



LETTER FROM THE PRESIDENT

VOLUME 22 NO. 3 JANUARY 1997



Albert Valdman

Chères/Chers Collègues,

Bonne, heureuse et prospère Nouvelle Année!

NOUVEAUX VISAGES AU CONSEIL EXÉCUTIF

En démarrant l'année 1997, saluons les nouveaux serviteurs du Conseil exécutif et exprimons notre gratitude envers les membres qui le quittent après de bons et loyaux services. Nos collègues de l'Ouest regretteront Eveline Leisner, la très dévouée représentante de la Région IX durant deux mandats. Nous la verrons toutefois encore sur la scène nationale puisqu'elle a consenti à œuvrer pour la Task Force. C'est Vincent Morrissette qui assumera ses fonctions. Remercions aussi Thérèse Harnois dont l'efficacité a permis à la Région II de continuer à se distinguer par ses nombreuses réalisations collaboratives entre chapitres. Elle cède la place à Joyce Beckwith, longtemps présidente du très actif chapitre du Massachusetts oriental. Judy Johannessen, qui assume la présidence de la Commission sur l'articulation, continuera à coordonner les activités des nombreux chapitres de la Région VII. Nous remercions aussi Gladys Lipton qui a terminé son mandat de vice-présidente. Elle a guidé les diverses commissions et a joué un rôle clé dans le processus de sélection qui a abouti à la nomination de Jayne Abrate au poste de Directeur exécutif à temps plein. C'est Gladys aussi qui assura notre représentation au congrès de la FIPF à Tokyo; grâce

à elle, pour la première fois depuis longtemps nous fîmes acte de présence sur la scène internationale. Mais vous savez qu'elle et Margot Steinhart ont été retenues comme les deux candidates pour le deuxième tour du scrutin pour la présidence. Sans doute aurons-nous les résultats lorsque vous lirez ces lignes. La place de troisième vice-président sera occupée par Jean-Pierre Piriou de l'Université de Géorgie, connu pour ses activités dans le domaine de la littérature francophone.

RÉUNION DE LA COMMISSION D'AMÉRIQUE DU NORD DE LA FIPF (CAN)

L'AATF et plusieurs associations canadiennes et québécoises d'enseignants de français sont réunies au sein de la FIPF pour former la CAN. Nos partenaires du nord comprennent: l'AQPF (Association québécoise des professeurs de français), l'AQEFLS (Association québécoise des enseignants de français langue seconde), l'ACPI (Association canadienne des professeurs en immersion), l'APFUCC (Association des professeurs de français des universités et collèges canadiens). Chacune de ces associations envoie régulièrement deux délégués aux réunions semi-annuelles de la CAN, mais notre propre participation a été plutôt épisodique, bien qu'un des postes de vice-président nous revienne d'office. Comme l'a souligné Gladys Lipton à la fin de son rapport du dernier congrès de la FIPF à Tokyo dans le numéro de novembre 1996 du National Bulletin, il est temps que notre association, la plus importante composante de cette fédération, se manifeste sur le plan international. Un modeste solde positif dégagé par le congrès de Lyon (grâce aux nombreuses subventions versées par des organismes français et francophones) nous permet d'ouvrir une ligne budgétaire assurant notre présence sur la scène internationale. À partir de cette année Jayne Abrate me rejoindra comme représentante de l'AATF au conseil de la CAN.

Grâce à des contributions du gouvernement fédéral canadien et du gouvernement

québécois, la CAN dispose d'un modeste budget pour financer des projets à finalité pédagogique. Actuellement l'AQEFLS collabore avec l'Association cubaine des professeurs de français et le CRAPEL de l'Université de Nancy à l'élaboration de modules pédagogiques pour l'enseignement du français du tourisme. Ce projet vise à former des Cubains à communiquer avec des touristes français et canadiens. Le président de l'Association cubaine, Félicino Martinez, était venu à la réunion de la CAN pour décrire le projet et présenter une intéressante vidéo sur la présence française à Cuba. On rappellera qu'après la révolution de Saint-Domingue (aujourd'hui Haïti) un grand nombre de colons français se réfugia à Cuba, puis, chassé de cette île au début du XIXe siècle, constitua une partie importante de la population de la Louisiane francophone. M. Martinez a exprimé le vif souhait de nous informer de la situation du français dans son pays lors notre congrès de 1997.

Participèrent à la dernière réunion de la CAN à Montréal en novembre 1996. Alain Braun (Université de Mons-Belgique) et Monique Lebrun (Université du Québec à Montréal), respectivement, président et vice-présidente nouvellement élus de la FIPF. À Tokyo un certain nombre d'associations de professeurs de français du Canada et de l'Amérique latine et de la Caraïbe décidèrent de lancer une campagne pour promouvoir l'étude d'une langue romane comme deuxième langue étrangère. Cette mesure permettrait aux nations des Amériques de s'aligner sur la politique de trilinguisme adoptée par les états de

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l'Europe occidentale. En effet, les hommes politiques de cette région ont opté pour une politique scolaire selon laquelle, outre la langue nationale, les élèves du secondaire doivent acquérir deux langues étrangères. Pour nos collègues du sud ce trilinguisme permettrait évidemment de contrecarrer l'hégémonie de l'anglais comme langue étrangère. En Amérique latine, les étudiants seraient ainsi encouragés à poursuivre l'étude du français ou du brésilien. En revanche, au Canada ce trilinguisme favoriserait l'étude de l'espagnol, qui actuellement doit se contenter d'un nombre réduit d'apprenants face aux pressions pour l'apprentissage de l'anglais comme première langue étrangère au Québec et du français ailleurs au Canada. Ce soutien apporté à l'étude de l'espagnol, perçu par les décideurs canadiens et québécois comme un atout pratique dans le cadre des échanges économiques panaméricains, demande réflexion. Dans le dernier numéro du bulletin de liaison de l'AUFELF-UREF *Universités* notre ami Alain Rey déclarait:

Je ne suis pas le seul à penser qu'en ce qui concerne le français langue étrangère... il serait bon de l'intégrer dans un ensemble de langues romanes, qui permettra une sorte de comparaison dans laquelle le français pourra trouver une place comme langue de référence, objectivement facilitée aux États-Unis par la percée de l'espagnol. Les enseignants de français aux États-Unis y songent déjà.

Ainsi ai-je pris l'initiative de suggérer la tenue, en conjonction avec notre congrès de 1998 à Montréal, d'un colloque intitulé "Vers un trilinguisme à géométrie variable dans les Amériques" où nous étudierions, avec nos collègues des Amériques et de la Caraïbe, la mise en œuvre d'une politique pour la promotion de l'étude de deux langues étrangères tenant compte des intérêts légitimes des uns et des autres. Cette suggestion fut adoptée avec enthousiasme et recevra l'appui du bureau de la FIPF et de tous nos partenaires du nord. Il rendra ainsi plus attractif notre propre congrès de 1998 car il offrira à nos membres, outre un forum pour la discussion approfondie des relations entre le français et l'espagnol, de rencontrer des collègues latino-américains. Le colloque apportera donc une coloration véritablement internationale à notre propre congrès. En plus, son financement proviendra principalement de sources canadiennes et québécoises.

LE RAPPORT DE LA MLA -

Dans le message ouvrant l'année 1996 j'exprimais le vœu qu'elle se soldât par

une augmentation des effectifs dans nos classes. Hélas, à l'ouverture de l'année universitaire tombaient comme une douche glaciale les statistiques de la MLA annonçant une chute de 25% des inscriptions en français au niveau post-secondaire. En même temps, ces chiffres faisaient état de l'augmentation continue des effectifs dans les classes d'espagnol et d'une poussée soudaine des inscriptions en japonais et en chinois. Nous nous trouvons confrontés à un phénomène dont les causes sont complexes et contre lequel la mobilisation de notre profession, symbolisée par la création de la Task Force et par la campagne de promotion "Le français m'ouvre le monde" ne pourra avoir qu'un effet partiel.

Dans mon article du dernier numéro de ce *National Bulletin*, j'invoquais pour rendre compte de la popularité croissante de l'espagnol sa plus grande utilité sur le marché des langues américain et le fait que, perçu comme plus facile, il devient la langue scolaire choisie par défaut. L'augmentation des effectifs pour le japonais s'expliquerait aussi par les mobiles utilitaristes que je décriais. Cependant, eu égard aux profondes différences linguistiques et culturelles, il est irréaliste de faire croire aux étudiants que deux, voire trois ans d'étude de cette langue puissent conduire à une compétence communicative digne de ce nom. Nos propres majeurs en français atteignent difficilement le niveau ACTFL "Superior" qui correspond au Niveau 3, la compétence minimale imposée à leurs fonctionnaires par les

divers organismes fédéraux comme le département d'État. Par contre, précisément à cause de cette distance linguistique et culturelle, le japonais répond aux finalités générales de l'enseignement fondamental d'une langue étrangère esquissées dans mon article, au même titre que le français, mais sans le plus qu'apporte un moyen de communication internationale. En ce qui concerne la poussée du chinois, il semblerait qu'elle s'explique par la tentative par un groupe ethnique de recouvrer ses racines. Le chinois s'affiche comme l'espagnol—et comme le français, bien sûr—comme une langue du patrimoine (Heritage language).

Ne nous démobilisons pas devant ces mauvaises nouvelles. Au contraire, persévérons et continuons à "cultiver notre jardin". Mais la parcelle de notre "jardin" qu'il convient de cultiver avec plus de soin est celle laissée en friche par le manque de soutien et d'intérêt d'un nombre important des collègues universitaires, en particulier les enseignants des départements prestigieux qui décernent la plupart des doctorats en études françaises. Rappelons que 65% des membres de notre Association enseignent au niveau scolaire et que les collègues les plus actifs—ceux qui animent les congrès et participent aux activités, telles que les commissions et la Task Force, proviennent de collèges et de petites universités où l'on se consacre davantage à l'enseignement de base. Paradoxalement, c'est ce secteur universitaire où les charges pédagogiques sont les plus lourdes et les moyens les plus limités

Volume 22 Number 3

AATF NATIONAL BULLETIN

January 1997

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

Editorial Assistant: Josiane Leclerc Riboni, Cincinnati, Ohio.

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

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the

AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, *The French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Champaign, IL Post Office. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

Postmaster: Send address changes to AATF, 57 East Armory Avenue, Champaign, IL 61820.

qui contribue le plus au renouvellement du contenu des études françaises et à l'amélioration des approches didactiques. Il est temps que nos distingués collègues sortent de leur tour d'ivoire chancelante pour appuyer ceux qui luttent dans les tranchées où se joue l'avenir des études universitaires de français, c'est à dire les classes de l'enseignement précoce (FLES*) et du secondaire. S'ils continuent de garder leurs œillères, par l'effet de dominos, les déperditions aux niveaux inférieurs se traduisant inexorablement par une baisse des inscriptions au niveau post-secondaire, puis par le tarissement des postes universitaires, ils risquent de se retrouver devant des cours gradués vides. En effet, 25% d'étudiants en moins c'est 25% de débouchés en moins pour les doctorants d'aujourd'hui. Nous les invitons donc à rejoindre nos rangs pour que, comme c'est le cas de notre homologue allemande, l'AATG, la proportion de membres s'équilibre à 50% scolaire et 50% universitaire.

LE FRANÇAIS LANGUE DU PATRIMOINE AMÉRICAIN

Dans l'article du *National Bulletin* cité ci-dessus j'écrivais: "Comme l'espagnol, le français est une langue de proximité dans les régions où se retrouvent des populations francophones: la Louisiane et la Nouvelle Angleterre..." Le français se porte bien au pays des bayous, comme le démontre Earlene Broussard, directrice du CODOFIL (Comité pour le développement du français en Louisiane) dans le numéro de septembre-octobre 1996 de la *Gazette de Louisiane*, périodique diffusé par cet organisme:

Cette année, il y a plus de 80 000 élèves de français dans les écoles élémentaires et secondaires, il y a plus de 650 Louisianais qui enseignent le français dans les écoles et il y a 20 écoles qui ont des programmes d'immersion.

Elle précise que dorénavant le CODOFIL se propose un autre objectif, celui d'assurer que les Louisianais souhaitant travailler en français disposent des moyens linguistiques pour le faire. Il organise une campagne d'alphabétisation des Louisianais francophones qui semble déjà avoir porté ses fruits puisqu'un premier groupe de 50 personnes s'est présenté à un cours d'alphabétisation pour adultes prévu pour une vingtaine d'apprenants. La motivation de *ce monde* (Cadien pour "les gens"): "pouvoir lire des lettres qu'ils reçoivent des amis francophones et pour lire des contes à leurs petits-enfants". Saluons cette initiative et signalons que le

rédacteur de cette *gazette*, estimant que le Cadien est une variété légitime du français, n'hésite pas à user de termes locaux. [L'on peut se procurer ce périodique au prix de \$15 par an auprès du CODOFIL, 217, rue Principale Ouest (W. Main St.), Lafayette, LA 70501.]

Dans le cadre de la CAN, nous souhaitons organiser un recensement des communautés francophones d'Amérique du Nord dominées par l'anglais. L'AATF se chargerait des États-Unis et nos partenaires canadiens du Canada hors du Québec. Chargé de la coordination pour les États-Unis au stade préliminaire de ce projet, j'invite les personnes intéressées à prendre contact avec moi. Toute information sur une communauté francophone établie aux États-Unis avant 1900, quels que soient son importance ou l'état de conservation de la langue, sera hautement appréciée.

PROCHAINS CONGRÈS

Le congrès de 1997 se tiendra au complexe hôtelier Opryland à Nashville, Tennessee du 20 au 23 novembre. Ce sera un événement marquant dans l'histoire de notre Association car, pour la première fois depuis de nombreuses années, sous l'égide de l'ACTFL, nous rejoindrons tous les autres enseignants de langues étrangères. La dimension et la complexité de ce congrès nous obligent à réduire le nombre des sessions qui porteront notre nom à environ 50. C'est dire que le processus de sélection sera nécessairement plus rigoureux que celui de nos réunions précédentes. Par ailleurs, nous devons nous imposer la contrainte de tranches horaires uniformes de 75 minutes. En revanche nous pourrions organiser une demi-douzaine d'ateliers pré-ou post-congrès qui pourront s'étendre sur des plages horaires plus larges, de trois à six heures. L'un de ces ateliers sera consacré au rapport final de la Task Force dont les travaux doivent s'achever l'année prochaine. Dans ce numéro du *National Bulletin* vous trouverez le formulaire pour les projets de communication: date limite pour la réception, le **28 février 1997**.

Comme ce fut le cas à San Antonio et à Lyon, outre les sessions réservées aux communications sélectionnées par un processus compétitif et les ateliers, le congrès comprendra une présentation plénière et plusieurs semi-plénières et tables-rondes invitationnelles.

Comme je l'ai mentionné ci-dessus, le congrès de 1998 aura lieu à Montréal vers la fin juillet et celui de 2000 à Paris en conjonction avec le congrès international de la FIPF. La date et le site du congrès de 1999 seront fixés à la prochaine réunion du Conseil Exécutif en novembre 1997.

NOTE LINGUISTIQUE

Veillant à faire du français une langue de travail efficace. L'Office de la langue française du Québec a publié *Vocabulaire d'Internet* interrogeable à l'adresse [www.olf.gouv.qc.ca]. On trouvera le dernier néologisme en date, le *courriel* (email), ainsi que de nouveaux dérivés en *-iciel* pour compléter la série *logiciel* (software), *didacticiel* (teaching software): *partagiciel* (shareware), *graticiel* (freeware), *fumiciel* (vaporware). Entre parenthèses je signale d'intéressants articles au sujet de l'enseignement du français dans le monde dans le numéro d'Universités cité ci-dessus. Cette revue est en ligne à [<http://www.refer.qc.ca/ESF/UNIVERSITES>].

À bientôt à Nashville!
Bien cordialement,



Albert Valdman
Creole Institute/Department of
French & Italian
Indiana University
Bloomington, IN 57405
FAX (812) 855-2386
email: Valdman@Indiana.EDU

FOREIGN LANGUAGE TEACHERS HONORED

The Disney Corporation appreciates the value of teaching and teachers. THEY RECOGNIZE THE IMPORTANCE OF FOREIGN LANGUAGES. On Saturday night, December 14 and Sunday night, December 15, the program "Disney Salutes the American Teacher" was broadcast nation-wide during the Disney Channel's free preview which is available to approximately 50 million households in participating cable systems. Among those honored are three foreign language/ESL teachers. One of our colleagues, Rosemary Haigh of Elmont Memorial High School was honored. Rosemary is currently the AATF Teacher of the Year for the Secondary Level in the state of New York.

David Graham
Nassau Country Chapter AATF

CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

The Chicago/Northern Illinois Chapter held its first meeting of this academic year on October 19 at The Art Institute of Chicago to visit the exhibit *Degas: beyond impression* which opened in September. The group was welcomed by Monica Bauer of the Education Department who introduced the exhibit with a slide lecture featuring the main works in the exhibit. *Degas: beyond impression* is co-sponsored by The National Gallery, London, and The Art Institute of Chicago, where it was on display until January 5, 1996. The charcoal sketches, pastels, and bronzes which make up this exhibit focus on the human figure—female nudes, the bather and dancer—which occupied Degas after the 1890s. The works featured point up Renoir's remark "If Degas had died at fifty, he would have been remembered as an excellent painter, no more; it is after his fiftieth year that his work

broadened out and that he really becomes Degas." Ms. Bauer used many examples from the sketches and pastels to show that, at this period, Degas worked on tracing paper so that he was able to trace the same figures into several designs, using them in reverse, in different colors, in multiples, etc. Examples of this are "Blue dancers" from the Musée d'Orsay and "Dancers in pink and green" from the Metropolitan Museum of Art; in these two pastels Degas has reworked the same dancers in the same poses, but in different colors. He foreshadows painting which focuses on color itself. This also points out his interest as printmaker in multiple versions of the same figure. Many of these later works look unfinished, but they were, nevertheless signed by Degas, which indicates they are, indeed, complete. Several of the small bronzes (originally in wax and cast in bronze only after his death) illustrate Degas's use of wax figures as a stand-in for a live model; whether the drawing or the wax came first, no one seems to be sure. In addition to the themes of bathers and dancers there is a section

devoted to "combing the hair" — the bachelor fascinated with this detail of daily life. The final room of the exhibit contains several paintings of Russian dancers; these Russian troupes were another aspect of the exotic which thrilled Parisians in the early 1900s.

The Joint Conference of the Illinois Council on the Teaching of Foreign Languages and the Foreign Language Association of Missouri at the Hyatt Regency, Union Station, St. Louis was a great success. Many chapter members presented or presided at sessions. One outstanding feature of the conference was the French luncheon hosted by Anne Hebert and Charles Licis, President of the St. Louis Chapter. Present were Monsieur Didier Rousselière, Attaché Linguistique, Service Culturel de Chicago, and Madame Jayne Abrate, the newly-appointed Executive Director of AATF (August, 1997). Charles Balési, a recipient of the chapter's \$500 *Concours: Aide aux projets pédagogiques* stipend, was keynote speaker at the luncheon.

Anne Hebert, President
Chicago/Northern Illinois Chapter

AATF SMALL GRANT AWARDS CONTINUED FOR 1996-1997

At the Lyon Convention last July, the Executive Council again renewed the AATF Small Grants program to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. Also, in anticipation of additional income from our new dues schedule, the total amount of funds available was increased by \$4,000 over 1996 for a total this year of \$5,000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds—or less if the Chapter treasury cannot meet the challenge—must also be committed by the Chapter to which the applicant belongs. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years—hopefully, as simple as possible. A letter specifying the following should be sent to the Executive Director at 57 E. Armory Ave., Champaign, IL 61820 by **March 1st, 1997**: (1) name of applicant and Chapter to which s/he belongs; (2) brief summary of project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (must be attested to by Chapter Secretary-Treasurer). **PLEASE NOTE**: every year some interest-

ing requests remained unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, p. 12; 1990, 1991, 1992, all p.1; 1993, p.8; 1994 (Nov. issue), p.6; 1995, p.10; 1996 (Sept. issue), p.26. However, new types of projects will also be given full consideration.

All requests will be acknowledged and results will be announced by the end of March 1997.

Fred M. Jenkins
Executive Director

AATF IS SOLE SPONSOR OF LE GRAND CONCOURS

Several firms donate gifts to local Chapters for presentation to high-scoring students of *Le Grand Concours*. We are most grateful to these firms and applaud their generosity.

However, the donation of an award does not qualify for the term **SPONSOR** of *Le Grand Concours*. Such designation implies far more than the donation of one or more awards, however generous these awards may be.

Recently, a travel firm, *Prométour*, called itself "SPONSOR OF THE NATIONAL FRENCH CONTEST OF AATF" in its promotional flyers. While *Prométour* may donate part or all of a trip to a deserving student of an individual Chapter, and while we are deeply grateful for such consideration, it is **MISLEADING AND INAPPROPRIATE** for this company to call itself **SPONSOR OF LE GRAND CONCOURS**.

The only sponsor of *Le Grand Concours* is AATF which gives support to every phase of this annual competition. And you, by dint of your membership dues and active participation, are AATF.

Sidney L. Teitelbaum
National Director
Le Grand Concours

CALL FOR PRESENTATIONS

Seventieth Annual Meeting American Association of Teachers of French November 20-23, 1997, Nashville, Tennessee

This completed application must be postmarked by **February 28, 1997**

- You will be notified by March 15, 1997 if your proposal has been accepted.
- All papers are to be presented as lectures or talks, and not simply read aloud.
- If you wish to organize a session with several presenters, have *each participant* fill out this form and submit all proposals together. Each participant must specify their individual audio-visual needs.
- Each participant may present at only one session. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send *five* copies (Do not fax or email) to Albert Valdman, Creole Institute, BH 604, Indiana University, Bloomington, IN 47405.
- Inquiries Only: FAX 812/855 2386; email: AATF@indiana.edu

***Name:** (Please type)

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

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

School/Work

Phone: _____ Fax: _____

E-mail: _____

Home

Phone: _____ Fax: _____

E-mail: _____

Type of presentation:

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

Other (please specify): _____

Anticipated audience: FLES* Middle School High School University All

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

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

VCR/Monitor Computer Other (please specify): _____

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

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

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

Date: _____ Signature _____

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

ACTIVITIES THAT WORK

I. Creative Conjugations

I don't know why I never thought of this idea before. I attribute it to the French children's author Pef, from a book of his I was leafing through in a bookstore in France this past summer. Instead of conjugating just one verb at a time (bor-ing!), how about proposing this model to your students:

I smoke, you smoke, he coughs, we continue, you cough, they cough!
or...

I sleep, you snore, he yells, we wake up, you laugh, they laugh!
or even...

I ran, you fell, he won/she was second, we lost, you yelled 'Bravo!', they celebrated.

or a little more complex...

I will be president, you will vote for me, she will be vice president, we will cut your taxes, you will say 'thank you', they will not cut your taxes!

Don Houghton

From *Tongues United* Vol. 3 #1

Email:

[dhought@omni.voicenet.com]

II. Savoir vs. Connaître Activity Using Yearbooks

The following is an activity for learning and using *connaître* and *savoir*.

1. Have a supply of yearbooks in your classroom; the yearbooks need not be from the current year but should be recent, i.e. from the last two years.

2. Find the pages of the Senior section from one of the yearbooks, usually these sections will indicate the name of the individual student and will have some mini biography describing the student's activities and interests.

3. The teacher may point to a certain picture and indicate, for example: "Moi, je connais Marie Jones" and "Je sais qu'elle est intelligente".

4. The teacher then points to a student that she does not know, saying "Je ne connais pas Paul Smith." Then the teacher reads the mini biography and continues with "...mais je sais qu'il joue au football," or "...mais je sais qu'il a joué dans la pièce musicale," or "mais je sais qu'il a des cheveux longs", making use of the information provided in the biography, or evident from the student's picture.

5. Following the teacher's model, the students are assigned to work in pairs for approximately ten minutes to:

— find a person that they might know (this might be a faculty member if you are instructing a class of freshmen who would not necessarily have known a previous senior);

— find a student whom they do not know, but about whom they can give information.

6. Each pair of students will then share their discoveries with the class using the "je connais/je ne connais pas" and the "je sais que..." constructions.

Of course students enjoy this activity because looking at yearbooks is always fun...and now there is the ability to visualize both ways of 'knowing' in French.

Virginia Mayer

Padua Academy, Wilmington,

Delaware

III. Body Parts Expressions Activity

This is an activity that I use in my French classes after having gone over body parts, etc. The class is split in small groups (3 to 4 students per group) then I give each group one paper on which I have written a French colloquial expression — funny ones work best — with its definition.

The students have to come up with 3 other definitions (wrong ones) and rewrite the real definition, using their own words — which is essential for first-year classes.

Once they have come up with the four definitions, and all groups are done (if one group works faster than others, just give them a second "expression" to work with), each group gets to read the expression and each student in the group gets to read at least one definition for that expression. The other students have to decide which is the correct definition.

Given the expressions I pick, the students get quite intrigued and they all do pay attention to what each of them reads. They often ask a student to repeat to make sure they understood. Each student has to vote, and I count how many votes each definition got and put it on the board. Then the group tells which definition was the correct one. Here are some of the expressions that I use. If anybody needs more, let me know, I've many more:

1. *avoir le cafard*: to 'have the cockroach', i.e. to feel depressed.

2. *faire quelque chose les deux doigts dans le nez*: to do something, with two fingers up in your nose, i.e. to do/succeed in doing something very easily.

3. *perdre la boule*: la boule, here refers to the head: to lose your mind.

4. *être une vraie peau de vache*: to be a real cow skin: talking about someone who is really mean and tough on you.

5. *avoir le bras long*: to have connections, to know people in high positions.

6. *couper les cheveux en quatre*: to split hairs/to quibble.

7. *Tu me cours sur le haricot*: you're running on my bean, i.e. you're getting on my nerves.

8. *prendre ses jambes à son cou*: to run away/flee.

9. *avoir la boule à zéro*: to be bald (la boule = the head, here with zero hair left).

10. *tirer les vers du nez à quelqu'un*: to pull the worms out of someone's nose, i.e. when you really have to fight to get some information out of someone.

11. *avoir la moutarde qui vous monte au nez*: to be about to lose your cool/temper.

12. *avoir les oreilles qui sifflent*: when someone talks about you.

13. *ça saute aux yeux*: that jumps to the eyes, i.e. it's obvious!

14. *avoir un poil dans la main*: to have a hair growing out of the palm of the hand, i.e. to be very lazy.

15. *avoir les yeux plus gros que le ventre*: to be greedy (as in you want more than you can eat).

16. *tenir la jambe à quelqu'un*: to annoy someone with lengthy boring 'blabla', and the person can't escape from you.

17. *s'en mordre les doigts*: to 'bite one's fingers' from regret at not having done something.

18. *Ça me fait une belle jambe!*: it's of absolutely no interest to me!

19. *avoir le coeur gros*: to be real sad.

20. *avoir la langue bien pendue*: a person who won't shut up; ex: *Pierre a la langue bien pendue, ça fait 2 heures qu'il parle au téléphone.*

21. *être une mauvaise langue*: a person who says a lot of bad things about others.

22. *faire la tête*: to sulk.

23. *C'est le pied!*: it's great/neat/cool!

24. *Ça lui fera des pieds!*: That will teach him/her!

Continued on Page 14

THE TASKFORCE CORNER

In this issue, you will find one flyer: testimonies from former students who use French in their profession. We wish to express our gratitude to Rosemary Bradley, Editor-in-Chief and Debbie Brennan, Senior Managing Editor of Prentice Hall-Modern Languages for the design of this flyer.

All the Task Force subcommittees are making progress. The Travel Guide, prepared by Sherry Dean's team and edited with the cooperation of Jayne Abrate is now available from the AATF headquarters (see order form on p. 8 of this issue).

A new subcommittee has been formed, French for Spanish speakers, chaired by Jacqueline Thomas who would like to receive your suggestions. Please send her your ideas to: Dept. of Language and Literature, Texas A & M University-Kingsville, Campus Box 162, Kingsville,

TX 78363; fax: (512) 595-2116; e-mail: kfjw00@tamuk.edu.

A good way to raise enthusiasm for the study of French is to provide your students with French pen pals. Feel free to register them with Franceworld, a free service for the exchange of pen pals. An application form appears on p. 10 of this issue; feel free to duplicate it for your students, and forward to Franceworld as indicated.

As usual, do not hesitate to share with me your ideas on how better to promote the study of French, and I will forward them to the appropriate committee.

Marie-Christine Koop
Foreign Languages and Literatures
University of North Texas
Denton, TX 76203-6645
Fax: (817) 565-2581
e-mail: [mckoop@jove.acs.unt.edu]

NEW SUBCOMMITTEE SEEKS MEMBERS

Jacqueline Thomas is the chair of the latest Task Force subcommittee: French for Spanish speakers. Jacqueline is seeking French teachers who will help her develop recruitment materials and teaching techniques and language programs targeting those students who already know Spanish. She is also seeking research data addressing the advantages and disadvantages of knowing Spanish when learning French as a third language. The goal of the subcommittee is to produce a packet of materials that French teachers can use in areas where there are large numbers of native speakers of Spanish or where students have already reached mastery of Spanish. Anyone interested in working on any aspect of this subcommittee is invited to contact Jacqueline by e-mail at [j-thomas@tamuk.edu], by regular mail at 200 Walden, Portland, TX 78374, or by phone/voice mail at (512) 593-2579.

INSTITUT AATF 1996

Subventionné par NEH, les Services Culturels Français et Indiana University, l'Institut AATF de 1996 a été organisé sous la direction d'Albert Valdman. Voici la liste des 24 participants qui avaient été sélectionnés à partir de 82 candidatures:

Andres, Barbara (Salisbury, VT)
Behrns, Gary (N. Tonawanda, NY)
Buzhardt, V. Abigail (Bolton, MS)
Cotten, Linda (Las Vegas, NV)
Douglas, Barbara (Englewood, CO)
Emanuel, Linda (Woolrich, PA)
Glanville, Cherlyn (Houston, TX)
Hettena, Esther (Long Beach, NY)
Jacob, Monique (W. Kingston, RI)
Kim, Kristen (San Jose, CA)
King, Jeri (Easley, SC)
Kovarovic, Lori (State College, PA)
Kroncke, Carolyn (Gilbert, AZ)
Kuiper, Lawrence (Bloomington, IN)
Maguire, Elaine (Universal City, TX)
Mills, Chitra (Nashua, NH)
Motsinger, J. Maureen (Harrison, OH)
Palenske, Gloria (Palmer, AK)
Schroeger, Mary Alice (Merriam, KS)
Shklyarevsky, Ellen (Somerville, NJ)
Singer, Karen (Reston, VA)
Soyars, Linda (Aiken, SC)
Taylor, Annmarie (Saratoga Springs, NY)
Tuohy, Mary (Wethersfield, CT)

La première partie de l'Institut s'est déroulée à Bloomington, sur le campus d'Indiana University, où les participants ont suivi des cours intensifs de pratique orale, ont assisté à des conférences sur la France contemporaine et l'utilisation de documents authentiques, avant de participer à un atelier Internet.

Le 4 juillet, le groupe s'est envolé pour la

France avec Marie-Christine Koop, co-directrice de l'Institut. À Lyon, chaque participant était logé dans un studio privé avec kitchenette à la Résidence Villemanzy située sur la colline de la Croix-Rousse, quartier pittoresque des canuts. Les matinées étaient occupées par des cours de pratique écrite et orale et de civilisation assurés par des professeurs du Centre International d'Études Françaises (CIEF) de l'Université Lumière-Lyon II et son directeur, Robert Bouchard. Ils ont également assisté à une conférence sur la France multilingue et les variétés de français présentée par Albert Valdman qui devait en même temps veiller aux derniers préparatifs du congrès. Les après-midi étaient consacrés aux visites culturelles destinées à fournir aux participants les renseignements dont ils auraient besoin pour l'élaboration de leur projet pédagogique. Divisés en petits groupes, ils ont ainsi pu visiter le musée gallo-romain de Lyon, participer à une émission télévisée sur une chaîne régionale (TLM), être reçus par deux maires d'arrondissement à Lyon, rencontrer l'auteur d'un ouvrage sur le patrimoine lyonnais, l'un des dirigeants de la Communauté Urbaine de Lyon et le Vice Président du Conseil Général du Rhône, participer à un rallye-surprise sur la découverte de Lyon à travers les âges, effectuer le parcours de la soie au quartier de la Croix-Rousse, visiter l'École hôtelière et prendre part à un déjeuner gastronomique dans la grande salle du château attenant, rendre visite à un boulanger et à un grand traiteur lyonnais, visiter la mosquée de Lyon (la plus grande de France), l'usine

Renault-Véhicules Industriels et les Locaux de deux journaux régionaux. Un petit groupe s'est également rendu à Vénissieux, dans la banlieue lyonnaise, pour rencontrer le dirigeant d'un centre d'intégration scolaire pour enfants d'immigrés. Ces activités ont été complétées par des excursions dans le Forez et à Annecy, ainsi que par une réception dans des familles lyonnaises. Enfin, les participants ont eu l'occasion d'assister au congrès de l'AATF et de participer aux excursions organisées dans ce cadre, la Route du Beaujolais et la Découverte de la Bourgogne. L'AATF tient à remercier chaleureusement ces 24 professeurs qui, malgré la fatigue et le stress occasionnés par le rythme d'un programme fort chargé, ont accepté de passer une demi-journée à remplir les mallettes destinées aux 500 congressistes.

L'un des objectifs de l'Institut était de permettre aux participants de préparer, sous la direction de Marie-Christine Koop, un projet pédagogique comprenant l'exploitation de documents authentiques autour d'un thème culturel. Ces projets seront bientôt disponibles auprès de l'AATF Lending Library.

L'Institut AATF de l'été 1996 a été un véritable succès. Les participants, qui avaient été hautement sélectionnés, se sont montrés dignes de la tâche qui leur était confiée. En dépit de la fatigue et des petits problèmes inhérents à un stage d'une telle durée et d'une telle intensité, ces professeurs ont toujours fait preuve d'enthousiasme et de reconnaissance pour les activités organisées à leur intention.

MALLHYPE: A STRATEGY FOR THE PROMOTION OF FRENCH

There has been a lot of concern regarding the decline of enrollment of students in French, especially in our area of the country where Spanish is the predominate first or second language. After the fall AATF meeting of the North Texas chapter, several teachers got together and decided that we needed to devise several new strategies to promote our language. Mallhype was the result of these discussions.

In our area, most high school and middle school students sign up for their next year's courses in February. So January and February were targeted as the focus of our promotions. Two high schools (DeSoto HS and Duncanville HS) and a local community college (Mountain View) combined forces and rented a kiosk in a local mall.* The results were outstanding.

There are two malls in our area, but a quick survey of students showed that they preferred The Parks at Arlington. The kiosk was manned by 26 students and 3 teachers on the last weekend in January on Friday night and all of Saturday. The participants held conversations with 399 shoppers. At one point, students spoke with 57 shoppers in one hour (We found a correlation between the number of students manning the kiosk and the number of contacts: the more students, the greater number of con-

tacts). Hundreds of others declined to speak with us, but they had to at least acknowledge our presence. Groups of youngsters and youngsters with parents were our main targets. Many shoppers voluntarily stopped by out of curiosity. Since we had not had any experience with this kind of promotion, we approached it cautiously and with a lot of concerns. However, our greatest concern, the cost,** was quickly put to rest with an inquiry to the mall's office. The cost was minimal (\$250) and we had to provide insurance coverage which the DeSoto ISD willingly provided. The mall personnel were extremely encouraging and helpful.

The AATF office provided us with brochures, and each school contributed other handouts. DeSoto HS provided a TV and VCR and the AATF promotional videos, while Mountain View contributed travel and music videos. The music videos were one of the most effective drawing cards to our kiosk which was decorated with posters (Arc de Triomphe, Québec, Sénégal, Notre Dame, etc.). We could see right away that standing around and waiting for the shoppers to come to us would not be very effective, and we began stopping pedestrians. The most effective lines were: "Excuse me, but are you currently enrolled in a foreign language program in your school?" (to

youngsters) and "Excuse me, but is your child currently enrolled in a foreign language program at his/her school?" (to parents with children). The conversations began from this contact. Even if they were already enrolled in Spanish or another language, we encouraged them to take French in their senior year.

The only real problem encountered was the typical one of students not showing up or showing up at a time other than scheduled. This meant that the teacher on duty had to take a more active role rather than a supervisory one.

Whether or not we will see increased enrollment in our own courses, the participants felt that our presence heightened the public awareness of our language. The students also received valuable lessons in public contact. We can't wait to do this again next year.***

Martin Johnsen
DeSoto High School
Irving, TX

* The teachers involved were Sandra Barber, Sherry Dean and Martin Johnsen.

** COSTS: Kiosk rental \$250.00; Locks \$13.45; Printing \$10.39; Total \$273.84.

*** For more detailed information, contact Martin Johnsen, DeSoto High School, Irving TX.



THE AATF TRAVEL GUIDE IS READY!

The latest product of the AATF's Task Force on the Promotion of French in the U.S., under the general direction of Marie-Christine Koop of the University of North Texas, is now ready for distribution. Prepared by Sherry Dean of Mountain View College in Dallas, TX, with the assistance of Sandra Evin and Dr. Jean Hagemann, the spiral-bound 119-page volume addresses many of the aspects of interest to teachers planning student study trips abroad. The areas of focus include: travel companies, established programs abroad, exchange programs, prepackaged student tours, how to start a trip from scratch, help for the independent student traveler, study abroad credit, pre-trip orientation, liability, how to reduce stress during the trip, helpful tips and resources, and school addresses in France on the Internet. Although not designed to be exhaustive or the final authority on France-related travel issues, it is still a gold-mine of information. It is reality-based because the writing committee relied primarily on information provided by respondents to the AATF Travel Survey published in the *National Bulletin* in Spring 1995.

Order your copy today @ \$12 (postpaid) using the coupon below:

Name _____

Address _____

Telephone (day) _____ (evening) _____

Please send me _____ copy(ies) of the AATF Travel Guide @ \$12 postpaid (member)
or \$15 (non-member) Total: _____

____ Check enclosed or _____ credit card info below (Visa & MC only):

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

Fax (credit cards only) to: 217/333-5850

ANNOUNCING NATIONAL FLES* DAY, 1997

The celebration of **National FLES* Day** will be held on the first Monday (March 3) of **National Foreign Language Week**.

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

This is also an excellent opportunity to distribute the new *Why FLES** brochure, funded and distributed by AATF, 57 E. Armory Ave., Champaign, Illinois 61820, at a minimal cost.

Celebrate **National Foreign Language Week!** Celebrate **National FLES* Day**, 1997.

For suggestions on celebrating **National FLES* Day**, contact: Dr. Gladys Lipton, Director, National FLES* Institute, University of Maryland, Baltimore County, Baltimore, MD 21250; FAX: (301) 230-2652.

THE NATIONAL FLES* INSTITUTE 1997

Plans are underway to hold the **National FLES* Institute/Conference** at the University of Maryland, Baltimore County, Baltimore County this summer, **June 24-30, 1997**.

The content of the Institute will be devoted to FLES* Methodology for teaching foreign language in grades K-8 in elementary and middle schools, for all types of programs: Sequential FLES, FLEX or Exploratory, and Immersion. The techniques demonstrated can be adapted to all

foreign language levels. There will be an exploration of hands-on technology which could be appropriate for FLES* programs through e-mail, the Internet and the World-Wide-Web. Participants will be able to network, share and work on practical projects.

The tentative schedule will involve FLES* Methods, use of the target language during meals, a Share-Fair with demonstrations by the participants, and a Practicum, where participants have the opportunity to use the University's FL Media Center and the FLES* Resource Center. Individual assistance to participants will be provided, as needed. In addition there will be FL films, discussion and guest speakers. Partial post-Institute scholarships may be available.

For additional information about the National FLES* Institute, and the application, write to Dr. Gladys Lipton, U.M.B.C., Modern Languages, Baltimore, MD 21250, or fax your request to: (301) 230-2652.

Oral Proficiency Testing Kits in Spanish, French, German, Chinese and Japanese Now Available From CAL

Since 1991 the Center for Applied Linguistics (CAL) has trained several hundred educators in oral proficiency assessment. This training has been offered through workshops based on CAL's Simulated Oral Proficiency Interview (SOPI). In the SOPI rater training workshops, participants become familiar with the SOPI and with the *Speaking Proficiency Guidelines* of the *American Council on the Teaching of Foreign Languages* (ACTFL). The ACTFL *Guidelines* underlie the SOPI format, and SOPI raters use the *Guidelines* to score the test. CAL has conducted workshops for Spanish, French, German, Japanese, Chinese, Arabic and Portuguese.

CAL has recognized the need to make this type of training more widely available. Now, funded by grants from the U.S. Department of Education, CAL has developed the self-instructional SOPI *Rater Training Kit*. The goals of this innovative *Kit* are the same as the workshop. However, the *Kit* is specifically designed to be used by individuals working on their own or in small groups. Each *Kit* consists of four parts: a *Rater Training Manual*, three *Rater Training Kit Tapes*, the *Rater Training Kit Workbook*, and the *Rater Training Kit Reference Guide for Scoring*. The *Kit* also includes a complete copy of one SOPI. Upon completion of

the *Kit* training, teachers may administer and score the SOPI at their own institution.

By working through the *Rater Training Kit*, teachers gain a hands-on understanding of proficiency concepts and become familiar with the goals of proficiency-oriented testing and teaching. They can also become competent to administer and score the test for their own students. To have their rater training ability recognized, trainees can take an optional test. Upon successful test performance, trainees receive a *Certificate of Achievement* from CAL.

SOPI rater training kits are available in **Spanish, French, German, Japanese and Chinese**. Kits are also being developed for Arabic and Russian. For further information, contact: Laurel Winston, Coordinator, *Simulated Oral Proficiency Interviews*, Center for Applied Linguistics, 1118 22nd St., NW, Washington, D.C. 20037. Telephone: (202) 429-9292; nlcro@cal.org; <http://www.cal.org>.

TO ELICIT STUDENT INITIATIVE

In the course of four decades of teaching, I approached the objective of inducing college students to develop an organizing mind by urging them to keep notes of their own ideas on cards, with only pencil headings, if any. Then on some rainy day, I suggested, one could explore how they related to one another to generate broader meanings. I think few among thousands of students carried out the idea, except for graduate students who had a special interest in collect-

ing and organizing the materials for a thesis that would be rewarded by some teacher or committee.

The idea of a reward apart from one's own self-fulfillment did not occur to me, but on reflection, it is apparent that the effort should be aimed especially toward those students who did not see such an exercise as its own reward, yet would be willing to rise above the common mediocrity, given sufficient inducement.

A teacher who wants to stimulate this sort of self-education might be more successful by promising at the beginning of a course to consider carefully, in the final grade, any report that a student might present as evidence of a personal program to develop organizing power, or some other ability, through activity above and beyond what was prescribed by teachers and syllabi.

I have tried out this idea on one student. He said that when a student works hard on a course, it is good to be fully rewarded. I answered that while I agreed, this was not what I was talking about: I meant initiative taken by the student independently. "But what kind of initiative do you have in mind?" he asked. The need to imagine thinking outside a given framework—a course is only an example—seemed to be confirmed.

If anyone sharing my notion that this is a worthy function of education decides to test such a strategy, at any possible age level, I would love to receive a postcard at 18550 29th Ave., N.E., Seattle, WA 98155.

Howard Lee Nostrand
University of Washington

Resource Book Available

Would you like to learn the secrets of French cooking in Provence? Trace your Huguenot ancestors? Find a bilingual school for your child? Locate the right company to distribute your product? Study modern French history at the Sorbonne? Sharpen your French in a conversation group? These questions and many more are answered in the new: *French-American Foundation Guide*.

This is a bilingual guide to Paris and other major cities in France which lists services, associations, schools and businesses involving Americans or the U.S.A.

The preface has been prepared by The Honorable Pamela Harriman, Ambassador of the United States of America to France, and His Excellency François Bujon de l'Estang, French Ambassador to the U.S.

The French-American Foundation Guide, 1996-97, (220 pages), edited by Sandra Freland and published by The French-American Foundation, is available in U.S. at the French-American Foundation-New York (\$20, + \$1.25 postage) at 41 East 72nd Street NY, NY 10021 Tél: (212) 288-4400 Fax: (212) 288-4769 E-Mail: [French_AmerFdn@msn.com].

Concours TV5

"Chasse Aux Trésors au Cœur des Villes du Monde"

Élèves et professeurs de français du monde entier, TV5 vous propose de participer à un concours. La classe lauréate gagnera un séjour d'une semaine à Paris pendant lequel elle participera à une "classe internationale" organisée par la Cité des sciences et de l'industrie de Paris-La Villette.

Parmi les titres d'émissions de TV5 suivants:

Itinéraire d'un gourmet, Bus et compagnie, le chemin des écoliers, C'est à suivre, Pulsations, Bon week-end, Correspondances, Thalassa, Montagne, La tournée du grand Duc, La marche du siècle.

il faut en choisir 5, évocateurs de 5 "trésors" de votre ville.

Chaque trésor sera un objet, un lieu ou un personnage de votre ville que vous affectionnez particulièrement ou qui vous fait rêver.

Bâissez ensuite une histoire écrite en français illustrée de photos, dessins. . . **mettant en scène** ces 5 trésors. Le dossier comportera au minimum 3 pages et au maximum 10. Une illustration vidéo sera la bienvenue.

Le jury sera particulièrement attentif à l'inventivité et à la qualité du travail de groupe.

Les dossiers devront être retournés à TV5 avant le **15 avril 1997** (cachet de la poste faisant foi).

TV5 - Dominique MARTINEAU Concours "Chasse aux trésors"

19, rue Cognacq-Jay
75341 Paris Cedex 07
FRANCE
Tel: 01 44 18 55 90
FAX: 01 44 18 48 38

Pour tous les règlements du concours, adressez-vous aux mêmes coordonnées.

FRENCH PEN PALS AVAILABLE FROM FRANCEWORLD

Registration Form (please print in capitals)

SURNAME: _____

CHRISTIAN NAME: _____

AGE: _____ MALE/FEMALE: _____

ADDRESS _____

TOWN: _____

STATE: _____ POST CODE: _____

Note the bigger city near your home: _____

COUNTRY: _____

INTERNET ADDRESS (optional): _____

IMPORTANT: French students will select their correspondents by Country, Region in the country, Age, Academic interests, Sports, Hobbies, etc,...

SCHOOL/UNIVERSITY: _____

ACADEMIC INTERESTS: _____

HOBBIES: _____

SPORTS: _____

NOTES: _____

What language would you prefer to use to correspond? _____

OPTIONAL:

I WILL BE ABLE TO RECEIVE MY PEN-PAL Y/N: _____

I WILL BE ABLE TO VISIT MY PEN-PAL Y/N: _____

SIGNATURE OF YOUR PARENTS IF YOU ARE UNDER AGE _____

The French Department Head may return all the forms from your school together. If he or she is unable to do so, PLEASE return this form (via Air Mail) to our address in France or by Internet at franceworld@libul.com.

FRANCEWORLD

45, rue Kléber-10000 TROYES (FRANCE)
Telephone: (33) 03 25 81 27 88 - Fax: (33) 03 25 76 95 85
Internet Address: franceworld@libul.com

OPEN YOUR WORLD
WITH
FRENCH

YES, FRENCH CAN HELP YOUR CAREER!

Here are some testimonies from former students now working in California, Louisiana, New York, South Carolina, Texas, Washington, D.C., and ... France

International Traffic

Howard A., B.A. in French (Slippery Rock U) and MBA in International Business Management (U of Dallas). "I am currently Vice President of International Traffic with SB International, Inc., a small export-trading company in Dallas which specializes in recycled metal trading. My duties involve the movement of freight all over the world, negotiations of ocean and truck freight rates, export letters of credit, and supplier and customer relations. I often use my French in dealing with customers in France, the Arab world, and French-speaking Africa. My job has taken me overseas numerous times where French was a spoken language. French has particularly come in handy in dealings with several Arab customers when neither English nor Arabic could be spoken."

International Law

Renee M.-N., B.A. in International Business & Modern Languages (St. Francis College) and J.D. in International Law (U of Pittsburgh School of Law). "Since 1990, I have been the sole in-house attorney for the North American subsidiaries of Airbus Industrie, the European consortium headquartered in Toulouse, France. Prior to securing the position at Airbus, I served for four years as the sole in-house counsel in the US for both Aerospatiale Helicopter Corp. (now American Eurocopter) and Aerospatiale General Aviation. With both Aerospatiale and Airbus, my duties have spanned a wide variety of legal issues and have included frequent travel to France. Before joining Aerospatiale, I was employed by Arthur Young & Co. (now Ernest & Young) as an international tax accountant."

Garment Industry

David T., 4 years of French, one year at the Sorbonne. "For the past six years, I have worked for Polo Ralph Lauren Corporation in Paris. Although an American company at heart, over 60% of its employees are French. I am currently in charge of the architecture, decoration,

and general upkeep of our three European showrooms and 13 existing Polo Ralph Lauren free standing stores. My daily office routine and most of my outside appointments are almost entirely in French, and without a solid grasp of the language, I could never function on the level my job requires. As we have offices all over Europe, my grasp of the French language gives me a base which has helped me in many an unusual situation. I can sincerely say that without my knowledge of French, my life would not be what it is today!"

Investment and Multi-lateral Development

Deborah M., M.A. in French and Spanish (Louisiana Tech U). "After working in the Office of International Development at Louisiana State U, I was appointed by Governor Edwin W. Edwards to the Board of Directors of CODOFIL, Council for the Development of French in Louisiana. I have now founded my own company, Moore International Services, in Shreveport. It helps companies define business and investment opportunities with multi-lateral development banks and other government agencies. I also help government and economic development agencies increase their business and investment activities by establishing strategic partnerships, technology alliances and reverse investment activities in their geographic regions."

Culture

Megan A., B.A. in French (Hollins College), one year in France, M.A. in French and English Translation (U de Paris-Sorbonne). "Today, I am Assistant to the Cultural Attaché at the French Embassy in Washington, D.C. My duties include organizing French literary conferences, exhibitions at art galleries and museums, tours for French theatre and ballet companies, viewing of French films, visits of French and European government officials, etc. I meet diverse and fascinating people and it is always stimulating. I am also in charge of the bulletin with the Maison Française for which I write articles to promote our cultural activities."

Regional Passenger Sales

John H., B.A. in Business Administration with minors in economics and French (US International U, San Diego) and MBA in International Management (Thunderbird U). "I have spent 25 years in the airline industry and worked for Air France since 1974. As Regional Manager of Passenger Sales, I am in charge of sales promotion, marketing, and contract negotiations with firms involved with Air France in passenger travel. Needless to say, I use French on a daily basis. In addition, I have been President of the French-American Chamber of Commerce in Dallas since 1992. I have also participated in steering committees for exchange programs between Dallas and Dijon, Tyler and Metz, and Irving and Boulogne-Billancourt. Being a living language, French has opened to me commercial, diplomatic, and cultural doors which would have remained closed otherwise." John H. recently received the "Médaille du Mérite" from the French government.

International Trade

Wendy B., B.A. in French (Hollins College). "I currently live in Nançay, France where I am the International Trade Representative for the City of Orléans. I am in charge of contracts and communications with all English-speaking companies. I coordinate the city's business attraction activities in the U.S. and Europe; prepare documentation and promotional materials and site location proposals; organize and participate in trade missions to the U.S."

Government Contracts

Elizabeth B., B.A. in French (Hollins College). "I am the Administrative Manager for Government Contracts at Michelin Tire Corp. in Greenville, South Carolina. My duties include, but are not limited to preparation of proposals, reviews of bids, contracts and related documents and liaison between sales groups and other departments for government contracts."

French-American Chamber of Commerce

Erin P., B.S. in Marketing (Texas A&M U); four years of French, one semester at the U of Dijon. "As Executive Director of the French-American Chamber of Commerce in Dallas, I am in charge of the promotion of French-American trade and investments. The French-American Chamber of Commerce is the largest binational Chamber in Dallas. I meet with officials from companies and government agencies and speak French on a regular basis. I organize international programs and events, and I provide services for members. I have the best job in town!"

Bilingual Office Position

Rachel T., B.A. in French (Indiana U), one year in France. "When I came back from France, I had one year before resuming my studies. I decided to move to New York City to live with my sister. I went to a bilingual employment agency where I took French and computer tests. I was offered a position as receptionist/secretary for Clicquot, Inc., the American branch of the French company Champagne Veuve Clicquot Ponsardain. My main responsibilities include telephone calls with France and translating faxes and letters from France."

Hotel Industry

Myra L., AD (Mountain View College), six months at the Sorbonne. "My native language is Spanish, but I am also fluent in French and Arabic which I started studying when I was in Paris. I now work for Hilton Reservations Worldwide and use all four languages in my job. I have had several lucrative job offers, but I love the travel opportunities with my current position. It has changed my life!"

Translation

Christina M., B.A. in French (Hollins College) and M.A. in French (U of Virginia), Lecturer at the Sorbonne for one year. "I am currently a Program Specialist in the Division of Research Programs of Conferences/Translations for the National Endowment for the Humanities in Washington, D.C. I work in the division that funds projects to translate texts from a foreign language into English and to hold conferences on research topics in the humanities. I use my French with the translation projects."

Travel Industry

Virginia S., B.A. in French (Hollins College), one year in France. "I work for Wingate Travel America where I am receptive tour operator for Wingate Travel France, managing the Los Angeles office. My duties include supervising a small staff of 3, organizing groups, and accounting as well as negotiating contracts. I travel to France for business at least once a year."

Special thanks are extended to the French instructors who provided the information in this flyer: Jayne Abrate, Sherry Dean, Lee Gunter, Marie-Christine Koop, Vincent L. Remillard, Ed Spodark, Albert Valdman, Richard Williamson, and Hannah C. Zinni.

FRENCH AND FOREIGN LANGUAGE PEDAGOGICAL WORLD WIDE WEB SITES

In the brief period of time that I have had access to the Internet I have found many references to French literary, artistic, cultural, culinary, sociological and pedagogical resources. Many of these are useful for instructional purposes in beginning to advanced university courses as well as in high school courses. Assuming accessibility to the World Wide Web (WWW), most of these resources can be made available to students.

Any of the Web browsers on the market will accomplish the task. I have primarily used *Netscape Navigator* and am satisfied with its handling of text and graphics as well as its ease of use. I have recently upgraded to version 2.0. Other available web browsers are NCSA *Mosaic* [ftp://ftp.ncsa.uiuc.edu/Mosaic/Mac/], *MacWeb* [ftp://ftp.einet.net/einet/mac/macweb/macweb.latest.sea.hqx], *TCP/Connect II* [http://www.intercon.com/download.html]. All four of these browsers can be downloaded from the Internet. (see Snyder, Joel. "Internet Essentials: Pick the Best Browser." *MacWorld* (October, 1995: 110-114.) The article is also available on the Web at [http://www.macworld.com/pages/october.95/Feature.1394.html].

The amount of French information adaptable for pedagogical use is extraordinary. I have annotated and listed a few site addresses according to topic. All of the addresses furnished are summaries or exact information from the Web page which will point to other topics and useful sites. All of the sites have been viable for at least six months and addresses have not changed as of March 1, 1996. All sites are best accessed with a graphics capable browser although text-only browsers can also access WWW pages providing the local network allows it. At the end of the list is included a gopher menu for text-only browsers. After the Web is accessed through the browser, type in the address as it is written. Lowercase letters, capital letters, symbols and spacing are important. Addresses are one continuous line even though they may take up several lines in the article.

FRENCH SITES

Bienvenue au Quebec:

[http://www.gouv.qc.ca/index.html]

The Prime Minister's page, Lucien Bouchard. A welcome message, his biography, recent speeches and press commu-

niques. Quebec government ministries and organizations as well as the *Assemblée nationale* with much information on their mission, programs and activities. Also to consult from this site are links to the *Société québécoise* or *Québec dans le monde*.

Les Pages de Paris:

[http://www.paris.org/parisF.html]

A lot of graphics; slow to load but much information. Schools and universities, interactive map of museums and monuments, train stations in Paris, a FAQ and other links.

Tennessee Bob's Famous French Links

[http://192.239.144.18/departments/french/french.html]

A comprehensive site which links to many others. Among the links you will see are: Finding Things, Art & Special Image Exhibits, Literature and Music, Newspapers, Magazines and Newsgroups, Audio-visual (Radio/TV, etc.), Virtual Francophone Tourist, Some subway maps, Scholastic, Academic and Teaching Sites, Interactive Sites, French Language, Curriculum Mirror, French in Business Context

The French Page – La Page Française

[http://www.acs.appstate.edu/~griffin/website/french.html]

The French Page is the first in a series of pages from the Department of Foreign Languages & Literatures at Appalachian State University for each of the languages offered in the Department: French, Spanish, German, Latin, Japanese, Chinese, and Russian. The page contains Department information as well as many links to French language, literature and culture sites.

The Virtual Baguette:

[http://www.rnmania.com/]

According to the authors "the first bilingual (English-French) magazine only, entirely, exclusively published on the Web for the pleasure of your 5 senses. Read everything (it's free) and enjoy."

The Webfoot's Guide to France

[http://www.webfoot.com/travel/guides/france/france.html]

General information about France, city and site information, travelogues, transportation, food, lodging, French history;

museums, attractions, sports, universities, general tips for tourists and additional links.

Répertoire des espaces cybernétiques francophones

[http://www.lanternette.com/hugo/francais.html]

Formerly known as *Y'a du français sur ce %\$#&*@ de Web!* This is an exhaustive collection of links to French WWW sites. Well worth exploring.

FOREIGN LANGUAGE PEDAGOGICAL RESOURCES:

Chorus:

[http://www.chorus.cycor.ca/chorus.html]

A link to using computers for language learning. Many different kinds of useful resources for using a computer to study and teach language and literature.

City net:

[http://www.city.net/]

A comprehensive international guide to communities around the world. The site is updated daily to provide access to information on travel, entertainment, local business, government and community services for all regions of the world.

Foreign Language Teaching Resources:

[http://babel.uoregon.edu/yamada/forlang.html]

World Wide links for K12 educators who want to learn to set up their own Internet servers, link the WWW servers at those schools, help find and use appropriate K12 resources on the WWW. Topics with links: How to Teach with the Net; Foreign Language Teaching Forum; World Lecture Hall (UT Austin Web Central with links to worldwide faculty pages for delivering class materials: course syllabi, assignments, lecture notes, exams, class calendars, multimedia textbooks, etc); Language Teaching Resources from the University of Oklahoma with sources for software, discussions of matters of pedagogical interest; Web development for teachers and language specific teaching resource sites; South Eugene High School, a language teaching site prepared by students and staff; Tecla, a text magazine produced weekly during term-time by the Spanish Department at Birnbeck College, University

Continued on Page 14

Activities That Work
Continued From Page 6

I like to also give the literal English translation because it makes the activity all the more fun, and it shows them that translating literally often doesn't tell them much about the real meaning of the expression.

Catherine Bass

Email:[rb61@prism.gatech.edu]

IV. Au Clair de la Lune Activity

This is not an earthshaking activity, but is a result of having decided to include more classic songs in French I.

Two weeks ago I started teaching my students *Au Clair de la Lune* because it is short. My goal was to have each student to be able to sing or recite it to me. Quite coincidentally, we were on the chapter that deals with class supplies, so we were able to discuss *plume* and talk about penmanship, contrast types of pens, introduce the verb *écrire*, and practice *prête-moi* — (name of a school supply). That's one they'll use a lot!

The text also introduces *il me faut* and *te faut* in this chapter, so I had students rewrite the song as if it were a scene in a movie:

Narrator: Hé, Pierrot!

Pierrot: Qui est là?

Narrator: C'est moi! Ouvre-moi ta porte!
(Pierrot opens the door.)

Narrator: Bonsoir, Pierrot! (It is night-time, after all.)

Pierrot: Bonsoir. Qu'est-ce qu'il te faut?

Narrator: Il me faut écrire un mot. Je n'ai pas de plume. Prête-moi ta plume...(etc.)

They did surprisingly well for having 5 weeks of French under their belts.

In addition, I looked up the American Sign Language signs and used them. I may need to apologize for not having observed correct syntax for ASL, but the signs seemed to help a few of the students, since they are so visually logical and descriptive. Only a few students said they found them useful, but they all had fun trying to sign the song. ASL may actually be more confusing than helpful for some of the kids; I left it optional.

I included *Au Clair* vocabulary in the vocabulary test, and had them translate sentences into French, such as "Lend me a calculator," "I've got to write a book" (well, it made sense in context), and "It's love! — No, it's the moon!"

Anyway, it was fun, and they did pretty well. I just thought I'd pass it on for others to consider, adapt, improve, etc.

Mary Young

Email:[reospeeder@earthlink.net]

**French And Foreign Language
Pedagogical World Wide Web Sites**
Continued From Page 13

of London, written for learners and teachers of Spanish; American Association of Teachers of French (AATF) Gopher Language resources for French and French teaching; A Welsh Course and a Latin Course.

**Internet Resources for
Language Teachers:**

[<http://www.cti.hull.ac.uk/langsite.htm#email>]

This link contains Email discussion lists and newsgroups; Language-related newsgroups and discussion lists; Fonts for languages and phonetics; Sites devoted to languages and linguistics in general, often with pointers to other language resources; Multilingual language sites devoted to, and/or written in: Balkan Languages, Eastern European Languages, French, Gaelic, German, Italian, Hispanic Languages, Languages of the Low Countries, Middle Eastern Languages, Oriental Languages, Scandinavian Languages; Products and Commercial sites selling language products; Translation and Interpreting; CAL Bibliography sorted by author; Lokace: A search engine for French language sites; ANSA — *un'agenzia italiana di informazione*; *La Città Invisibile*; News and views from the Italian Left; The World Wide Web Virtual Library: The Italian General Subject Tree; Italian sites sorted by subject, from *Aeronautica* to *Volontariato*; Bucknell Russian Studies Department; Pointers to resources in Russian, including the Voice of Russia World Service in audio in real time; *Aktuelle Informationen aus Deutschland und Österreich*; Pointers to German social institutions; Educational, English Language Learning, and Teaching Software; *Champs-Élysées*, "publishers of monthly audiocassette magazines for speakers of French, German, Spanish and Italian;" Demo video and audio clips (.mov format) available for download; Robert Beard's Linguistics Page with online dictionaries and a list of morphology sites.

New Tools for Teaching: J.J. O'Donnell

[<http://ccat.sas.upenn.edu/teachdemo>]

O'Donnell's page links to others that introduce, describe, and exemplify new Internet-based teaching resources currently available.

**Teaching Resources for
Specific Languages**

[http://www.tcom.ohiou.edu/OU_Language/teachers-language.html#French]

Web resources for individual languages. This link is to the French portion of the page, but the page also includes other languages.

The Human Languages Page:

[<http://www.willamette.edu/~tjones/Language-Page.html>]

A page is devoted to information about the languages of the world ranging from dictionaries to language tutorials to spoken samples of languages. Other topics include job announcements, multilingual resources, books and literature archives, linguistics resources and commercial resources.

WebMuseum: Bienvenue!

[<http://sunsite.unc.edu/wm/>]

An online art museum. This is one of the North American mirror sites. The title page suggests "exploring a tiny subset of the collections first" the medieval art exhibit, for example. However, most artworks are exhibited in the Famous Paintings section. Follow the links for an interesting time.

**WWW Foreign Language
Resources on the Web**

[<http://www.itp.berkeley.edu/~thorne/HumanResources.html>]

From the page itself: This resource list, by no means comprehensive (hundreds of fresh WWW pages are appearing each month), aspires to lend starting points for mining the WWW for foreign language/culture specific resources. This is a "quality-only" index. In other words, we have sought to include only the best of the foreign language ("foreign" for native speakers of English) Web sites out of the many that exist.

Yahoo!

[<http://beta.yahoo.com/Education/Languages/>]

Search options with other links including Indices, Companies, English as a Second Language, Human Languages and Linguistics. Also has many other links to information about languages and language study.

Gopher menus are very useful for those without graphics capabilities. The following is a listing of the links contained in this menu. Once this page is accessed select specific items.

Gopher Menu

[gopher://Library.Cortland.edu:70//ldka200%3a%5bgopher_data.acaddepart._icc_resource%5d]

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**French And Foreign Language
Pedagogical World Wide Web Sites**
Continued From Page 14

**Foreign Language Teaching Forum
(FLTEACH)**

News

French: *Actualités françaises* (Amb. Fr, Ottawa)
French Language Press Review (local)
French news — Wash / *L'actualité en France et dans le monde*
GERMNEWS German News
German Information Center (Language Acquisition Center UT Arlington)
Mensajes de Notiven (Noticias de Venezuela)
Spanish: *Ecuador Ministerio de Relaciones Exteriores* (noticias de Ecuador)
Spanish : NOTICOL : *Noticias de Colombia*

**Language Specific
French**

AATF — American Association of Teachers of French
French : ARTFL (*Tresor de la langue française*)
French : *Annuaire électronique en*

France (et finger)
French : Gopher *Littératures de U de Montréal*
French FTP Archives (Univ. Lyon I)
French Gophers
French Language Gopher Servers
World-Wide
French Libraries
French Libraries from grenet.fr
German, Italian, Spanish resources

General FL Resources

ACLAnet (American Comparative Literature Association)
Agora Language Marketplace
CELIA (Language Instruction) Archive (Merit Network, USA)
ECHO — European Commission Host Organisation (Telnet)
EUROSESAME
IALL (Intl. Assn. of Learning Labs) — Dartmouth College
IECC (Intercultural-Email-Classroom-Connections)
LCTL (Less Commonly Taught Languages)
LLTI (Language Learning Technology International List Archives)

**Languages Other Than English —
OTPAD/ACT gopher**

NLLIA
NLLIA / LATTICE call-reports
RiceInfo (Rice University CWIS) Language Tools
SCOLA (Satellite Communications for Learning)
Software Courseware Online Review at Curtin
Voice of America News in many languages (Sound files)

Useful Resources for FL Teachers

Chronicle of Higher Education
Cornell Information (see Fall Creek and Cinemopolis for foreign films)
Distance Education Clearinghouse
ERIC Database (Syracuse Univ.)
Film database from U. Manchester
Gopher and Information Servers (by geographical location)
Kovacs — Directory of Scholarly Electronic Conferences (LISTS)
Nineteenth Century Literature (Journal)
Scholarly Resources (from Rochester)
Special Collections: Higher Education (NYSERNET)
Special Collections: k-12

Charles W. Gidney
Coastal Carolina University

CORRESPONDANCE SCOLAIRE SUR INTERNET

Dans le cadre de notre mission d'information sur les correspondances scolaires utilisant Internet entre des établissements scolaires français et des écoles américaines, le Bureau de la Coopération Linguistique et Éducative de San Francisco a pour souci constant d'élargir son carnet d'adresses. Les professeurs qui s'intéressent à ce genre d'échange sont priés de bien vouloir remplir le coupon-réponse ci-dessous et de me le renvoyer par la poste (BCLE, 540 Bush St., San Francisco, CA 94108) ou par fax (415/433-8357). Cela me permettra de les mettre plus facilement en contact avec des écoles françaises. Merci d'avance de votre aide!

NOM _____

ÉTABLISSEMENT _____

ADRESSE POSTALE _____

ADRESSE INTERNET _____

Vincent Burgatt
Attaché linguistique adjoint

AATF TEACHERS AWARDS

The American Association of Teachers of French will offer **four awards for outstanding teachers annually: one to an elementary school teacher, one to a middle school or junior high school teacher, one to a high school teacher, and one to a post-secondary teacher (at a university, college, or junior college)**. If there is no suitable candidate in any one of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards program is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French.

Nominations may be made by an individual member of the AATF in good standing or by a Chapter of the AATF.

All nominations and documents must be sent to the awards chairperson by the deadline indicated on the nomination form.

For each level of the awards, the nomination committee will consist of two members of the AATF Executive Council and one teacher-member at large.

Any nomination that exceeds the **seven (7) page** limit will be disqualified and returned to the nominator.

A teacher may receive the award only one time at the same level.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor. The *National Bulletin* will have a feature article on the recipients and the recipients will receive a one-year complimentary membership in AATF.

TIME LINE

As the awards will be presented at the annual convention each year, the deadline for submitting all documents to the awards chairperson will be March 1 of the year in which the award will be made.

The awards chairperson will then distribute the award nominations to the committee members and the decision will be made by April 1. The recipients will be notified by May 1 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching **currently** at the level for which they are candidates.
2. Nominees for the AATF award must have been members of the AATF for the past five consecutive years.
3. Current AATF Chapter, Regional, or National officers are not eligible for the AATF award.
4. Nominees for the AATF award must have made a significant impact on students, school and community at the award level for which they are candidates.
5. Nominees for the AATF award must be participants in AATF activities locally, regionally, and/or nationally.

EVALUATION CRITERIA

1. Outstanding teaching:
 - A. Evidence of teaching achievements that have led to:
 1. Students' proficiency in French
 2. Students' knowledge of French, Francophone culture and/or Francophone literature
 3. Students' intellectual growth
 4. Motivation of students for the continued study of French
 - B. Evidence could include, but is not limited to:
 1. Student participation in extra-curricular French activities, including exchange programs.
 2. Student performance on standardized tests such as:
 - The National French exam
 - The DELF/DALF Exam
 - French Achievement Tests
 - The GRE Exam
 - French Advanced Placement
 - Teaching Licensure Tests
 - etc.
 3. Enrollment trends or expanded curricular offerings
 4. Teacher selection for school or university teaching awards
2. Nominee's professional growth and contributions to the profession:
 - A. Evidence of continuing professional growth, which could include, but is not limited to, the following:
 1. Attendance at foreign language oriented conferences and/or workshops

2. Pursuit of a degree or degrees in higher education
 3. Participation in grant supported workshops or research
- B. Evidence of continuing significant contributions at several levels: (eg. the school, local, state/regional, national or international levels) Evidence could include, but is not limited to:
 1. Sponsorship of extra-curricular activities such as a club or a student exchange program
 2. Leadership and/or service in professional organizations
 3. Research, presentations at conference, and publications in professional journals

NOMINATION PACKET

The nomination packet may not exceed **a total of seven pages** and must include the following:

1. A résumé of education, employment, recent activities and awards on the officially provided two-page form (pages 1 & 2)
2. A one-page narrative summary by or about the nominee, offering evidence of outstanding teaching. (page 3)
3. A one-page narrative summary by the nominee, offering evidence of professional growth and contributions to the profession. (page 4)
4. **Three supporting documents: one letter from a present or former student or parent, one letter from a present colleague, and one letter from a past or present AATF Chapter officer. Each letter must be limited to one page of readable type. (pages 5,6,7)**
5. All nominations and forms should be submitted with the original nomination packet and four copies organized into five complete packets for distribution to committee members.
6. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
7. Submit the five packets for the nomination to the Awards Chairperson:

Geraldine O'Neill
21 Mill River Road
South Salem, NY 10590

The nomination should be received by no later than **March 1, 1997** for awards to be made in **November 1997**.

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
NOMINATION FOR EXCELLENCE IN TEACHING AWARD**

Candidate information (please type)	Check appropriate category:
NAME _____	<input type="checkbox"/> Post-secondary <input type="checkbox"/> Secondary
INSTITUTION _____	<input type="checkbox"/> Junior high/Middle school <input type="checkbox"/> Elementary
POSITION _____	
ADDRESS _____	
TELEPHONE _____ (office) _____ (home)	

Educational Background

Institution	Degree Received

Teaching Experience

Institution	Years	Position	Dates

Membership/Offices Hold in Professional Organizations

Organization	Dates of Membership	Elected Office/Committee	Years

Extra-curricular Service (Club sponsorship, etc.)

Organization

Dates

Conference Presentations

Presentation

Conference

Date

Publications

Title

Publication/Publisher

Special Awards of Recognition

Award

Given by

Date

CALENDAR OF EVENTS

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 and the SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS' ASSOCIATION: March 6-8, 1997, Myrtle Beach, SC. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX: (912) 333-7389; E-MAIL: [lbradley@grits.valdosta.peachnet.edu].

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. E-mail: [adurand@unc.edu].

FOREIGN LANGUAGE ASSOCIATION OF NORTHERN CALIFORNIA, SPRING WORKSHOPS: March 22, 1997, San Francisco State University. Information: Adrena Clemmer, Department of French, University of California, Berkeley, CA 94720.

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. E-mail: [ccarin@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, 1997, New York City, NY. Information: Northeast Conference Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977. FAX: (717) 245-1976.

PACIFIC NORTHWEST COUNCIL FOR LANGUAGES: April 10-12, Eugene, OR. Information: PNCFL, Foreign Languages and Literatures, Oregon State University, 210 Kidder Hall, Corvallis, OR 97331-4603. FAX: (541) 737-3563. E-mail: [verzascr@cla.orst.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with OHIO FOREIGN LANGUAGE ASSOCIATION: April 10-13, 1997, Columbus, OH. Information: CSCTFL, Rosalie Cheatham, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, AR 72204. Telephone: (501) 569-8159. FAX: (501) 569-3220. E-mail: [rmcheatham@ualr.edu].

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.

5TH "MAN AND THE MEDIA" SYMPOSIUM: June 5-7, 1997, Nancy, France. Information: Dr. Udo O.H. Jung, Universität Bayreuth, Sprachenzentrum, D-95440 Bayreuth, Federal Republic of Germany. Telephone: (0921) 553595. FAX: (0921) 553694. E-mail: [udo.jung@uni-bayreuth].

RAYMOND QUENEAU SYMPOSIUM: August 8-9, 1997, Creighton University, Omaha, NE. Information: Chas Kestemeier, SJ, Department of Classics and Modern Languages, Creighton University, 2500 California Plaza, Omaha, NE 68178-0105. Telephone: (402) 280-2508; Queneau homepage: [http://www.creighton.edu/~chaskest].

COLLOQUE ANNUEL, ASSOCIATION FOR FRENCH LANGUAGE STUDIES: September 12-14, 1997, Université de Montpellier, FRANCE. Information: Anne Judge, Department of Linguistic and International Studies, University of Surrey, Guildford, GU2 5XH, United Kingdom. Telephone: 01483-300-800; Fax: 01483-302-605; E-mail: [j.blows@surrey.ac.uk].

WASHINGTON ASSOCIATION FOR LANGUAGE TEACHING: October 10-11, 1997, Hyatt Regency Hotel, Bellevue, WA. Information: Lauren Kiolef, 1801 Evergreen Pk. Ct. #17, Olympia, WA 98502. Telephone: (home) (360) 352-5498; (work) (360) 412-4800.

FULBRIGHT TEACHER EXCHANGE APPLICATION DEADLINE: October 15, 1997. Information: Fulbright Teacher Exchange Program, Attention: FCS, 600 Maryland Avenue, SW, Room 140, Washington, D.C. 20024-2520. Telephone: (800) 726-0479; E-mail: [fulbright@grad.usda.gov].

THE FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 16-18, 1997, Research Triangle Park, NC. Information: Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC 27410; Fax: (910) 759-4591; E-mail: [redmond@wfu.edu].

THE 23RD ANNUAL NINETEENTH-CENTURY FRENCH STUDIES COLLOQUIUM: October 16-19, 1997, Athens, Georgia. Information: Timothy Raser, Chair NCFS 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].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH in conjunction with ACTFL: November 21-23, 1997, Nashville, TN. Information: AATF, 57 E. Armory Avenue, Champaign, IL 61820. Telephone: (217) 333-2842. FAX: (217) 333-5850.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with AATF, AATG, AATSP: November 21-23, 1997, Nashville, TN. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1997, Toronto, Canada. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 26-28, 1998, Savannah, GA. Information: Lee Bradley, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358. FAX: (912) 333-7389. E-mail: [lbradley@grits.valdosta.peachnet.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: March 26-29, 1998, Milwaukee, WI. Information: CSCTFL, Rosalie Cheatham, University of Arkansas at Little Rock, AR 72204. Telephone: (501) 569-8159. FAX: (501) 569-3220. E-mail: [rmcheatham@ualr.edu].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 16-19, 1998, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977. FAX: (717) 245-1976. E-mail: [neconf@dickinson.edu].

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AATF National Bulletin (ISSN 0883-6795)
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