August 8, 1997**. The intensive courses available during the first session (June 30-July 18 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 8) 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 1997-98.

Eligibility

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

recipient must hold a teaching position in French during 1996-97. Preference will be given to a member who has been in good standing since January 1, 1995. Candidates may also apply for the AATF Summer Scholarship Program in France for summer 1997.

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 (1992-1996) 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, 1997.

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 1997, 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, 1997**, to be considered for the scholarship.

All inquiries about the scholarship should be directed to Michèle G. Shockey (see #4 above).

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: (514)343-6990
FAX: (514)343-2275

Monique Kirouac

Coordonnatrice
Université de Montréal
Faculté de l'éducation permanente
Secteur des langues
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Montréal, Québec H3C 3J7
Telephone: (514)343-6990
FAX: (514)343-2430

1997 AATF SUMMER SCHOLARSHIP AT UNIVERSITÉ DE MONTRÉAL

APPLICATION FORM Deadline: Friday, January 10, 1997

Date preference (Check one) AATF Region #(1-9) _____
June 20-July 18, 1997 _____ July 21-August 8, 1997

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 1996-97: 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 1997 (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 1997 _____

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, 1997**.

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 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 1996 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: Friday, January 10, 1997

AATF TEACHER OF THE YEAR AWARDS

This year the American Association of Teachers of French has again recognized four members for their work as outstanding teachers of French and for their contributions to the teaching profession. Following are excerpts from the letters written by officers of their local AATF chapter to nominate them for the award.

AATF Teacher of the Year for Elementary Level

BARBARA C. ANDERSON
Normandale Immersion School
Edina, MN
AATF Minnesota Chapter



In 1979, Barbara Anderson joined the French Department at The College of St. Catherine in St. Paul, Minnesota, where she worked until 1983. Those were exciting years for both of us. The director of the newly-launched weekend college program invited us to develop materials for teaching French in an unusual format, weekly 3 1/2 hour sessions. With the financial support of the Bremer Foundation, we generated materials for two consecutive summers which eventually enabled students in a four-semester sequence to access a tale, a short novel, a play, poetry, and even an opera in French. Each work explored the theme of love using carefully developed programmed materials. Some of those materials are still in use. In all of my years of collaborative teaching, I have never worked with a more creative, enthusiastic colleague. Barbara's keen intelligence blended with her love of helping others learn proved to be an ideal combination. Even then, she expressed her passionate interest in pedagogy. The Percy Fearing Award for creative materials granted her by the Minnesota Council of Teachers of Foreign Language in 1983 came as no surprise.

She soon embarked on yet another demanding assignment involving K-12 curriculum development and articulation at Mounds Park Academy where her energy infused their program for ten years. When

the opportunity came to accept another challenge, the creation of an immersion classroom for third graders at the Normandale French Immersion School, Barbara didn't hesitate for long. She is now part of an active, professional team, building both community support and recognition for immersion education in Minnesota. She recently shared "Un bouquet d'activités" based on Christine Bjork's book *Le Jardin de Monet* at the fall MCTLC (Minnesota Council of Teachers of Language and Culture) conference. As part of the audience, I was struck once again by Barbara's enthusiastic teaching, her creative flair, and her genuine talent for engaging her students with a text. She transformed the original book into a charming recording which lead to poetry, music, biography, art history, geography, and even the creation of a miniature garden.

Somehow, in the midst of a whirl of productive activities, Barbara manages to model her professional commitment. Her unstinting support of *Le Grand Concours* and our state-wide oral French contest, *À Vous la Parole*, are widely applauded by her colleagues. I have worked with her on the AATF board for two years and have rediscovered a consistent voice: innovative, student-centered teaching which nourishes both instructor and student while it improves enrollments and retention.

D.A. Schaefer
President, AATF Minnesota Chapter

AATF Teacher of the Year for Junior High/Middle School Level

NINA PATRICIA DUGGAR
Paul Breaux Middle School
Lafayette, Louisiana
AATF Louisiana Chapter

I have known Ms. Duggar since 1989, as a colleague, teacher and leader in our foreign language teacher associations, and as a fellow graduate student. I have been impressed with her work and her desire to always learn more about the French language and culture, and her enthusiasm to share this knowledge and bring it to her students.

Although I have never had the opportunity to observe Ms. Duggar's teaching, I am aware of the work she has accomplished since joining the Paul Breaux Middle School faculty in 1991. Since then, the French program at Paul Breaux has grown every year, with both gifted and talented students and honor students enrolled in it. Ms. Duggar instituted a

required French program for the gifted and talented student population then on the increase. It has grown from 120 out of 500 students taking French in 1991 to 319 out of 600 in 6th, 7th, and 8th grades. It is now the largest population of students taking French at any middle school in that parish. These students are engaged in a variety of activities allowing them to practice their language skills, i.e., they write to pen pals in France, host Belgian students, travel to France, listen to Cadian and Creole radio and television programs, speak in class, write and present skits, and participate in the *Grand Concours*. In the 6th grade, students conduct interviews in French with speakers of Cadian, Creole, or standard French. They use these recorded life stories to learn songs and riddles known to children growing up speaking Cadian, Creole, or standard French.

Ms. Duggar is also well-known for her participation, commitment, and leadership in our local and national foreign language associations. In 1993, she was the President of both the AATF-Louisiana chapter and the Louisiana Foreign Language Teachers Association (LFLTA). She has made presentations at both state and national levels and run state conferences, selecting speakers for three of them. She contributed to the AATF conference in Lyon this summer, presenting with two middle school colleagues their award-winning methods for middle school instruction.

Denise Egéa-Kuehne
Treasurer, AATF-Louisiana Chapter

AATF Teacher of the Year for Secondary Level

ROSEMARY L. HAIGH
Elmont Memorial High School
Elmont, New York
AATF Nassau (NY) Chapter



I have known Rosemary Haigh for many years as a French teaching colleague, as the President of the AATF Nassau Chapter, as a participant with her students in the annual National French Contest, the

Hofstra University-AATF Nassau annual French Poetry Contest and the *Concours de Comédie* sponsored by the Regional AATF, as an author of French textbooks and as an honorary member of the Hofstra University French Honor Society. I also know her as a very caring friend.

Rosemary is a dedicated teacher who has shown incredible talent not only in teaching but in giving her students a love of the language, a wide interest in France and French-speaking countries, a desire to excel. In addition, she has a multicultural group of students, many from Haiti who have little opportunity to shine in their new country. Rosemary has involved them in every possible activity in which they can be in the limelight: the Poetry Contest where they have regularly garnered every top prize, the *Concours de Comédie*, where they have also won first place consistently, not only in originality but in singing and dancing. She has invited to her school outstanding artists, writers and other notables from Haiti and other French cultures to build in her students a pride in their background and their culture.

She has also involved herself personally with her students and their families outside of school hours, trying to help them overcome the myriads of problems which face recent immigrants. She contacts community organizations and anyone who can help. Many of her students have been able to go on to college with financial help, thanks to her. On a simpler scale: the AATF Nassau and the Islanders sponsored a "French Night" at the Coliseum for an Islander-Montreal hockey game. Knowing her students had, for the most part, neither the financial means nor transportation to attend, she arranged for a field trip to the Coliseum to meet with the French-Canadian players of the Islander team and to watch a practice. The morning was a huge success.

As President of AATF Nassau Chapter, aside from her great organizational skills, Rosemary has significantly increased our membership at a time when the "French crunch" in enrollments is being heavily felt. She has offered our members outstanding meetings with a professional, pedagogical, cultural or social focus. She has begun a newsletter which has periodically brought our members news from Albany, as well as professional and cultural notes of interest. She has truly been an outstanding president.

Rosemary feels that to be a teacher is not only to teach in a classroom but to teach young people how to be their best as human beings.

Aline C. Desbonnet ~
1990-1993 President
AATF Nassau Chapter

AATF Teacher of the Year for Post-Secondary Level

D. RAYMOND TOURVILLE
Northern Illinois University
DeKalb, IL
Chicago/Northern Illinois Chapter



D. Raymond Tourville was awarded the post-secondary AATF Teacher of the Year Award at the National Convention in Lyon, France, on July 17, 1996. Ray, a member of the Chicago/Northern Illinois Chapter, has been associated with AATF on both the local and national level since 1968. His accomplishments and service to both the chapter and the national organization are numerous.

During his terms on Executive Council of the chapter, Ray served as Treasurer for four two-year terms. He was named "AATF Outstanding Treasurer U.S./Canada" by the Quebec Government in 1980. He carefully planned the investing of resources so that the chapter treasury had the funds necessary to award small grants and scholarships to chapter members. He served two consecutive terms as president of the Chicago/Northern Illinois Chapter. As a past president, he has a permanent place on the chapter's Executive Council. In that capacity, he has been invaluable as a member of the Scholarship and Awards Committee, and he has helped determine judiciously the recipients of such awards. He also volunteered to sit on the *Concours des projets pédagogiques* committee for 1995-96 and in that capacity helped write the regulations for the *Concours*.

During his two terms (1988-93) as Region VII Representative, his duties included membership on the steering committee, the nomination committee, the honorarium committee, the scholarship advisory committee and the promotional video project. He was an influential link from the Chicago/Northern Illinois Chapter to National AATF in promoting the preparation and publication of the brochure *French is more than...* which originated in this chapter. Thanks to his participation, the brochure became a national project with major funding from the French Cultural Services. He established National French Contest prizes for top students in states

with no regional winners and increased the number and type of awards in the region. He participated in the National French Contest *Distribution des Prix* for the two chapters with the greatest number of regional and national winners: Chicago/Northern Illinois and Minnesota.

D. Raymond Tourville has long been a leader in promoting foreign languages on the state level. Since the 1980s he has been a member of the Executive Board of the Illinois Foreign Language Teachers Association, serving as vice-president and treasurer/membership chair. He has just been re-elected as Treasurer for 1996-98. In 1987 he co-founded the Illinois Foreign Language Leadership Council to bring together representatives from the foreign language affiliates in the state under the auspices of the Illinois State Board of Education.

In 1995 Ray was appointed Chair of the Department of Foreign Languages and Literatures at Northern Illinois University where he has held a professorship since 1962. He founded the Foreign Language Residence Program at NIU in 1972 and has been the coordinator of the program since that time.

For his many efforts and contributions to French, French culture, and France, he was named *Chevalier dans l'Ordre des Palmes Académiques* by the French Government in 1993. Ray has indeed devoted his career to the purposes of AATF and the teaching profession, with service and dedication on the chapter, regional, and national level.

Anne Hebert
Chicago/Northern Illinois Chapter

NATIONAL DIRECTORY OF EARLY LANGUAGE LEARNING PROGRAMS

Does your school start teaching foreign languages before grade 7? If so, your help is needed! The Center for Applied Linguistics (CAL), as part of the National K-12 Foreign Language Survey project, is compiling a national directory of early language programs — and they would like to include your school! The directory will include schools that begin teaching foreign languages before grade 7 (but will not include schools with *total* or *partial immersion* or *two-way immersion* programs, because these directories have already been compiled and are available from CAL).

To be included in the directory, please request the questionnaire from Lucinda Branaman (lucinda@cal.org) or Nancy Rhodes (nancy@cal.org) at CAL, 1118 22nd Street, NW, Washington, DC 20037; (202) 429-9292. **Mini-questionnaires must be returned to CAL by December 1, 1996.**

AATF TREASURER OF THE YEAR AWARDS

Continuing a tradition that started in the 1970's, the AATF has given its 1996 Treasurer of the Year Awards to two of its outstanding and hardworking Chapter officers, Alys Seifert of the Washington/Alaska/British Columbia Chapter, serving a larger constituency, and Françoise Turner of the El Paso Texas Chapter, representing a smaller one. Both are being honored for their consistent and accurate record-keeping, recruiting efforts, and timely correspondence with National Headquarters in Champaign. Alys has been in office since 1986 and Françoise has been performing her duties for the past 13 years. Our congratulations to these two colleagues — may they stay in office a long time!

Chapter Treasurers figure prominently among the many unsung heroes of the AATF. Often serving simultaneously as Secretaries of their state or local Chapters, not only do they work almost year round collecting and transmitting dues to National Headquarters, but they are normally involved with local recruiting efforts, the tallying of ballots from Regional and National elections, and the preparation of local meetings. A few of those named below have served as long as 15 years, but the average tenure is 3 to 5 years. For smaller Chapters, i.e. those with under 100 members, these tasks may be relatively light, but for those with over 100 members, the dedication of a Treasurer to his/her duties is truly exemplary. Recognizing this situation, the AATF began making an annual award in 1975 to the "best" Treasurer of the Year. Beginning in 1985, two awards have been given each year, one to a Treasurer of a "large" Chapter (100 members or more, roughly) and one to a Treasurer of a "small" Chapter (under 100 members); the double award allows us to adequately recognize the two levels of activity and ends the relative domination of Treasurers from large Chapters — a situation evident from 1975 through 1984. Here are all of the honorees to date:

- 1975 Carroll E. Naves, Florida
- 1976 Lee Bradley, Georgia
- 1977 Vera Brenton, Indiana
- 1978 Susan M. Redd, WA-AK-BC
- 1979 Bernard M. Pohoryles, Metro NY
- 1980 D. Raymond Tourville, Chicago/No. Ill.
- 1981 James S. Patty, Tennessee
- 1982 Charlotte A. Cole, E. Mass.
- 1983 Arthur J. Gionet, N. Texas

- 1984 Douglas Cardwell, N. Carolina
- 1985 Kathleen Schuller, Detroit MI; Robert Smith, Suffolk, NY
- 1986 Donald Greenham, Ohio; Murle Mordy, Jr., Kansas
- 1987 Micheline LeGall, N. Calif.; Sophie Gasser, Louisiana
- 1988 Judy Johannessen, Minnesota; Bette K. Sparago, Westchester, NY
- 1989 Karen Woodward, Wisconsin; Samia Spencer, Alabama
- 1990 Pearl Chiari, Florida; Denise McNeel, West Virginia
- 1991 Henri Armand, N. Carolina; Henri-Pierre Poirier, Maine
- 1992 James Hightower, Indiana; Barbara Alfano, N.E. Penna.
- 1993 Carol Schneider, Pittsburgh; Donald Seigny, Suffolk, NY
- 1994 John Romeiser, Tennessee; Judy Schrock, Nebraska
- 1995 Geraldine Manlove, Houston, TX; Carol J. Reed, Pays du Nord, NY
- 1996 Alys Seifert, WA-AK-BC; Françoise Turner, El Paso, TX

Each award is worth \$100 to the winner, plus a framed certificate acknowledging the Treasurer's service. The criteria for selection are as follows, not necessarily in order of importance: (1) frequency of correspondence with National Headquarters, (2) accuracy and timeliness of dues reports, (3) demonstrated activity in recruitment of new members and retention of present members, (4) facilitation of communication between Chapter officers and their members, (5) participation in AATF activities at the National level, as, for instance, the annual Convention, (6) length of time in office. While National reserves the right to pick the winners — a difficult task, as there are always more than two deserving individuals each year — because it feels that it is in the best position to judge the above factors, it welcomes nominations and supporting documentation from Chapter officers and other members who may be aware of activities unknown to us. Send your nominations to **57 E. Armory Ave., Champaign, IL 61820 before March 1st** of each year. Our next awards will be made in the Spring of 1997 and formally announced during our Convention in Nashville in November of that year.

F.M. Jenkins
Executive Director

OPPORTUNITIES FOR FRENCH TEACHERS

The following information was forwarded by Margaret Haggstrom of Loyola College in Maryland:

An English teacher at the Lycée Claude Nicolas Ledoux in Besançon, France is looking for an American high school interested in establishing a yearly two-week exchange program for students 15-18 years old, including a family stay. Students in the French high school who will be participating in this exchange take their physics and biology courses in English. The teacher prefers an East-coast school, but will consider other opportunities. Please write: Mademoiselle Sophie SEURROT, Professeur d'anglais, Lycée Claude Nicolas Ledoux, Rue Alain Savary, 25000 BESANÇON, France.

This item was provided by Fred Jenkins:

I am an English teacher in a middle school in a residential area of Lyon, France and I am looking for a French teacher who would be interested in exchanging his/her job with mine for the 1997/98 school year within the Fulbright program.

If you are interested, please contact me. My address is Martine Fournel, 10 chemin Verzieux-Ducarre, 69110 Ste Foy-les-Lyon, France; Telephone: 011 33 78 51 49 07; Fax: 011 33 72 39 28 45.

NEW EXECUTIVE DIRECTOR OF CENTRAL STATES CONFERENCE

The new Executive Director for Central States Conference is Rosalie Cheatham, Division of International and Second Language Studies, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, AR 72204; telephone: (501) 569-8159.

CORRECTION

The Editor and Co-Chairs of the AATF National Commission on Cultural Competence whose report, *Acquiring Cross-Cultural Competence, Four Stages for Students of French*, was recently published by National Textbook Co., wish to recognize the fine contributions of Professor Jay Siskin of Brandeis University. Through an unforgivable oversight, Professor Siskin's essential work as coordinator of the Committee on Sociolinguistics was not acknowledged in the above volume.

Standards for Foreign Language Learning: *Preparing for the 21st Century*

Standards for Foreign Language Learning: Preparing for the 21st Century is now available for purchase. Complete and return the form below to receive your copy. Please allow ten days for delivery of a single copy (and three weeks on delivery of bulk shipments) from the time you place your order.

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- Credit Card No. _____ Expiration Date _____

Signature _____

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P.O. Box 1897
Lawrence, KS 66044 USA

Phone: (913) 843-1221 Fax: (913) 843-1274

National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.

TEACHING WITH INTERNET AWARD WINNERS

The AATF Telematics Commission would like to announce six winners in its "Teaching with Internet" Awards competition. The purpose of this award is to recognize and encourage those who are using the Internet creatively in the classroom, to collect their projects, and to disseminate these innovative ideas to other French teachers through the AATF gopher (gopher://utsainfo.jpl.edu:7070) and World Wide Web home page (<http://www.-utsa.edu/aatf/>).

Some excellent projects were submitted, and the judges had a difficult job selecting the winners. Submissions were divided into two categories, newly created sites and pedagogical uses of existing Internet resources. Thanks to funds provided by the French Cultural Services, the winners will receive monetary awards of \$300 for first place, \$200 for second, and \$100 for third.

First prize in the new site category went to Carol Rifelj of Middlebury College for her entry entitled, "Projet sur la politique et les élections présidentielles de 1995." This new Web site (<http://www.middlebury.edu/classes/ftv/>) reconstructed and adapted for student use the France Télévision site on the French elections and includes accompanying materials, worksheets and glossaries.

Virginia Fichera of State University of New York at Oswego earned second place

for her project called "Languages and Cultures," which involved the creation of a Web site (<http://www.oswego.edu/~fichera/>) for a course on the exploration of French-speaking cultures and provided several sample modules on topics such as "A Cross-Cultural Examination of Sports" using various listservs and a MOO, "Caribbean Creole: Music, Song, and Dance," or "Flora and Fauna of the Francophone World."

The judges awarded third place to Lynne Bowler of University High School in Irvine, California for her "A Day in the Life" project, an HTML page which gave students the opportunity to plan activities for a day in Paris using Web sites which offer information on weather, transportation, cultural events, shopping, and restaurants.

In the use of existing resources category, the first place winner was a project on researching French artists submitted by Laura Longacre of Cheshire Academy in Cheshire, Connecticut. This activity familiarized students with various search engines and asked them to be the "curator" of an exhibit on a French artist, finding the works and background information via the Internet.

Marcille Ansoorge of Lincoln Public Schools in Lincoln, Nebraska placed second for the "Internet as a Source for Reading to Learn" project which used news documents available from the World Wide

Web as reading texts for a third-year French class.

Finally, Rebecca Pauly and Michel Sage from West Chester University received third place for their project entitled, "From Internet to Network: Producing the News in French" which used news texts available from Frognet to produce a bi-monthly half-hour news broadcast in French which is shown on the campus television channel. Congratulations to all the winners for their fine efforts!

The Teaching with Internet Awards committee was chaired by Dr. Jayne Abrate who judged the projects along with Dr. Sharon Scinicariello of Case Western Reserve University in Cleveland and Betty Clough of McCallum High School in Austin, Texas. The committee would like to thank all those who submitted projects for their commitment and enthusiasm and offer a special thanks to the French Cultural Services for their support of these awards. These projects will be accessible either directly or through links on the AATF homepage (<http://www.utsa.edu/aatf/>) under the Commission on Cultural Competence heading.

Jayne Abrate
Southern Illinois University at Carbondale
abrate@aol.com

UPDATE FOR THE AATF FUND FOR THE FUTURE

Since the last list of contributions published in the November 1995 issue of the *National Bulletin*, National Headquarters has received the following additions which it wishes to acknowledge:

PATRONS: (\$100-499): Cécile Favre-Gilly; Kentucky Chapter; Joseph Murphy; A. Edward Zane.

SUSTAINING MEMBERS: (\$50-99): Yvonne Ozzello; Liliane Vassberg.

There have been no new contributions in either the **BENEFACTOR** (\$1,000 and above) or **SPONSOR** (\$500-999) categories this past year. However, we have welcomed a considerable number of smaller individual contributions ranging from \$1 to \$49, the total for all of these being \$612.25.

The current level of the Fund is \$11,097, as reported by Managing Trustee Doug Cardwell, custodian of both the AATF Endowment Fund and the Fund for the Future. A major portion of the Fund was put to good use this past year to cover expenses associated with the new promotional video produced in conjunction with the French Cultural Services. New contributions are obviously welcome and will be appropri-

ately acknowledged individually as well as in a future *National Bulletin*. None of the funds will be used for everyday operating expenses; the monies are reserved for projects of special benefit to AATF members, projects which are not a part of day-to-day operations funded primarily by dues income.

Additionally, this past Fall, President Albert Valdman created a separate Fund – the **Solidarity Club** – to which French and Foreign Language Departments at institutions of higher learning around the country were asked to contribute, hopefully on an annual basis. The basic aim is the same as for the Fund for the Future: creation of a special source of funds to provide immediate support for worthwhile projects aimed at promoting the study of French in the U.S. All institutions were contacted by mail this past academic year and the initial response has been most encouraging:

Allegheny College, \$100
Assumption College, \$100
Bowdoin College, \$100
College of Wooster, \$100
Dickinson College, \$100

Indiana University, \$200
Louisiana State University, \$100
Macalester College, \$100
North Carolina State University, \$100
Northwestern University, \$200
Penn State University, \$200
Princeton University, \$200
Tulane University, \$200
University of Minnesota, \$150
University of South Carolina, \$200
Wheaton College (MA), \$200

The AATF salutes the generosity of these departments in the struggle to keep French studies in the forefront in the U.S. and, in particular, in recognizing that support of colleagues at the primary and secondary levels is absolutely essential to maintaining viable enrollments at institutions of higher learning in the future. It also invites these departments to think in terms of an annual contribution towards attaining our mutual goals. The Solidarity Fund is an excellent illustration of the basic purpose of the AATF, as expressed in its Constitution, written in 1927: "The AATF encourages reciprocal communication between all levels of the teaching of French in North America."

LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA

Pour la 13e année consécutive, le calendrier "Les Français d'Amérique/French in America" est mis en vente. Ses 13 photos en couleur, ses nombreux anniversaires historiques et événements culturels vous aideront à mieux connaître l'importante contribution des Français à l'histoire et à la civilisation américaines.

PRIX: US\$6.50 + \$1.50 chacun — pour frais d'envoi. Libellez votre chèque au nom de: "French in America-1997" et envoyez-le à: **R. Mikesell**, 1155 E. 56th Street, Chicago, IL 60637-1530.

LES JEUX SONT FAITS-NON!

The packet of materials prepared by the Olympic Games Subcommittee of the Task Force does not become completely obsolete as soon as the 1996 Games are over. Many of the activities deal with sport in general so can be used at any time. To provide a change of pace, information is presented in a variety of forms: in pictures, in lists, in English text, and in French text.

The packet also contains sponge activities for those brief periods at the beginning or end of a class when the students need to be kept purposefully occupied: word searches, bingo games, and simple matching exercises, for example. For the end of the semester there is a board game and a card game, both of which practice the imperative. Some exercises in the packet can be used during the semester when the students are studying the difference between *jouer à* and *jouer de* or the variations of *du* in expressions with *faire*. Also included in the packet are authentic documents. Some of these are accompanied by questions at different levels of difficulty as they can be used in multi-level classes. Others lend themselves to collaborative learning in small groups.

The packet also contains exercises which require students to defend a point of view or develop an essay. These ready-made activities can be useful for teachers who are preparing advanced students for the Baccalauréat International or the *Diplôme d'Études en Langue Française Étrangère*. Whatever the level of the students, the packet of materials could be a boon for any teacher who has just moved to block scheduling or who wants to add an element of sport to the French classroom.

Packets can be obtained by writing to National Headquarters. Enclose a check for \$4 to cover mailing costs.

Jacqueline Thomas
Chair, Olympic Games Subcommittee

MEMBER'S NOTES

AATF members **Mary Rooks** of Morris, IL, teaching French at Morris Community HS, and **Melissa Hurley** of Riverside, IL, teaching at Andrew Jackson Language Academy in Chicago, were awarded two of the four new \$500 Dorothy Ludwig Memorial Scholarships offered by Regional Rep. Robert J. Ludwig as an incentive to new French teachers to attend the recent AATF Convention in Lyon. Bob Ludwig plans to continue this program for future AATF conventions, the next of which will be held jointly with ACTFL/AATG/AATSP in Nashville in November 1997. Watch for new guidelines to appear in a future issue of the *National Bulletin*. Congratulations to Mary and Melissa for their dedication to their professional self-improvement.

At the 69th Annual Convention in Lyon, July 1996, the AATF Executive Council and the Delegate Assembly unanimously approved two new Honorary Members of the Association in recognition of their outstanding contributions to French studies in general and to the AATF in particular. The first is **Jean-Noël Rey**, former adjunct cultural attaché of the French Government in Chicago (1988-1994) and one of the prime movers behind the creation of AATF's successful recruiting flyer, "French is more than..." (250,000 copies distributed nationwide to date), as well as the recently-released promotional video, "Le français m'ouvre le monde" (over 1,000 copies purchased to date), co-sponsored by the French Cultural Services and the AATF.

The second person so honored was **Alain Rey** — the last name is purely coincidental! — Editor-in-Chief of the well-known and authoritative Dictionnaires Robert and a three-time presenter at AATF Conventions abroad (Lille, 1983; Paris, 1989; Lyon, 1996). At the latter, Alain Rey presented the opening keynote address, bringing the 500 attendees up to date on current and probable future movements in the area of French vocabulary. His lecture was entitled: "La langue française entre le clocher et le village planétaire, à la recherche de la 'différence'". The AATF thanks them for their unique contributions.

THE NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT

is pleased to provide you with the information you need to arrange Standards Familiarization Presentations and Workshops. For a list of individuals in your state who are trained workshop leaders contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Telephone: (914) 963-8830; Fax: (914) 963-1275. These individuals have the materials to conduct a basic familiarization session. All meeting arrangements and workshop expenses are the responsibility of the individual or institution requesting the presentation.

OPI TRAINING OPPORTUNITIES

The following are the dates and sites for Oral Proficiency Interview tester training workshops in **French** for the rest of the calendar year:

October 23-26: York University, Toronto, Ontario
(Registration deadline: September 13)

November 18-21: University of Pennsylvania, Philadelphia,
Pennsylvania
(Registration deadline: October 4)

Call Regan Greene at ACTFL Headquarters (914-963-8830, ext. 229) well ahead of the deadlines to reserve a place and to obtain registration materials. The cost of the workshop remains unchanged at \$630 for ACTFL members. Last minute registrations are accepted only if there is space in the section.

The **OPI Refresher** workshop in French will be held before the ACTFL Conference, on November 21. Details are available from ACTFL.

SURVEY OF COMPANIES' FOREIGN LANGUAGE REQUIREMENTS FOR EMPLOYMENT

The following survey was taken in order to offer some answers to the frequently posed question: Why study a foreign language? It is a critical question not only for students, parents, teachers and administrators, but also for the economic future of our nation.

The survey reveals how many companies with headquarters in Western New York State require a foreign language for employment; which foreign languages they require; how many jobs require one; and which jobs.

In April 1995 sixty-seven of the major export, private and public companies with headquarters in Western New York State, located in or within proximity to Buffalo, were surveyed as to their foreign language requirements for employment. The assets of the companies contacted are published in *BUSINESS FIRST OF BUFFALO, THE TOP 25 1995* (472 Delaware Avenue, Buffalo, NY 14202). Each of these manufacturing or service companies had total exports, sales or revenues ranging between \$500,000 and \$2.7 billion for the fiscal years of 1992 or 1993.

Of the sixty-seven companies contacted, thirty-nine (58%) responded. Of the thirty-nine respondents, sixteen (41%) indicated that they require or recommend the knowledge of a foreign language for certain positions in their companies.

Specifically seven companies require a foreign language for certain jobs and nine recommend one.

In the overall operations of these companies, Spanish was listed as required or recommended for employment at eleven companies; French for eight companies; Chinese four; German four; Arabic one; Italian one; Japanese one; Korean one and Russian one. (See bar graph below). Several companies required or recommended more than one language

Even when the list of companies is restricted to those that REQUIRE a foreign language for employment, that list includes an impressive seven companies. Six companies have positions that require Spanish. Four companies have positions that require French. Two require German and Chinese. And one requires Japanese.

Of the seven companies requiring a foreign language for certain positions, six of the companies required all four language skills: speaking, aural comprehension, reading and writing. Just one company required only speaking and aural comprehension skills and that was for positions in customer service.

The seven companies that require a foreign language for employment listed the following positions:

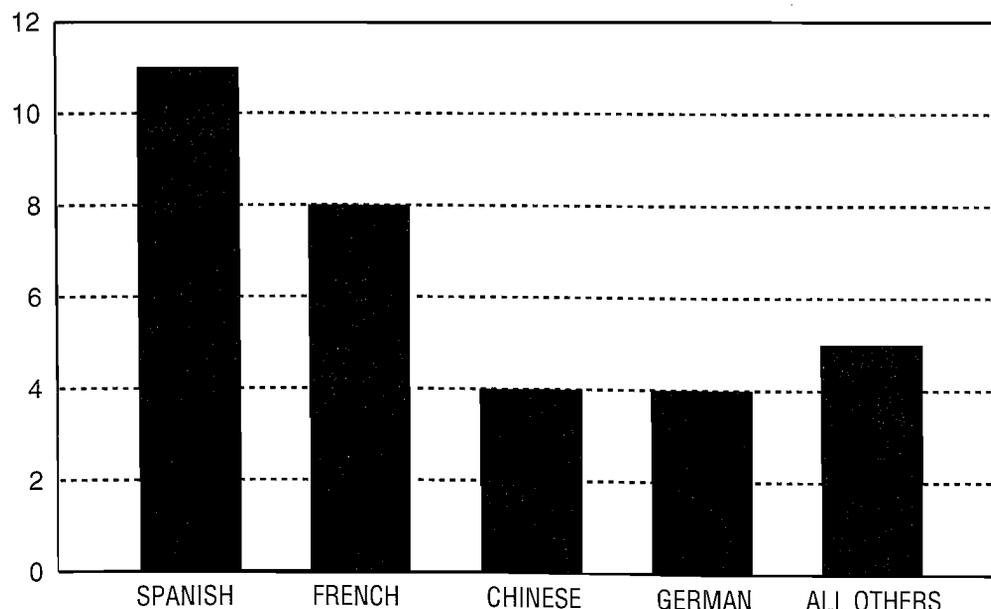
- President/CEO
- President – International

- Manager – International
- Assistant Manager – International
- Administrative Assistant
- Controller
- Export Manager
- Export Assistant Manager
- International Sales Manager
- Sales Director
- International Trade Representative
- International Sales Representative
- Manufacturing
- Sales Representative
- International Distributor
- Export Clerk
- Customer Service
- Instruction Writer

The results of this survey clearly stress that in order to compete successfully in a global economy, the key elements of the work force need to be fluent in more than one language. Included in the comments made by respondents to the survey was the following: "As we are moving into the global market place, we have recently defined a profile for our global managers. This profile requires significant time, experience and language outside of the individual's home country. We are making cross-cultural experience a requirement."

Jane B. Kweciak
Nichols School
Buffalo, NY

NUMBER OF COMPANIES & THEIR FOREIGN LANGUAGES



ANNOUNCING THE AATF COMMISSION ON CULTURAL COMPETENCE HOME PAGE

The AATF Commission on Cultural Competence, in conjunction with the Telematics Commission, is pleased to announce the creation of its World Wide Web homepage. It is linked to the AATF main homepage (<http://www.utsa.edu/aatf/>) or can be reached directly (<http://www.siu.edu/departments/cola/dfl/aatf/cult.html>). In addition to general information about the Commission's projects and reports, it contains many links to sources of information useful for teaching about French and French-speaking cultures organized according to the seven categories of cultural knowledge elaborated by the Commission: communication in cultural context, the value system, social patterns and conventions, social institutions, geography and the environment, history, and literature and the arts. There are both a French and an English version which offer links to particularly useful addresses.

Rather than duplicate the many fine sites which provide links to French language Web servers, this page focuses on links to specific documents. These include, for instance, paintings, literary texts, illustrations, maps, informative texts, and audio recordings. If teachers are looking for a picture of the Pyramide du Louvre, David's painting "Le Sacre de Napoléon," a copy of *Tartuffe*, recordings of Haitian music, illustrations of Moroccan crafts, or a text on

Acadie, they can go to the Culture Commission homepage, check the appropriate category, and link directly to that document without having to search through several sites to find the desired item.

There is a tremendous amount of material on the Web in French or related to the French-speaking world, but one often must wade through many unrelated or less interesting items to find usable texts or images. Furthermore, anyone can create a Web site, and the information posted is not always of the same quality. It is hoped that our efforts will save the teacher searching for materials a significant amount of time, and, although we cannot be responsible for items posted by others, we can ensure some measure of quality. The Culture page may also provide a starting place for the neophyte user to begin exploring the Web.

In addition to links to already existing sites, the Culture page has a "Coin du professeur" with activities, exercises, and materials for the teaching of culture. The Teaching with Internet Award winning projects will be posted or linked here. If you have developed a site, have found an especially useful one, or are looking for a specific item, please contact Jayne Abrate at (abrate@aol.com). These resources must be created by users, and we rely on

AATF members to supply us with information and documents.

Please take the next opportunity to explore this Web site, and let me know what you think and offer your own submissions, recommendations, and wish lists. Any submissions will undergo a review process. The site was created and is maintained by Dr. Jayne Abrate and, thanks to the generosity of Dr. Thom Thibeault, is housed in the foreign language department server at Southern Illinois University at Carbondale.

Jayne Abrate

Southern Illinois University at Carbondale

AATF SMALL GRANT AWARDEES, 1996

Following are the five awards of \$200 each made this year under the AATF Small Grants Program. Regretfully, a total of only \$1,000 was available for distribution, due to financial stringencies. All grants will be matched in whole or in part by Chapter contributions.

1. Susan Redd, Washington/Alaska/BC Chapter. Purpose: to increase the coverage of the Chapter's newsletter, *LE CANARD DÉCHAINÉ*, and widen its network of recipients.

2. Catherine Jospé, Rochester NY Chapter. Purpose: to help support a French Immersion Day for French students at eight local Middle Schools.

3. Jacqueline Friedman, Metropolitan New York Chapter. Purpose: to offer a discounted entrance fee to new French teachers in the New York area who have never been able to attend the annual Spring Gala.

4. Carleen Leggett, Maryland Chapter. Purpose: to help support a "Soirée francophone dramatique et dansante" for local university and high school French students.

5. Alice Dawn, Eastern Massachusetts Chapter. Purpose: to help support a project to produce a resource book for teachers about the Francophone world, including maps, cultural material, and recipes.

We congratulate the grantees and wish them the best of success with their innovative projects, all of which are designed to enhance the teaching of French within their immediate geographical areas. Watch for an announcement of a possible 1997 competition for awards in the columns of the *National Bulletin*.

F.M. Jenkins
Executive Director

TV5: LA TÉLÉVISION INTERNATIONALE

PRÉSENTE UN NOUVEAU RENDEZVOUS FRANCOPHONE: LA NUIT AMÉRICAINE

Aujourd'hui sur International Channel: sont déjà proposés quotidiennement des programmes en français, dont le Journal Télévisé de France 2, **du lundi au vendredi de 15h00 à 16h30 (PT), de 17h00 à 18h30 (CT) et de 18h00 à 19h30 (ET)**. International Channel touche dès à présent **7,2 millions de foyers et est accessible par câble**, dans la plupart des grandes villes américaines: New York, Los Angeles Bay Area, Boston, Baltimore, Dallas, Seattle, etc....

Pour les institutions éducatives ne recevant pas International Channel, il est possible d'accéder à la chaîne par un satellite en bande C (Contact Lorraine Sharkey au 310-268 22 62)

Demain une soirée hebdomadaire: "LA NUIT AMÉRICAINE". Diffusée sur International Channel, **chaque samedi soir de 20 à 23 heures (P.T.)**, cette soirée sera composée d'un long-métrage de qualité et d'un grand magazine sous-titrés.

Les films ont été sélectionnés parmi les grands succès classiques et récents du cinéma français et francophone.

Les magazines proposés sont issus des grandes chaînes francophones partenaires de TV5. Il s'agira notamment de magazines de grand reportage.

Cette programmation est conçue aussi pour vous. Nous attendons donc avec impatience vos réactions et vos propositions. Tout sera examiné attentivement. N'hésitez donc pas à nous contacter par courrier ou par téléphone. **Contact: Robert Stéphane, Tél: (33-1) 44 18 48 17; Courrier électronique: tv5@calvacom.fr; Serveur Internet: <http://www.tv5.org>.**

Nous espérons que nos programmes vous permettront un travail pédagogique satisfaisant, ainsi que des moments de détente agréables et nous comptons sur vous pour les promouvoir auprès de vos collègues enseignants et auprès de vos étudiants.

CALENDAR OF EVENTS

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 4-6, 1996, Kiamesha Lake, NY. Information: Heleine Combopiano, 71 Grand Boulevard, Binghamton, NY 13905.

WASHINGTON ASSOCIATION FOR LANGUAGE TEACHING FALL CONFERENCE: October 10-12, 1996, Cavanaugh's Inn, Yakima, WA. Information: Rosemary Leiva, 1412 S. 33rd Avenue, Yakima, WA 98902. Telephone: (home) (509) 457-0966; (school) (509) 965-2040.

MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE: October 10-12, 1996, Wilmington, NC. Information: Terry Mount, Department of Foreign Languages and Literatures, UNC-Wilmington, Wilmington, NC 28403-3297. Telephone: (910) 395-3344; FAX (910) 350-7011; E-mail: [mount@uncwil.edu].

PURDUE UNIVERSITY EIGHTH ANNUAL CONFERENCE ON ROMANCE LANGUAGES, LITERATURES AND FILM: October 10-12, 1996, West Lafayette, IN. Information: Jeanette Beer, Department of Foreign Languages and Literatures, Purdue University, West Lafayette, IN 47907. Telephone: (317) 494-7691. Email: [ria@vm.cc.purdue.edu].

CHRISTIANITY AND LITERATURE NORTH-EAST REGIONAL MEETING: October 11-12, 1996, Regis College, Weston, MA. Information: Joan Hallisey or Mary Anne Vetterling, Regis College, 235 Wellesley Street, Weston, MA 02193. Email: [Paintrock@aol.com].

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 17-18, 1996. Information: Millie Mellgren, 3055 Rosewood Lane, Plymouth, MN 55441.

SALON DU LIVRE DE TORONTO (pour le livre d'expression française): October 17-20, 1996, Palais des congrès de Toronto, Canada. Information: Christine Dumitriu van Saanen, Directrice générale, 179 Angus Drive, North York, Ontario, Canada M2J2W9. Telephone: (416) 498-6275. FAX: (416) 498-6463.

TEXAS FOREIGN LANGUAGE ASSOCIATION: October 18-20, 1996, Houston, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA: October 23-25, 1996, Bismarck, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 24-26, 1996, Greensboro, NC. Information: Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC 27410; Fax (910) 759-4591; Email: [redmond@wfu.edu].

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: October 25-26, 1996, Sturbridge, MA. Information: Richard Ladd, 75 Cabot Street, Beverly, MA 01915. Email: [driadd@aol.com].

YOUNGSTOWN STATE UNIVERSITY TWENTIETH ANNUAL CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 25-26, 1996, 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. Email: [ctfll@cc.yzu.edu].

THE 21ST ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: November 1-3, 1996, Boston, MA. Information: Boston University, Conference on Language Development, 2 Cummington St., Boston, MA 02215. Telephone: (617) 353-3085; e-mail: langconf@louis-xiv.bu.edu.

AMERICAN LITERARY TRANSLATORS ASSOCIATION: November 7-10, 1996, Bloomington, IN. Information: Samuel N. Rosenberg, Department of French and Italian, Indiana University, Bloomington, IN 47405. Telephone: (812) 855-1952; FAX (812) 855-8877. Email: srosenbe@indiana.edu.

ILLINOIS AND MISSOURI JOINT FOREIGN LANGUAGE CONFERENCE: November 14-16, 1996, Hyatt Regency St. Louis at Union Station, St. Louis, MO. Information: Suzanne Coons, Fieldcrest High School, Minonk, IL. Telephone: (home) (815) 863-5133.

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGE (NADSFL) ANNUAL MEETING: November 20-21, 1996, Philadelphia Marriott. Information: Jean Teel, 7235 Antioch, Shawnee Mission, KS 66204. Telephone: (913) 677-6415. Fax: (913) 789-3441, E-mail: adteel@smsd.k12.ks.us.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 22-24, 1996, Philadelphia, PA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

EGO SCRIPTOR : MAURICE BARRÈS ET L'ÉCRITURE DE SOI: December 6-7, 1996, Faculté des Lettres et Sciences humaines de l'Université catholique de Lille (60 bd Vauban, BP109, 59016 Lille Cedex - tél: 20134050) Information: Emmanuel Godo, 2 avenue de Soubise 59130 Lambersart, France.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1996, New York City, NY. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHEASTERN COUNCIL ON LATIN AMERICAN STUDIES (SECOLAS): February 27-March 1, 1997, San José, Costa Rica. Contact: John Britton, History Department, Francis Marion University, Florence, SC 29501. (W) (803) 661-1552. Fax (803) 661-1432.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING: March 6-8, 1997, Myrtle Beach, SC. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

AAAL 1997 CONFERENCE: March 8-11, 1997, Holiday Inn International Drive Resort, 6515 International Drive, Orlando, Florida. Information: AAAL 1997 Program Committee, 7630 West 145th St., Suite 202, Apple Valley, MN 55124-7553. Telephone: (612) 953-0805; Fax: (612) 891-1800.

THIRD ANNUAL CAROLINA CONFERENCE ON ROMANCE LITERATURES: March 20-22, 1997, University of North Carolina, Chapel Hill, NC. Information: Alain-Philippe Durand, Dept. of Romance Languages, CB#3170 238 Dey Hall, University of North Carolina, Chapel Hill, NC 27599-3170. Fax: 919-962-5457; adurand@email.unc.edu.

NORTH AMERICAN SOCIETY FOR SEVENTEENTH-CENTURY FRENCH LITERATURE: FRÈRES ET SŒURS, LA ROCHEFOUCAULD, *MITHRIDATE*: April 3-5, 1997, University of Victoria, Victoria, British Columbia, Canada. Information: Claire Carlin, Department of French, University of Victoria, Victoria, BC, V8W 3P4, CANADA. Telephone: (604) 721-7368. FAX (604) 721-8724. Email: ccarlin@call.uvic.ca.

7TH ANNUAL CONFERENCE OF THE NORTH AMERICAN ASSOCIATION OF CHRISTIAN FOREIGN LANGUAGE AND LITERATURE FACULTY: April 3-5, 1997, Calvin College, Grand Rapids, MI. Information: Barbara Carvill, Calvin College, Grand Rapids, MI 49546; Telephone: (616) 957-6365. E-mail: carv@calvin.edu.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGE: April 3-6, 1977, New York City, NY. Information: Northeast Conference Dickinson College, Carlisle, PA 17013-2896. Telephone: (717) 243-5121.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with OHIO FOREIGN LANGUAGE ASSOCIATION: April 10-13, 1997, Columbus, OH. Information: CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573. FAX: (608) 246-6880.

SWCOLT/TFLA (SOUTHWEST CONFERENCE ON LANGUAGE TEACHING/ TEXAS FOREIGN LANGUAGE ASSOCIATION), April 17-19, 1997, Dallas, TX at the Fairmont Hotel. Information: Joann Pompa, Mountain Pointe HS, 4201 E. Knox Rd., Phoenix, AZ 85044. Telephone: (602) 759-8449, X3036. FAX: (602) 759-8458.

FIFTH INTERNATIONAL CONFERENCE sponsored by the SIMONE DE BEAUVOIR SOCIETY: "SIMONE DE BEAUVOIR, WITNESS TO A CENTURY: April 18-20, 1997, Northern Kentucky University, Highland Heights, KY. Information: Barbara Klaw, Department of Foreign Languages and Literatures, Northern Kentucky University, Highland Heights, KY 41076-1448.

SEVENTEENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 8-10, 1997, University of Cincinnati, Cincinnati, Ohio. Information: Sandrine Collomb (French/Italian)/Kerry Kautzman (Spanish/Portuguese), Conference Chairs, Department of Romance Languages and Literatures, University of Cincinnati, Mail Location 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or 566-1950. Fax: (513) 556-2577.

FOREIGN LANGUAGE ASSOCIATIONS OF NORTH CAROLINA: October 7-11, 1997, TBA. Information: Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC 27410. FAX (910) 759-4591. Email: [redmond@wfu.edu].

THE 23RD ANNUAL NINETEENTH-CENTURY FRENCH STUDIES COLLOQUIUM: October 16-19, 1997, Athens, Georgia. Information: Timothy Raser, Chair NCFCS Local Committee, Department of Romance Languages, University of Georgia, Athens, GA 30602-1815. Telephone: (706) 542-3163. Fax: (706) 542-3287. E-mail: traser@uga.cc.uga.edu.

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