

## DOCUMENT RESUME

ED 331 298

FL 019 137

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TITLE The Satellite Development Project in French Language  
& Culture: France-TV Magazine. FIPSE Final Report.  
INSTITUTION Maryland Univ., Baltimore.  
SPONS AGENCY Fund for the Improvement of Postsecondary Education  
(ED), Washington, DC.  
PUB DATE Jan 90  
CONTRACT G008730457  
NOTE 121p.  
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.  
DESCRIPTORS \*Communications Satellites; Cultural Education;  
\*Educational Television; Elementary Secondary  
Education; Foreign Countries; \*French; Higher  
Education; Instructional Materials; \*Material  
Development; \*Programing (Broadcast); Second Language  
Instruction; Videotape Recordings  
IDENTIFIERS \*Authentic Materials

## ABSTRACT

In 1987, a project was undertaken to expand and further develop "France-TV Magazine," a French language and culture video magazine series featuring cultural and political topics and current events taken from actual French television broadcasts. The project addressed needs for the following: (1) culturally authentic, timely, live materials; (2) creation of a first-generation model of satellite-assisted foreign language instruction; (3) rapid production and distribution of instructional materials; and (4) a financially self-supporting high-technology instructional system. "France-TV Magazine" consists of nine new 60-minute video programs for each school year, distributed monthly in videocassette form for broadcast. Each program is accompanied by extensive print materials on diskette and in booklets. User support is offered through a remote bulletin board system. During the project's funding period, all objectives were met and surpassed with the exception of making the project self-supporting. The series has been used in over 200 French language curricula around the country, significantly increased the development of video-based instruction, allowed assessment of the impact of new communication technologies on second language instruction, and demonstrated the cost-effectiveness of satellite-assisted instruction. The primary challenge is currently to transform the wide audience watching or using the program sporadically into regular users and subscribers. (MSE)

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ED331298

Grantee Organization: University of Maryland - Baltimore County  
Department of Modern Languages & Linguistics  
Baltimore, Maryland 21228-5398

Grant No.: G008730457

Project Dates: Starting Date: September 1, 1987  
Ending Date: August 31, 1989  
Number of Months: 24

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FIPSE Program Officer: Sandra Newkirk

Grant Award:	Year 1	\$ 65,636
	Year 2	<u>74,987</u>
	Total	140,623

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Antenne 2 & Médiane Films  
Paris

present, via satellite

## *France-TV Magazine*

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**FIPSE FINAL REPORT for "THE SATELLITE DEVELOPMENT PROJECT  
IN FRENCH LANGUAGE & CULTURE: FRANCE-TV MAGAZINE"**

**Prepared by:**  
Claud DuVerlie, Director  
Elizabeth Pease, Project Manager

**January 1990**

### **III. FIPSE FINAL REPORT for "THE SATELLITE DEVELOPMENT PROJECT IN FRENCH LANGUAGE & CULTURE: FRANCE-TV MAGAZINE"**

#### **A. PROJECT OVERVIEW**

Since 1985, thousands of students, faculty and francophiles throughout the U.S. and Canada have been enriched by FRANCE-TV MAGAZINE, the French language and culture video magazine featuring cultural and political topics and current events taken from actual French television broadcasts.

In 1987, FIPSE funded for two years (9/87-8/89) the Satellite Development Project in French Language and Culture. We used that period of time to create an adequate structure for the project, expand its base, increase services to users, improve the content structure of the program in response to surveys of our users, and to develop instructional materials. Today, a comprehensive collection of study guides/teaching resources prepared by a UMBC-based team accompanies each video program. These CAHIERS PEDAGOGIQUES are specially designed for use in the classroom. The materials include introductions to the program topics, background information, full transcriptions, exercises and teaching activities that can be used in conjunction with specific segments of the video. They are distributed as computer diskettes and pre-printed booklets. A computer bulletin board enables subscribers to access program summaries prior to satellite transmission dates, receive updates, exchange teaching tips, and organize conferences with their colleagues.

FRANCE-TV MAGAZINE has been hailed as a powerful resource for French language and cultural studies on college campuses, in high schools, and in independent settings such as libraries and learning resource centers.

## B. PURPOSE

The project has had four major purposes: 1) to fill the need in French language and area studies for culturally authentic, lively materials received in a timely and continuing basis; 2) to create a model of satellite/telematics-assisted instruction that would foster a "communication" approach in the teaching of foreign languages; 3) to produce and distribute nationwide supporting instructional materials on a compressed timeline; in fact, on a monthly schedule; and 4) to disseminate such a high-tech instructional system in such a fashion that it would become financially self-supporting.

1. Current, culturally authentic materials. France-TV Magazine via satellite was created in 1985 for the purpose of supplying French studies curricula across the country with a steady source of contemporary and authentic TV materials on the French-speaking world. This project was made possible thanks to the collaboration of Antenne 2, the leading French TV network, Médiane films, a small production company, and UMBC.

Compiled by the news department of the Antenne 2 television network in Paris from its 30-day archives of actual news broadcasts seen on French television, each 60-minute France-TV Magazine program begins with major news stories from the past month, followed by short segments exploring modern French society -- from politics, the economy and international affairs to literature, theater, film and music. For example, the April 1989 program contains various segments under the following seven topics: I. A Heartwarming Story of Solidarity Across Borders; II. French Politics; III. Farm Show; IV. Bicentennial; V. Youth; VI. Kaleidoscope; and VII. Music-Video.

2. The creation of a new instructional system. With this two-year grant we were able to evolve from the simple satellite delivery of authentic TV materials to a complete system of satellite/telematics-assisted instruction on a continental scale. With respect to the evolution of the project we should distinguish two phases: a one-year period during which all operations were based at and under the control of UMBC (1987-88), and, since July 1988, our joint venture with the Public Broadcasting Service.

a) 1987-1988. In the first year of the grant, we considerably expanded the viewership of the program since our records indicate approximately 500 individual institutions (high schools, colleges and universities) receiving the program each month. In addition, we counted some 36 secondary broadcasters (local TV and cable stations) of France-TV Magazine across the United States.

The study guide/teaching resources became available in November. Materials covered the following areas: background information, listening/comprehension exercises, oral and written activities, and cultural role-plays. The accompanying pedagogical guide averaged a total of 50 pages of single-spaced text each month.

During that first year, our time and energies were for the most part devoted to the development of our new instructional model and its dissemination. As we prepared for the second year, we became increasingly concerned with the self-sufficiency of the program after August 89, the expiration date of our grant, and joined PBS so as to ensure the widest possible base of subscribers to France-TV Magazine.

b) 1988-89. In September 1988, we signed a three-year contract with PBS involving the Adult Learning Service (ALS) and the Elementary/Secondary Services (ESS), UMBC, Antenne 2 and Médiane Films. The purpose of the contract was to distribute and market France-TV Magazine, a 60 minute French news video magazine accompanied by teaching/resource materials, which PBS presented as "a unique language and culture learning system."

3) The production and distribution of teaching materials. Under this new configuration, we successfully increased our pedagogical support both in scope and sophistication. Furthermore, our teaching resources were also made available on computer diskettes in the form of text files so as to facilitate text handling and editing for all word processing users. This development represents a significant expansion of our services to our audience. While the dissemination of the program made again another great leap forward, the first marketing results, on the other hand, would initially prove to be unexceptional.

For the 1988-89 school year, France-TV Magazine has had a total of 160 subscribers and registered users. Seventy-seven of these were non-paying high schools benefitting from what has been a promotional year for them.

The number of subscribers would have been greater hadn't certain factors peculiar to the start-up year of the contract been in existence. These factors are as follows. The major one was the untimeliness of the initial marketing of France-TV through PBS due to delay with contract resolution. This, coupled with the fact that many previous users of France-TV during its years as a pilot project were accustomed to receiving the program free of

charge, made for a slow start-up year. In fact, previous users of the program had the transmission coordinates in hand, and these coordinates had also been widely disseminated in books and articles which continued to surface. Anyone with these coordinates in hand from September 88 until May 89 and with access to a satellite receiving dish could receive the program free.

In March 1989, a meeting with PBS resulted in expanded marketing plans for the 1989-90 school year. With the PBS Elementary/Secondary Service and the Adult Learning Service, France-TV Magazine would be distributed henceforth in videocassettes by PBS VIDEO. [See Appendix B. PBS Overview] We also decided to streamline and simplify the distribution of pedagogical materials. We agreed that the two best forms of distribution for the teaching resources were a pre-printed booklet and a computer diskette to be made available in IBM and Apple DOS. The general opinion was that the computer Bulletin Board's best use would be for receiving program updates, exchanging pedagogical ideas, and organizing conferences. These latest modifications were all intended to make France-TV Magazine more "user-friendly" in order to encourage viewers to be actual users -- be they teachers or independent learners.

4. Dissemination and educational market economics. From direct satellite access and broadcast distribution to home videos, from data bases accessed via telematics to traditional, bound text/workbooks, all the components of France-TV Magazine project were made readily available in September 89 to everyone in our market in the mode which is most useful for them. The three PBS divisions involved in the marketing and distribution of France-TV produced a four-color brochure presenting the product and all these subscription options. [See Appendix A. PBS Brochure] The pricing structure



has maintained the technologically-based access to the video magazine and materials as the most timely and cost-effective form of access.

These modes of distribution of France-TV Magazine and the total involvement of three divisions of PBS have considerably extended the program's total distribution and revenue potential.

IN SUMMARY. Today, the France-TV Magazine video programs and instructional materials have been recognized to constitute "a powerful resource for French language and cultural studies on college campuses and in high schools, by bringing France -- as seen and experienced by the French -- right into the classroom." Many educational institutions including libraries and resource centers across North America are using France-TV Magazine to enhance language studies curricula and even as a basis for structuring entire courses. However, the goal of making the project self-supporting has proven to be a much more complex and time taking endeavor. Benefiting from the clout of PBS, the considerable power of their marketing department, and the widest possible distribution network, we remain confident that France-TV has the potential to become self-supporting. "As with most marketing efforts, says PBS, it is a cumulative process that requires a period of time to penetrate the prospective clientele group."

### C. BACKGROUND AND ORIGINS

In the past decade or so, the teaching of foreign languages had shifted to a new paradigm: its principal goal now is to achieve an understanding of the nature of communication and the development of communicative proficiency. Instructors thus constantly have to face the challenge of finding authentic and contemporary materials for their courses.

Foreign language television materials meet this need, and most in the profession agree that they offer a choice tool for the teaching and learning of foreign languages and cultures.

In 1985, during a sabbatical year in Paris, I developed a project for a French TV magazine that would, I hoped, serve teachers of French at the secondary and university levels. It would consist of sixty minutes of news and features on French life. It could be transmitted via satellite so as to fulfill the following objectives: 1) to keep viewers on the North American continent abreast of current events and issues in France and the francophone world, 2) to make these video programs available at minimal charge to the widest possible audience, and 3) to present these news features in a format versatile enough to accommodate several levels of use: from viewing as a regular educational "TV show" by viewers with a background in French, to systematic pedagogical exploitation in the classroom. After a few months of negotiations, France-TV Magazine, involving the collaboration of the Antenne 2 news network, Médiane films (in Paris), and the University of Maryland Baltimore County (UMBC), was inaugurated in November 1985.

In the first year of implementation, with the assistance of Victor Aulestia, our director of Instructional Technology, we uplinked via satellite seven one-hour programs on French social, political, economic, and cultural events to a United States domestic satellite (Westar IV), whose "footprint" covers the whole North American continent. This television magazine, aimed primarily at French language instruction and French studies programs in high schools, colleges and universities, was unrestricted and could be received by any institution, organization, or even any private home equipped with a satellite receiving dish. With regard to copyrights, we found it convenient

to adopt existing guidelines for off-air recording of broadcast programming for educational purposes. Viewers were authorized to record the program and to retain it up to forty-five calendar days after the date of recording and also to make copies to meet "legitimate" needs of teachers. At the end of the first year, a UMBC survey established that at least seventy colleges and universities had been receiving and recording the program.

With the continued commitment of Antenne 2, a grant from the French Ministry of External Relations, and UMBC's renewed support, we were able to carry this pilot program into 1986-87. In its second year, the French satellite project grew by leaps and bounds. A second survey indicated that approximately three hundred schools, colleges and universities were receiving the program in Spring 1987. Moreover, a number of educational channels and cable companies had sought the authorization to record the program for retransmission in their localities. Antenne 2 provides us with a program that has been cleared of many copyright restrictions, and has delegated to UMBC discretionary authority over the distribution of the program in the United States. Our policy has been to grant unrestricted and unlimited retransmission privileges to educational channels and cable companies.

Two comprehensive surveys of our users and their abundant correspondence highlighted the following aspects of the project:

1. Our small initial pilot program grew considerably beyond anybody's expectations during the second year. This remarkable growth was no doubt directly proportional to the rate at which institutions were acquiring satellite receiving equipment.
2. Our pilot program demonstrated that academic language

instructors across the United States were hungry for news and current events, and particularly for authentic video materials. France-TV Magazine not only was used for viewing in language labs and libraries as an enrichment activity but was increasingly integrated into language and civilization courses. Language departments were beginning to structure "French conversation" classes around it.

3. Many viewers underscored the desirability of a liberal copyright policy so that they could retain the TV programs beyond the forty-five day "safe Harbor" guidelines for off-air recordings.

4. Most respondents to our questionnaires indicated that they would like to have a range of pedagogical materials, including background information on the video features. The availability of such support materials would make each month's program more directly useable in the classroom.

By the end of the second year, we had every indication that the satellite delivery of authentic video materials had the potential for becoming a powerful teaching and learning support system for language teachers across the continent.

Having become aware of the great potential of this experiment, we wished to build on it so as to create a first-generation model of satellite/telematics-assisted instruction. While some components were already well-developed, tested, and fully operational, others needed further refinement and still others were yet to be created. The development of such an instructional

model led to a search for a configuration involving the TV magazine, a pedagogical support, a mode of delivery for the teaching resources, and users' rights and privileges. First, major breakthroughs in our negotiations with Antenne 2 and Médiane Films provided an extraordinary opportunity to evolve and implement a new kind of instructional system. Second, FIPSE's grant in the fall 1987 made possible this large-scale project whose development entailed: a computer bulletin board (Bulletin Board System), a package of instructional materials, and a network of users.

The development of this kind of project did not impact on organizational policies but did require UMBC's sustained (if tacit) endorsement all along. The institution agreed to the signing of a three-year contract with PBS and Antenne 2/Médiane Films after it had ascertained that its liabilities and financial commitment remained limited. UMBC has applauded the resounding success of the project and enjoyed the international visibility afforded by it, however never felt it could assume any significant financial backing.

#### D. PROJECT DESCRIPTION

France-TV Magazine is comprised of three components: video programs, teaching/resource materials, and a computer Bulletin Board System which provides user support and a forum for exchange.

Nine new 60-minute video programs for each school year are distributed monthly across North American territory via satellite Westar IV, for regional broadcast, and in videocassette packages. Compiled by the Antenne 2 television network in Paris from its 30-day archives of actual news broadcasts seen on French television, each 60-minute program is designed in

consultation with the Project Director and Editorial/Pedagogical staff at UMBC. The sample video program in the PBS brochure illustrates the general structure of the magazine: 3 leading stories for the month, themselves comprised of several short segments, followed by our regular "rubriques" on the Bicentennial, "Youth", "Kaleidoscope" and a "Music Video" as a closing feature. Segments are streamlined to allow flexible usage for educational purposes. [See Appendix A. PBS Brochure]

Each program is supported by extensive study materials of 80- pages plus monthly, which are prepared and designed by a UMBC-based team with the assistance of high school instructors. They are available in either IBM & Apple diskette formats, and as pre-printed booklets. These print support materials for each program segment are organized in the following manner: "Background Information" introduces news features and offers short summaries of their significance; "Lexicon & Cultural Information" lists key words and expressions related to the topic as well as cultural notes needed for the comprehension of the segment; "Comprehension" offers listening exercises based on the audio track, and questions on program content; "Visual Information & Observations" offers tips on how to "read" a visual text and how to observe cultural differences through, for example, use of interpersonal space, gestures, eye-to-eye contact or avoidance, tactile forms of communication, and use of time; "Linguistic Structures" focus on the structure and syntax of the language that aid in the development of overall structural accuracy in oral and written student performance; "Conversation & Composition" offers topics and ideas for oral activities and conversation as well as themes and subjects for written exercises and composition; "Cultures in Contrast" asks students to compare various features, practices and patterns of living in American and

French cultures, including cultural role-plays and simulations.

Some key assumptions in the design of these materials are: 1) FL TV documents must be accompanied by a complete transcription of the audio track in order to provide fully reliable support to non-native speakers of French; 2) lead-in stories need the support of background introduction contextualizing the event or topic for the teacher; 3) a shorter introduction to the video will satisfy the needs of students and learners; and 4) the monthly study guide should offer a full range of exercises and activities can be readily integrated into an existing curriculum.

User support and a forum for pedagogical exchange and discussion are provided through a Bulletin Board Service (BBS). Although the BBS was initially used as the primary vehicle for presenting France-TV Instructional Materials, it is now used as a forum for user exchange as our users' preference for more convenient forms of distribution of the Instructional Materials came to light. By dialing a number and following simple, menu-driven instructions, subscribers can send their requests and suggestions to France-TV staff and communicate with other subscribers nationwide, as well as organize conferences with their colleagues, exchange teaching tips, access program summaries prior to satellite transmission dates, and receive updates on France-TV news. [See Appendix A. RBBS Presentation and Program Summaries]

#### E. PROJECT RESULTS

As a result of this project, France-TV Magazine offers, in the words of PBS, "a unique language and culture video magazine complete with study guides". The data that have been gathered by the marketing department



of PBS and by UMBC are a testimony to the enormous success of France-TV. This success is particularly evident in terms of the program's viewership [See Appendix B. PBS Recent Data] since France-TV Magazine can be watched and enjoyed as a regular TV show by francophones and francophiles, as well as teachers of French who wish to be kept up-to-date and to maintain their language skills. Data gathering on our audience, beyond actual users of the program, has been a particularly complex endeavor since a great number of institutions accessed France-TV for preview purposes under a special PBS offer. The general audience has been considerably larger. According to PBS "if we look at the figures in terms of general viewing audience reached, we can be even more encouraged. While it is not possible to ascertain exact audience numbers, we can get a good estimate by looking at the audience coverage of public television stations in areas where France-TV Magazine has been licensed by a college. By that estimate, there were over 64 million possible viewers during 1988-89 (PBS memorandum, October 10, 1989).

Our progress in transforming French high school and college teachers into actual classroom users has been somewhat less impressive to date. But, as underscored in a PBS memorandum, "France-TV Magazine has gained a strong following among colleges throughout the country" and we expect that as interest continues to grow so will licensing activity.

At the end of each year of the grant period, we sent out an Evaluation Questionnaire to all known potential users. This questionnaire included four distinct parts: 1) Television Program Reception, 2) Television Program Usage, 3) Remote Bulletin Board System, and 4) Pedagogical Materials. A low percentage of these questionnaires was returned probably because of its length which overwhelmed respondents during the end-of-school-year backlog.



Our May 1988 evaluation includes 105 responses while the April 1989 evaluation comprises 57 responses [See Appendix C. Evaluation]. Interestingly, the results of these two yearly evaluations are remarkably congruent. We would like to highlight the following findings:

1. Although the program is used in various settings, a great majority of respondents use it in the classroom;
2. Somewhat against all expectations, some teachers have used the program at the elementary level of instruction;
3. A significant number of teachers have been using the video programs without the supporting materials. Principal reasons include: they did not know about the availability of materials or had difficulty accessing materials through computer Bulletin Board;
4. The preferred modes of accessing the materials have been: Bulletin Board and BITNET. But these results are mitigated by the small number of respondents and late advertising of the availability of diskette and hardcopy services by PBS.
5. As expected, materials have been mostly used for intermediate and advanced courses
6. As to the utility of pedagogical materials, the most helpful features are: introductions, transcriptions of the audio track, followed by vocabulary notes & games, and comprehension questionnaires. Our vocabulary explanations received the most ratings as "indispensable".

In our "overall evaluation" section, respondents note very positive results on their students with regard to "interest in French language & culture", "attitude" and general "knowledge". In general, respondents underscore as results: expanded academic interests among students, a positive difference in the quality of French instruction at their institution, as well as a positive difference in the comprehension and acquisition of French on the part of the students. On the other hand, the use of France-TV Magazine did not have any discernible impact on student retention in the language program.

In summary, by the end of the funding period, it appears that we have met and surpassed all our goals stated in the 1987 proposal, with the exception of making the project financially self-supporting. To date, we have

- greatly enhanced over two hundred French language curricula in the nation;
- significantly advanced the use of authentic materials in French curricula and video-based instruction;
- exemplified the impact of new communication technologies on foreign language programs; and
- demonstrated the cost-effectiveness of satellite/telematics - assisted instruction.

## F. SUMMARY AND CONCLUSIONS

Since September 1, 1989, the distribution of France-TV Magazine has involved three different PBS divisions: the Adult Learning Service (ALS) offering direct satellite access, the Elementary and Secondary School Service (ESS) reaching 327 PBS affiliates nationwide, and PBS Video distributing the program in cassettes [See Appendix A. PBS Brochure; Appendix B. PBS Overview]

While the program has had a resounding success with respect to dissemination and institutionalization, it has proven much slower to become financially self-supporting. This considerable lag can be illustrated in the following manner: PBS's latest reports indicate 93 stations retransmitting the program to a potential audience of 76 million. In contrast, we have to date approximately two hundred registered (and paying) ALS users, a dozen TV stations (ESS) paying fees, while cassette distribution by PBS Video has only started [See Appendix B. PBS memorandum accompanying Recent Data]. The challenge now remains to transform a part of the wide audience now watching the program or even using it sporadically in their classrooms (an actual infringement on copyrights) into full-fledged users and regular subscribers.

In this first year following the expiration of our grant, we anticipate a budgetary short fall of \$25,000. With the hope that UMBC will not choose to terminate the project, we have decided to compete for an additional one-year funding in order to effect further modifications designed to mainstream France-TV in the educational setting and to benefit from an additional year of marketing by PBS.

## 1) NEW ONE YEAR GOAL OF THE PROJECT

On the one hand, France-TV Magazine has been recognized as "essential for French teachers not presently living in France." On the other hand, the marketing department of PBS has consistently underscored that effective marketing is a cumulative process and that it takes a minimum of three years to see results. Consequently, by August 1991, we shall definitely know whether or not we have passed the test. But we already have every indication that the project is on its way to becoming self-supporting.

In order to reach the self-supporting stage, we must tailor a product that meets the needs of a mass market with low-tech desires, abilities or means, while continuing our exploration of the cost-effectiveness of emerging communication technologies. We are taking significant steps in that direction by distributing the video magazine in cassettes and making our supporting materials available in pre-printed booklets. Conversely, we should explore the feasibility of joining national information systems such as CompuServe for ease of access. The road to self-sufficiency demands that we cover a full spectrum of delivery systems, which is also the assured way of meeting t of the needs in the language teaching profession.

## 2) FUTURE ACTIVITIES

In the 12 - 18 months ahead, the tasks to be accomplished are:

- DISSEMINATION. Through participation in national conventions and a variety of other means, to underscore our multi-option delivery system for the video and the supporting materials, as discussed herein, Sections B & D.
- INSTRUCTIONAL MATERIALS. Develop more materials suitable for

the intermediate levels of the curriculum. Authentic television materials are more readily suitable for advanced levels of instruction but, with new video sources available to us, we shall evolve approaches that will facilitate the use of France-TV in intermediate college courses, including the 3rd, 4th and 5th years of secondary schools.

- PEDAGOGICAL BULLETIN. Launch a regular pedagogical bulletin which will disseminate ideas and tips on how to use a video-based approach in the classroom and will offer a link and support system for all users.

- ASSESSMENT. Research and monitor the various ways in which France-TV is being used in the classroom or in extra-curricular activities. In effect, the project has become a kind of national curriculum lab for emerging technologies and the educational use of video. During this last year of support, we would periodically incorporate the feedback from users, obtained via our computer Bulletin Board and surveys.

While our audience continues to become familiarized with authentic video materials, new methods of delivery, and new teaching approaches, we will continue to shape a product that is increasingly user-friendly and targeted to teachers' and learners' needs inside and outside the classroom. These two convergent processes, in addition to another year of PBS marketing, are bound to produce the user-base that will enable the project to attain complete self-sufficiency for the following year.

## **APPENDICES**

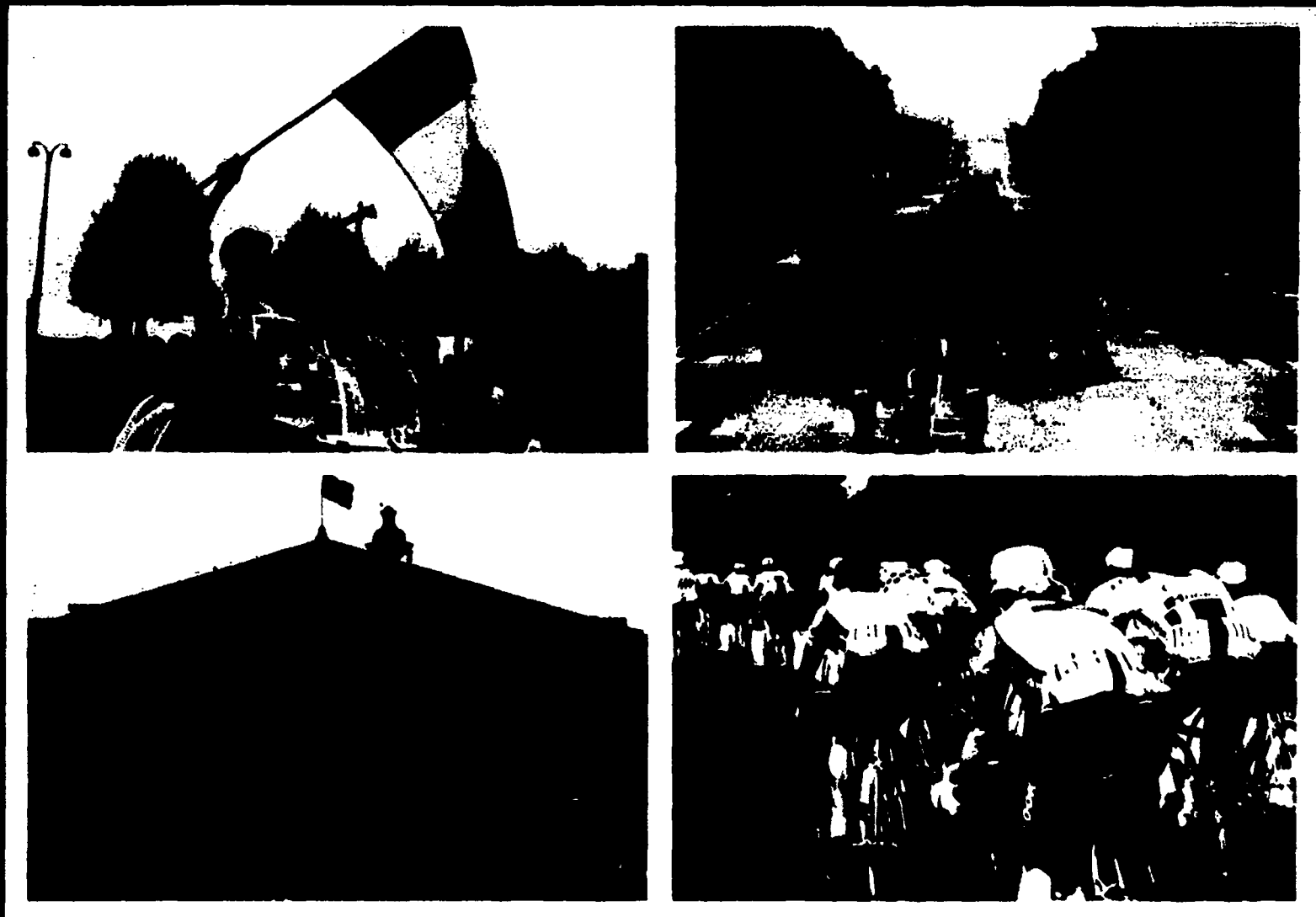
## **A. PROJECT DESCRIPTION**

- PBS Brochure
- Remote Bulletin Board Service
- Recent Program Summaries, Sept.- Dec.1989
- Claud DuVerlie, "Satellite-Assisted Instruction for Foreign Languages: An Emerging Model in French" ADFL Bulletin 19.3, April 1988.
- Jeanne L. Manning, "Using TV/Video as Primary Text in a Foreign Language Classroom", Foreign Language Annals, 21.5, 1988.



A unique language and culture video  
magazine complete with study guides  
available exclusively through PBS.

Let FRANCE-TV MAGAZINE take your students  
aux élections      au défilé du 14 juillet  
à l'Assemblée Nationale      au tour de France  
AND MORE!



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# Give French language students the advantage of authentic cultural immersion! **FRANCE-TV MAGAZINE** takes students:



... to A2's news broadcast with William Leymergie  
... au journal télévisé d'A2 avec William Leymergie



... to the most famous places of Paris!  
... aux endroits les plus renommés de Paris!



... to the latest Paris fashion show  
... aux dernières collections de mode

**S**ince 1985, thousands of students, faculty and francophiles throughout the U.S. and Canada have been enriched by **FRANCE-TV MAGAZINE**, the French language and culture video magazine featuring cultural and political topics, and current events from actual French television broadcasts.

The **FRANCE-TV MAGAZINE** video programs and instructional materials constitute a powerful resource for French language and cultural studies on college campuses and in high schools, by bringing France — as seen and experienced by the French — right into the classroom.

**FRANCE-TV MAGAZINE** keeps foreign language students and instructors abreast of current events, news and issues in France and the francophone world, and offers a French perspective of the international arena. In addition to being a source of news and cultural information, it also helps improve listening and comprehension skills, and provides authentic models for pronunciation of the spoken language.

Colleges, high schools, businesses, libraries and other institutions across North America have used **FRANCE-TV MAGAZINE** to enhance language studies curricula and even as a basis for structuring entire courses.

## FRANCE-TV MAGAZINE AT A GLANCE ...

- Annual subscription includes nine 60-minute video programs distributed monthly exclusively by PBS via satellite or on videocassette from September to May.
- Comprehensive teaching materials are provided to help instructors utilize the video in classrooms.
- Video programs and supporting print materials may be used in class, in the language lab, or by students for individual study.
- Video programs are available for "Do it Yourself" recording directly from the PBS WESTAR IV satellite feed. Call 1-(800) 257-2578 for further information on off-satellite recording.

- Pre-recorded videocassettes of the video programs are also available. For more information on videocassettes, call 1-(800) 424-7963.
- Nine new **FRANCE-TV MAGAZINE** programs available over the upcoming academic year.
- Non-commercial cable and non-commercial broadcast rights are also included for the video programs.



Become a subscriber by phone ...  
Call today!

Produced by Antenne 2, Mediâne Films, and the University of Maryland Baltimore Campus under the direction of Professor Claud DuVerlie.

# THE PRINT MATERIALS



... to a policeman ready to help you  
... à un agent de police prêt à vous renseigner

**E**ach video program is supported by a superb, comprehensive collection of study guides/teaching resources prepared by a university-based team. These *CAHIERS PEDAGOGIQUES* are specially designed for use in classrooms, libraries and learning resource centers.

The materials include introductions to the program topics, background information, full transcriptions, exercises and teaching activities that can be used in conjunction with specific segments of the video:

## **I. BACKGROUND INFORMATION**

An introduction to the news features and short summaries of their significance.

## **II. LEXICON AND CULTURAL INFORMATION**

Lists of key words and expressions related to the topic as well as cultural notes needed for the comprehension of the segment.

## **III. COMPREHENSION**

Exercises on listening comprehension (based on the audio track) and questions on comprehension of the content.

## **IV. VISUAL INFORMATION AND OBSERVATIONS**

Tips on how to 'read' a visual text and how to observe cultural differences (*use of interpersonal space, gestures, eye-to-eye contact or avoidance, tactile forms of communication, use of time, etc.*)

## **V. LINGUISTIC STRUCTURES**

Exercises focusing on the structure and syntax of the language that aid in the development of overall structural accuracy in oral and written student performance.

## **VI. CONVERSATION AND COMPOSITION**

Topics and ideas for oral activities and conversation as well as themes and subjects for written exercises and composition.

## **VII. CULTURES IN CONTRAST**

Questions asking students to compare various features, practices and patterns of living in American and French cultures, including cultural role-plays and simulations.

## The FRANCE-TV MAGAZINE print materials can be acquired in either of the following ways:



### PRE-PRINTED BOOKLETS

Loose-bound, pre-printed booklets of these study guides/teaching resources can be obtained for an annual subscription fee of \$125. Please check the appropriate box on the attached subscription agreement and allow 10 days for delivery after each program transmission.



### ON DISKETTE

For those **FRANCE-TV MAGAZINE** subscribers who prefer to receive the materials in a format in which they can easily edit them according to their own instructional needs, a computer diskette subscription service is available for \$100 per year. Available in either 5¼" or 3½" IBM-compatible or Apple format, these diskettes are indexed to facilitate convenient use.

**FRANCE-TV MAGAZINE** subscribers with access to a personal computer can thus edit quickly and adapt the teaching materials, print them out in hard copy, and reproduce them for classroom use. This computer-based system allows teachers maximum flexibility, speed and convenience in tailoring the **FRANCE-TV MAGAZINE** teaching materials to the proficiency levels of their students.

If you are interested in acquiring the **FRANCE-TV MAGAZINE** teaching materials on diskette, please check the appropriate box on the attached subscription agreement. Please specify exact format. A diskette will be mailed to **FRANCE-TV MAGAZINE** diskette subscribers approximately 10 days after each program transmission.

### Remote Bulletin Board System (RBBS)

RBBS is an electronic means of exchanging information between computers via a modem. By dialing a number and following simple, menu-driven instructions, **FRANCE-TV MAGAZINE** subscribers can send their requests and questions to **FRANCE-TV MAGAZINE** staff and communicate with other subscribers nationwide. Subscribers will be able to organize conferences with their colleagues, exchange teaching tips, access program summaries prior to satellite transmission dates, and receive updates on **FRANCE-TV MAGAZINE** news. Call 1-(800) 257-2578 for RBBS telephone number.

# Here's what foreign language instructors are saying about FRANCE-TV MAGAZINE



... to the Georges Pompidou Center at Beaubourg  
... au Centre Georges Pompidou à Beaubourg

"Because we Americans are so linguistically and culturally isolated, we need all the help we can get to expand our often limited horizons. Since this is one of the goals of our foreign language instruction, **FRANCE-TV MAGAZINE** is invaluable."

Louise M. Campbell  
Foreign Language Laboratory Director  
University of Wisconsin-LaCrosse

"I not only phased in your transmissions in two Intermediate-level college French courses, but am also teaching an upper-division course on Contemporary French Media, where **FRANCE-TV MAGAZINE** is not only a valuable complement, it is an integral part of the course."

Christian van den Berghe  
Associate Professor of French and Linguistics  
University of Santa Clara, California

"We consider **FRANCE-TV MAGAZINE** particularly useful because it includes segments about politics, the economy and international affairs suitable for our intermediate and advanced students. Video material adequate for these levels is difficult to find."

School of Advanced International  
Studies (SAIS)  
Washington, D.C.



... to after school gatherings  
... à la sortie de l'école

"For years, our students have asked for information on up-to-date happenings in France. Thank you for the television broadcasts of **FRANCE-TV MAGAZINE**. Keep the programs coming! They have been a wonderful addition to my fourth year French curriculum. The students' motivation and interest are stimulated by the programs. For that matter, my interest has been renewed too!"

Cecile Kuenzli  
West High School  
Iowa City, Iowa



... to the local bakery  
... à la boulangerie du quartier

"We are using **FRANCE-TV MAGAZINE** in our classrooms, foreign language laboratory, and via public television. It has proven to be of great value to both students and staff."

Merrill W. Bates  
Head, Department of Foreign Languages  
South Dakota State University

"**FRANCE-TV MAGAZINE** is a beautifully conceived, well-edited program which serves well the process of cultural exchange."

Carol Saint Victor  
University of Iowa  
Iowa City, Iowa

## FRANCE-TV MAGAZINE SUBSCRIPTION FEES

### FOR VIDEO PROGRAMS

Via Satellite  
ALSS Colleges  
Other Institutions

ALL NINE  
\$150  
\$275

### Pre-recorded Videocassettes

ALL NINE  
1/2" VHS 3/4" VHS

PER PROGRAM  
1/2" VHS 3/4" VHS

Prior to October of subscription year  
After October of subscription year  
For past year's programs

\$350 \$500  
\$450 \$600  
\$300 \$450

\$45 \$65  
\$55 \$75  
\$40 \$60

### FOR PRINT MATERIALS (ALL NINE PROGRAMS)

Pre-printed Booklets \$125  
Diskette Service \$100

# THE VIDEO PROGRAMS



...to the local winery  
chez un petit viticulteur

**C**omplied by the news department of the Antenne 2 television network in Paris from its 30-day archives of actual news broadcasts seen on French television, each 60-minute program begins with major news stories from the past month, followed by short segments exploring modern French society — from politics, the economy and international affairs to literature, theater, film and music.

Rich in visual material and superbly crafted by a team of French news professionals and academicians, these up-to-date, authentic video programs offer students, faculty and francophiles penetrating views of French life and culture.

## SAMPLE VIDEO PROGRAM THEMES AND TOPICS

(From the April, 1989 program)

### I. A HEARTWARMING STORY OF SOLIDARITY ACROSS BORDERS

- France extends a helping hand to a sick Ethiopian child

### II. FRENCH POLITICS

- the election campaigns in Avignon, Nantes and Brest
- two unusual French villages

### III. FARM SHOW

- inauguration — supporting the cause of Romanian farmers
- milking cows automatically!
- genetics and farming combine to make new agricultural chemicals

### IV. BICENTENNIAL

- the royalists' point of view
- restoration of the monument in the Place de la Bastille
- games about the Revolution and toys from that era.

### V. YOUTH

- children's opera
- a young programmer of computer games
- France's youngest helicopter pilot
- should French spelling be simplified?

### VI. KALEIDOSCOPE

- the Gauguin exhibition
- Alain Delon's collection of Bugatti sculptures
- the reaction of youngsters to TV violence
- a rural television production
- a festival of synthesized imagery

### VII. MUSIC-VIDEO

- the group "Niagara"

## The FRANCE-TV MAGAZINE video programs can be obtained in either of the following ways:



### "DO IT YOURSELF" OFF-SATELLITE RECORDING



**FRANCE-TV MAGAZINE** video programs are transmitted via satellite, one program per month, throughout each academic year from September to May. For a modest satellite access fee of only \$225 for all nine one-hour programs, your institution may access, record and even deliver **FRANCE-TV MAGAZINE** on an ITFS, non-commercial cable or non-commercial broadcast channel.

Institutions that are participants in the PBS Adult Learning Satellite Service (ALSS) for colleges pay only \$150.

If you are interested in this option, please complete both sections of the attached subscription agreement and return it to PBS. Or, call the PBS Adult Learning Satellite Service at 1-(800) 257-2578 to become a subscriber by phone. A fully executed copy of your subscription agreement will be returned to you for your files along with a listing of satellite dates, times and coordinates as well as official "PBS Licensed Copy" labels for your **FRANCE-TV MAGAZINE** videocassette collection.



### PRE-RECORDED VIDEOCASSETTES



Pre-recorded videocassettes of the **FRANCE-TV MAGAZINE** programs are available from PBS VIDEO in either 1/4" or 1/2" VHS formats. The videocassette option is listed on the attached subscription agreement. Please specify exact format and allow three weeks for delivery after program transmission. Call 1-(800) 424-7963 for more information.

## PREVIEW PROGRAMS

To preview a full 60-minute program and supporting instructional materials at no cost and no obligation, please contact PBS customer service representatives at 1-(800) 257-2578.

## TO OBTAIN VIDEOCASSETTES OF PAST VIDEO PROGRAMS

For the benefit of those institutions that would like to acquire copies of previous years' programs, the **FRANCE-TV MAGAZINE** series originally transmitted via satellite throughout the academic year will be retransmitted one program per week throughout the following summer, generally beginning in June. Please specify the academic year(s) on the attached subscription agreement. Call the PBS Adult Learning Satellite Service for the exact dates, times and satellite coordinates for the summer refeeds.

Videocassettes for the 1985-86, 1986-87, 1987-88, and 1988-89 **FRANCE-TV MAGAZINE** series may be obtained for as little as \$300 per series of nine programs and \$40 per program. Please specify the academic year(s) and or month of the program(s) you wish to acquire.

BEST COPY AVAILABLE



# Here's what foreign language instructors are saying about FRANCE-TV MAGAZINE



... to the convention of Nobel Prize laureates, Paris  
... au Congrès des Prix Nobel à Paris

"**FRANCE-TV MAGAZINE** has proved to be quite a hit with our viewers. In fact, we have received more calls concerning **FRANCE-TV MAGAZINE** than for any of our other programs."

Diane M. Hunter  
Tampa Educational Consortium  
Tampa, Florida



... to a meeting at the Elysée  
... à une réunion avec Mitterand à l'Elysée

"We are delighted with **FRANCE-TV MAGAZINE** and cannot imagine teaching French without this stimulating source of information. Keep up the good work!"

Anna B. Boller  
The Westminster Schools  
Atlanta, Georgia



... to the local market  
... au marché du quartier

"... this method of delivery, satellite combined with computer accessed print support, is one of the most efficient uses of technology for instructional applications that I have encountered."

Hal Beach  
Director of Huntsville City Schools  
Huntsville, Alabama

**FRANCE-TV MAGAZINE**  
c/o EDUCATION SERVICES  
PUBLIC BROADCASTING SERVICE  
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Alexandria, VA 22314

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**Give French language students the advantage  
of authentic French television complete with  
study guides with FRANCE-TV MAGAZINE!**

\*\*\*\*\*BULLETIN MENU\*\*\*\*BULLETIN MENU\*\*\*\*BULLETIN MENU\*\*\*\*\*

- 1 - Welcome to the FRANCE-TV MAGAZINE BULLETIN BOARD
- 2 - L'Equipe de France-TV Magazine
- \* 3 - SOMMAIRE, SEPTEMBRE 1989
- \* 4 - SOMMAIRE, OCTOBRE 1989
- \* 5 - SOMMAIRE, NOVEMBRE 1989
- \* 6 - SOMMAIRE, DECEMBRE 1989
- \* BULLETINS AVAILABLE FOR DOWNLOADING - SEE FILE MENU'S "LIST OF FILES" FOR FILE TITLES \*\* ALL OF SEPTEMBER 1989 MATERIALS WILL BE AVAILABLE ON THIS RBBS. SEE FILE MENU'S "LIST OF FILES" FOR FILE TITLES

\* \* \*

WELCOME TO THE 1989-90 FRANCE-TV MAGAZINE  
REMOTE BULLETIN BOARD SERVICE (RBBS) !

Thank you for subscribing to France-TV Magazine. This Remote Bulletin Board which serves as an addition to your package of France-TV Magazine programs and instructional materials will help you further make the most of them. (A note for former RBBS users: Complete instructional materials will no longer be available on the RBBS, but rather in either diskette or hard copy format by subscription mail. See final note.) You WILL find herein:

- o English & French SUMMARIES of program topics PRIOR TO PROGRAM TRANSMISSION
- o Additional PRINT MATERIALS after their initial release through subscription service, such as corrections, further information, news updates and in some cases additional exercises not accomodated by our diskette formats, correlations between programs as the series evolves, and, hopefully, some of YOUR best suggestions
- o UPDATES on France-TV news

In addition to accessing the above information, we hope you will use the France-TV RBBS to:

- o Communicate with your colleagues nationwide and exchange teaching tips
- o Communicate with us, the Program Producers, Materials Developers, Directors and Managerial Staff of France-TV Magazine
- o Let us know of your reactions to the program and written materials, and of your innovative or most successful approaches to using them together with your students. Should we receive enough responses, we will be able to compile the best of these suggestions and make them available to all. With the hope that we will be thereby sharing your

teaching ideas, please be careful to identify  
yourself and your institution in order to receive  
proper credit.

REMEMBER:

TO SUBSCRIBE TO  
FRANCE-TV MAGAZINE PROGRAMS AND INSTRUCTIONAL MATERIALS  
FOR EDUCATIONAL USE IN YOUR CLASSROOM,  
CONTACT:

PBS EDUCATIONAL SERVICES, AT

1 (800) 257-2578 (satellite access)

1 (800) 424-7693 (videocassette purchase)

\*\*\*\*\*

UMBC/Baltimore

Antenne 2/Paris

FRANCE-TV MAGAZINE 1989-90  
THEMES & TOPICS

SEPTEMBER 1989

SUMMER '89: Devastating forest fires strike southern regions of France--Overview, rescue efforts, and debate

ON VACATION: In Brittany

For Children (Kaleidoscope Jr.)--stall-keeping at summer fairs, work or play?, vacation sports, Etienne Favre's musical wonderland for children;

The Bachelor's summer in the city

FESTIVALS: Cocteau's "Machine Infernale" in Angers; Molière in Anjou; Song & Poetry in Celebration of Black Culture in Avignon; Mozart's "Magic Flute" in Aix

POLITICS: In Paris, the Economic Summit

BICENTENNIAL: Highlights from the July 14 Celebration

SOMMAIRE--SEPTEMBRE 1989

LONGUEUR  
DU SEGMENT

ETE '89	16'00"
--LES TERRIBLES INCENDIES DE L'ETE: LES SECOURS, LE BILAN, LA POLEMIQUE	
KALEIDOSCOPE JEUNESSE: LES FRANÇAIS EN VACANCES	
--EN BRETAGNE	4'37"
--LES VACANCES DES ENFANTS [8'47", SEGMENT ENTIER]	
--LES PETITS "FORAINS"	4'54"
--SPORTS	1'37"
--UN JARDIN MUSICAL	2'16"
--LES CELIBATAIRES	3'38"
LES FESTIVALS [10'18", SEGMENT ENTIER]	
--ANGERS	2'47"
--ANJOU	2'12"
--AVIGNON	3'41"
--AIX	1'38"
LA POLITIQUE	5'26"
--SOMMET A PARIS DES CHEFS D'ETATS DES PAYS INDUSTRIALISES	
BICENTENAIRE	4'32"
--LE 14 JUILLET 1989, DES IMAGES	

\* \* \* \* \*



UMBC/Baltimore

Antenne 2/Paris

FRANCE-TV MAGAZINE 1989-90  
THEMES & TOPICS

OCTOBER 1989

**BACK TO SCHOOL:** Reactions of instructors, students and parents  
**IN THE COUNTRYSIDE:** Grape harvest; Brittany's new buckwheat harvest; The benefits of goat milk  
**YOUTH:** Vacation workbooks help students meet the new school year; Comic-strip design contest; Little girls' dreams; French TV commercials  
**KALEIDOSCOPE:** The Paris Observatory; An escaped bull causes commotion; Exhibit of J. Michel Jarre's photography; The new luxury Peugeot 605; Bell-casting factory supplies the world's bell towers  
**FASHION:** Haute couture takes its inspiration from renowned perfumes; Modelling competition  
**GEORGES SIMENON:** A remembrance of the author who brought us the Commissioner Maigret  
**MUSIC-VIDEO:** Francis Cabrel's "Sarbacane"

SOMMAIRE--OCTOBRE 1989

	LONGUEUR DU SEGMENT
LA RENTREE SCOLAIRE	
--LES FOURNITURES SCOLAIRES	
--LES MANUELS SCOLAIRES	
--LA REFORME DE L'ORTHOGRAPHE	
--LA RENTREE A LYON	
--LA RENTREE AU LYCEE	
LE TERROIR [6'10", SEGMENT ENTIER]	
--LES VENDANGES	1'12"
--LE BLE NOIR DE BRETAGNE	2'40"
--LE BON LAIT DE CHEVRE	2'18"
JEUNESSE [9'47", SEGMENT ENTIER]	
--LES CAHIERS DE VACANCES	2'05"
--MARATHON DE B.D.	2'00"
--FANTASMES DE PETITES FILLES	3'05"
--LA PUB A LA TELE	2'37"
KALEIDOSCOPE [9'33", SEGMENT ENTIER]	
--L'OBSERVATOIRE DE PARIS	2'08"
--A LA RECHERCHE DU TAUREAU	1'08"
--J.MICHEL JARRE/EXPOSITION PHOTO	2'25"
--LA NOUVELLE PEUGEOT 605	2'20"
--LES FONDERIES DE CLOCHES	1'32"
MODE [4'05", SEGMENT ENTIER]	
--MODE ET PARFUM	2'30"
--CONCOURS DE MANNEQUINS	1'35"

**GEORGES SIMENON**  
**--LA MORT DU CREATEUR DE MAIGRET**

**7'42"**

**CLIP-VIDEO**  
**--FRANCIS CABREL CHANTE "SARBACANE"**

**3'45"**

\* \* \* \* \*

UMBC/Baltimore

Antenne 2/Paris

FRANCE-TV MAGAZINE 1989-90  
THEMES & TOPICS

NOVEMBER 1989

**EDUCATION:** The Certificat d'Etudes comes to an end; Solving reading problems; Standardized testing to evaluate students; A French classroom of students from many lands; A businessman starts a second career in teaching; New designs for high school buildings

**IN THE COUNTRYSIDE:** An early harvest for the wine of Bandol; A woman winemaker in Medoc

**HEALTH:** Presentation of health problems at the Bichat Clinic; Vitamins; New procedure for a bright smile

**YOUTH:** Walt Disney in France; Children & safety on the road

**PUBLICITY**

**KALEIDOSCOPE:** The perfect vacation in a bubble; Inauguration of the TGV Atlantique; Trailer show; Staying in shape; The new Technology Center at La Défense; Plans for a crocodile farm in Hagetmeau

**EXHIBITS:** Archeology at the Grand Palais; Picasso's notebooks; European Paintings

**MUSIC-VIDEO:** Charles Trenet sings "Y'a de la joie"

SOMMAIRE--NOVEMBRE 1989

LONGUEUR  
DU SEGMENT

EDUCATION

--SUPPRESSION DU CERTIFICAT D'ETUDES	2'00"
--LES DIFFICULTES DE LECTURE	1'45"
--TEST REGIONAL D'EVALUATION	2'05"
--UNE CLASSE MULTI-RACIALE	2'00"
--UN CADRE PROFESSEUR	2'10"
--NOUVELLE ARCHITECTURE POUR LYCEES	1'40"

TERROIR

--LE VIN DE BANDOL	1'40"
--UNE FEMME VIGNERON	1'50"

SANTE

--LES ENTRETIENS DE BICHAT	3'30"
--LES FRANCAIS ET LES VITAMINES	1'00"
--DES DENTS PLUS BLANCHES	2'00"

JEUNESSE

--WALT DISNEY EN FRANCE	2'10"
--EDUCATION ROUTIERE POUR LES JEUNES	1'20"

PUBLICITE

5'00"

**KALEIDOSCOPE**

--LA BULLE AQUATIQUE	2'00"
--LE TGV ATLANTIQUE	2'45"
--LE SALON DE LA CARAVANE	1'40"
--LA FETE DE LA FORME	1'20"
--LE NOUVEAU CNIT DE LA DEFENSE	1'40"
--UN ELEVAGE DE CROCODILES	2'20"

**EXPOSITIONS**

--VESTIGES DE NOS ANCETRES	1'20"
--PICASSO: LES CARNETS PERSONNELS	1'50"
--LA PEINTURE EUROPEENNE	1'50"

**CLIP-VIDEO**

--CHARLES TRENET CHANTE "Y'A DE LA JOIE"	2'10"
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\* \* \* \* \*

UMBC/Baltimore

Antenne 2/Paris

FRANCE-TV MAGAZINE 1989-90  
THEMES & TOPICS

DECEMBER 1989

**POLEMIC:** Should public school students be allowed to overtly manifest their religious affiliation?

**GERMANY:** The flight to West Germany

**YOUTH:** Boy Scouts help to clean forests ravaged by summer fires; The Gruss family, a circus dynasty

**FASHION:** Luxury items and industry

**PUBLICITY**

**IN THE COUNTRYSIDE:** Culture of silk worms & silk production; A new label of quality for oysters; The chrysanthemum was introduced 200 years ago

**KALEIDOSCOPE:** The fabrication of French money with the latest technology;

Eyeglasses and new fashion; Tomorrow's automobile is a moving office;

Military fashion; An encyclopedia you can listen to; A bit of humour; An exhibit on investments & savings

**INVESTMENT:** The Japanese presence in France

**MUSIC-VIDEO:** Les négresses vertes

SOMMAIRE--DECEMBRE 1989

	LONGUEUR DU SEGMENT
<b>POLEMIQUE</b>	
--L'AFFAIRE DU "TCHADOR"	6'13"
<b>RDA-RFA</b>	
--LA FUITE VERS L'OUEST	5'18"
<b>JEUNESSE</b>	
--LES SCOUTS NETTOIENT LA NATURE	1'41"
--LA FAMILLE DU CIRQUE	3'17"
<b>MODE</b>	
--LA MODE ET L'INDUSTRIE DU LUXE	4'18"
<b>PUBLICITE</b>	3'44"
<b>TERROIR</b>	
--UN NOUVEAU LABEL POUR LES HUITRES	2'51"
--LA CULTURE DES VERS A SOIE	3'20"
--LE BICENTENAIRE DES CHRYSANTHEMES	1'22"
<b>KALEIDOSCOPE</b>	
--UNE NOUVELLE PLANCHE A BILLETS	2'11"
--LE SALON DE LA LUNETTE	52"
--LA VOITURE DE DEMAIN	1'45"
--LA MODE ET L'ARMEE	1'55"
--UNE ENCYCLOPEDIE SONORE	1'23"
--UN PEU DE RIRE	35"
--LE SALON DE L'INVESTISSEMENT	1'49"

INVESTISSEMENT  
--UN JAPONAIS EN FRANCE

4'00

CLIP-VIDEO  
--LES NEGRESSES VERTES

2'22

\* \* \* \* \*

# Satellite-Assisted Instruction for Foreign Languages: An Emerging Model in French

*Claud A. DuVerlie*

IN THE past decade or so, the teaching of foreign languages has shifted to a new paradigm: its principal goal now is to achieve an understanding of the nature of communication and the development of communicative proficiency. Instructors thus constantly face the challenge of finding authentic and contemporary teaching materials for their programs. International television materials meet this need, and most in the profession agree that they offer a choice tool for the teaching and learning of foreign languages and cultures. In 1985, during a sabbatical year in Paris, I developed a project for a French TV magazine that would, I hoped, serve teachers of French at the secondary and university levels. It would consist of sixty minutes of news and features on French life. It could be transmitted via satellite so as to fulfill the following objectives: (1) to keep viewers on the North American continent abreast of current events and issues in France and the francophone world, (2) to make these video materials available at minimal charge (no charge in the developmental phase) to the widest possible audience, and (3) to present these news features in a format versatile enough to accommodate several levels of use in the classroom: from viewing as a regular "TV show" to systematic pedagogical exploitation. After a few months of negotiations, *France-TV Magazine*, involving the collaboration of the Antenne 2 TV network, Médiane Films (in Paris), and the University of Maryland, Baltimore County (UMBC), was inaugurated in November 1985.

In the first year of implementation, with the assistance of Victor Aulestia, our director of Instructional Media Resources, we uplinked seven one-hour programs on French social, political, economic, and cultural events to a United States domestic satellite (Westar IV), whose "footprint" covers the whole North American continent. This television magazine, aimed primarily at French language instruction and French studies programs in high schools, colleges, and universities, is unrestricted and can be received by any institution, organization, or even any private home equipped with a satellite receiving dish. With regard

to copyrights, we found it convenient to adopt existing guidelines for off-air recording of broadcast programming for educational purposes. Viewers were authorized to record the program and to retain it up to forty-five calendar days after the date of recording and also to make copies to meet the legitimate needs of teachers. At the end of the first year, a UMBC survey established that at least seventy colleges and universities had been receiving and recording the program.

The continued commitment of Antenne 2, a grant from the French Ministry of External Relations, and UMBC's renewed support enabled us to carry this pilot program into 1986-87. In its second year, the French satellite project grew by leaps and bounds. A second survey indicated that approximately three hundred schools, colleges, and universities were receiving the program in spring 1987. Moreover, a number of educational channels and cable companies had sought the authorization to record the program for retransmission in their localities. Antenne 2 provides us with a program that has been cleared of many copyright restrictions, and it has delegated to UMBC discretionary authority over the distribution of the program in the United States. Our policy has been to grant unrestricted and unlimited retransmission privileges to educational channels and cable companies.

Two comprehensive surveys and abundant correspondence received from users have highlighted the following aspects of the project:

1. Our small initial pilot program grew considerably beyond anybody's expectations during the second year. This remarkable growth is no doubt directly proportional to the rate at which campuses are acquiring satellite receiving equipment.

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*The author is Director of the Satellite Development Project in French Language and Culture and former Chair of the Department of Modern Languages and Linguistics at the University of Maryland, Baltimore County.*

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*ADFL Bulletin, Vol. 19, No. 3, pp 28-31.  
(April 1988)*

2. Our pilot program demonstrates that academic language instructors across the United States are hungry for news and current events and have particular cravings for authentic video materials. *France-TV Magazine* not only is used for viewing in language labs and libraries as an enrichment activity but is increasingly integrated into language and civilization courses. Language departments are beginning to structure French conversation classes around it.
3. Many viewers have underscored the desirability of a liberal copyright policy so that they can retain the TV programs beyond the forty-five-day "safe harbor" guidelines for off-air recordings.
4. Most respondents to our questionnaires have indicated that they would like to have a range of pedagogical materials, including background information on the video features. The availability of such ancillary materials would make each month's program even more directly usable in the classroom.

By the end of the second year, we had every indication that the satellite delivery of authentic video materials had the potential for becoming a powerful teaching and learning support system for language teachers across the continent.

Having become aware of the great potential of this experiment, we wished to build on it so as to create a first-generation model of satellite-assisted instruction. While some components were already well developed, tested, and fully operational, others needed further refinement and still others were yet to be created. The development of such an instructional model led to the search for a configuration involving the TV magazine, a pedagogical support, a mode of delivery for the ancillary materials, and users' rights.

The magazine is composed of authentic materials from the thirty-day archive of the network's news department; most of the features have been aired in regular newscasts during the preceding month. We have therefore a plentiful and ideal source of topics for a sixty-minute magazine. The footage is recut and reedited in order to build and summarize news stories that may have been reported through several broadcasts and to adapt them for a nonnative audience requiring enhanced contextualization and clearer exposition. No extraneous material is added—except for a few titles or an occasional chart or other graphic.

The purpose of the project and its intended audience demanded that we concentrate on both content and format. It seemed evident to us that news and current events provided choice materials not only because they would arouse curiosity and have maximal impact but, just as important, because they covered many topics already familiar to North American viewers (international news, hostage situations, drug

scene, etc.). We felt the recognition factor would put comprehension more within reach.

Along with the question of what materials we would put on the air came the question of format. A survey of our audience indicated a wide consensus favoring a variety of segments one to fifteen minutes long. Our current program structure looks something like this: the initial ten-to-twelve-minute segment contains our dossier on the major news of the month; it is followed by "general news," consisting of two-to-eight-minute segments on other major events, and then shorter reports selected from the fare of exhibits, literary prizes, cinema, popular songs, or sports events—that is, several cultural "markers" for the month. The final segment can be as short as one minute and no more than a "wink," be it on election posters or summer fashions.

As viewers pointed out, the news magazine would be even more useful if the retention period of the recording exceeded the standard forty-five days and if ancillary materials accompanied the program. Negotiations pertaining to these points were conducted with Antenne 2 and Médiane Films during spring 1987 and reached very successful outcomes. The resulting "new contract" includes two important features. First, it adopts an exceptionally liberal approach to copyrights. Antenne 2 and Médiane Films have agreed to extend the authorization to use *France-TV Magazine* well beyond the forty-five-day rule. Under the new policy, users are permitted to record, make copies, and retain programs for a full year following the last telecast of each academic year. For example, all programs recorded from September 1987 to May 1988 can be retained, copied, and used freely until 31 May 1989. After 31 May 1989, however, the use of these programs would be an infringement of copyright laws. All viewers will thus have the use of the programs for no fewer than twelve months and up to twenty months. These latest "fair-use" guidelines apply to schools, cable operators, and public TV stations. They will be widely advertised, and all institutions will receive formal written notification of this policy.

Second, the new contract gives UMBC permission to create and disseminate ancillary materials based on *France-TV Magazine*. Antenne 2 and Médiane Films have also issued the authorization to develop, disseminate, and transmit ancillary materials based on their TV magazine. They only expect to receive proper credit for the production of the program. The pedagogical materials themselves will be developed by a team at UMBC and will be released with no restrictions for use in regular teaching activities. Users will be able to copy, reproduce, and edit these materials as they please. UMBC's only request will also be a line acknowledging their source.

These major breakthroughs in our negotiations with



Antenne 2 and Médiane Films provided an extraordinary opportunity to evolve and implement a new kind of instructional system. The concept was simple enough: video and ancillary materials would be made available at the same time. We deemed that a remote bulletin board system (RBBS) would make this plan directly feasible. As many readers will know, one needs a computer with a modem (or a remote terminal) and the RBBS's telephone number in order to access its service. Our bulletin board, created for this single purpose, would work on the same principle as the best-known bulletin boards in the United States, the Source and CompuServe, and, in France, the Minitel. Once a phone connection is made, users then receive instructions and start selecting various options listed on program menus. An initial option, for example, is between a regular fare of bulletins and various announcements and messages left by other users. Regarding the bulletins, a few files may be devoted to general information, but most would be filled with instructional materials based on the current telecast. Furthermore, an electronic bulletin board also allows users to download files and save them to disk in order to produce a hard copy with their own printers.

Thanks to a grant awarded in fall 1987 by the Fund for the Improvement of Postsecondary Education, we can now begin developing such a large-scale project. Its three major components are the RBBS, the instructional materials, and contact with users.

*The RBBS.* A particularly exciting part of the plan, this bulletin board will open up a basic model of satellite-assisted instruction in foreign languages. The RBBS will fulfill several functions and provide (1) ongoing programming information about contents of past and upcoming transmissions; (2) electronic mail, enabling users to leave messages, quickly exchange ideas on video pedagogy, and organize "private" or "public" conferences on issues of common interest; and (3) electronic delivery of instructional materials prepared for each broadcast. Users will be able to retrieve these files from their terminal and print them at their workstation. After some further selection or some editing, these materials can be reproduced on the school ditto machine or copier.

*Instructional materials.* This component entails the development of background information on program topics and of teaching materials that can be used in conjunction with specific segments of the video. The intent is to design a full line of materials that will offer a continuum from listening-comprehension exercises through oral and written activities to cultural simulations. We obviously do not wish to emulate standard language-instruction manuals that present materials sequentially. Our objectives and timetables require a significant departure from traditional practices. Users should in fact be cognizant of the following framework:

- **Short-term and inflexible deadlines:** Materials developers will have from fifteen to twenty days to produce the pedagogical materials for each broadcast. This turnaround time suggests limits on both the quantity and the types of activities that can be produced in this setting. The main goal, however, is to provide ample start-up exercises and activities that users will then be able to adapt and enrich at will.
- **Selectivity.** We will not necessarily work out pedagogical materials for every single segment of the video but will make our own selection. Since each broadcast consists of nine to twelve segments of varying lengths, our objective will be to cover approximately seventy percent of a month's programs and several levels of language, from the intermediate to the very advanced levels.

The general pattern of pedagogical activities, moving from comprehension to practice and, finally, to interpretation appears below. It is not our intention to apply such a pattern mechanically to every single module of video, but we propose to use it selectively and appropriately to each context. The particular content of a given news report or feature will direct the selection of activities to accompany that video segment. Here is the pattern:

1. **Background information:** an introduction to the news feature or a short summary of its significance (we anticipate using short or condensed versions of press articles), transcriptions of the audio track
2. **Lexicon and cultural information:** a list of key words and expressions related to the topic, cultural notes needed for the comprehension of the segment
3. **Comprehension:** exercise on listening comprehension (based on audio track), questions on comprehension of the content
4. **Visual information and observations:** how to "read" a visual text, how to observe cultural differences (use of interpersonal space, gestures, eye-to-eye contact or avoidance, tactile form of communication, use of time, etc.)
5. **Linguistic structures:** exercises that deal with the structures and syntax of the language and that aim at the development of overall structural accuracy in oral and written student performance
6. **Conversation and composition:** topics and ideas for oral activities and conversation, themes and subjects for written exercises and composition
7. **Cultures in contrast:** questions asking students to compare various features, practices, and patterns of living in American and French cultures; cultural role-playing and simulations.

At the time of each broadcast, users will be provided not only with a videotape of fresh news, current

events, and features of French life but also with corresponding ancillary materials, which will be directly transportable to the classroom and easily integrated into appropriate parts of their courses. Moreover, the TV magazine and its instructional materials should constitute an attractive package for independent study.

**Contact with users.** Several hundred distant users generate an enormous need for information and communication of one kind or another: reception and technical information for receiving dish, inquiries, requests, management of ancillary materials and RBBS, and so on. It will be essential to build an efficient and effective network of viewers/users so as to make the system responsive and entirely dependable.

The design of such an overall structure clearly assumes that computers and modems are more or less universally available in the educational setting. This assumption may prove to be slightly ahead of its time, but it certainly anticipates tomorrow's reality.

During the next two years, we will be field-testing a first-generation model of satellite-assisted instruction in French language and culture. Through this project, we will be able to evaluate several cutting-edge technologies in foreign language teaching and learn-

ing. We will also assess the cost-effectiveness, reliability, and efficacy of a system characterized by the complexity of the coordination among all its constituent parts and by an overall design of global scale.

We anticipate that such an enterprise will be truly challenging. Our principal motivation for undertaking it is the belief that the marriage of satellite TV and telematics—ground transmission of data through a terminal—will prove a powerful and cost-effective instrument for the revitalization of language studies in the United States.

Finally, let us underscore that this model of distance education is not designed to take the place of a local teacher. Quite to the contrary, all the activities and learning strategies are centered and dependent on a teacher who will carry them out. Moreover, in our view, language learning is hardly conceivable in the absence of genuine human interaction. The principal purpose of this incipient instructional model is to provide choice resources to a constituency with quite particular needs and a powerful support system to the language profession in a country where physical and concomitant psychological insularity have long been major obstacles to the teaching and learning of foreign languages and cultures.

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ISSN 0026-7902

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# Using TV/Video As Primary Text in a Foreign Language Classroom At the University of Colorado, Denver

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**ABSTRACT** *TV/Video is usually used as ancillary material in the foreign language classroom. As part of the implementation of a Department of Education Title VI grant, a fourth-semester French course was designed using "France-TV Magazine," a video-taped news broadcast, which comes via satellite, as the major text of the course. This article discusses how the course was designed and how the grammar, reading materials and regular compositions were integrated to supplement and reinforce the primary text, TV.*

The International Affairs and Modern Foreign Languages Program at the University of Colorado, Denver began in 1986 as a result of a two-year Department of Education Title VI grant. The philosophical rationale for the Program is the awareness of the fact that we live in an increasingly interdependent world, where a global perspective is needed in much of our decision making. Therefore, the university's commitment is to internationalize the curriculum through interdisciplinary studies. The program has established an interdisciplinary minor and professional certificate in International Affairs as well as an individually structured major in International Affairs.

One of the goals of the grant was to develop and teach new international affairs-related courses within the Foreign Language Department. Three fourth-semester current-events courses taught in French, German and Spanish were part of the implementation.

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Because of the availability of video-taped recordings of French news broadcasts, via satellite, the French course was designed using "France-TV Magazine" (a project sponsored by Antenne 2, the Minister of External Relations of France and the University of Maryland, Baltimore County) as the major text of the course supplemented by articles from the weekly news magazine *Le Point*.

What follows is a report of how this course was implemented using TV/video as primary text rather than as ancillary material.

## Challenge and Problems

There is research to support the notion of the effectiveness of language learning through the medium of video or television. Mueller's study (9) showed that appropriate contextual visuals can enhance listening comprehension recall for students. Bufe (2), in a 12-year study, reported that video offers a total situation in which the image enhances the spoken word and increases comprehension. The research of Cromer and Thompson (4) points to a relationship between mental imagery and creative thinking. They call for the integration of sensory visual and oral language alongside print language in language teaching and suggest that the new technologies can provide this integration.

The preliminary findings of the author's own ALLO ALLO video/computer pilot project reinforce the hypothesis that visual-based instruction can enhance students' comprehension. Furthermore, the project results suggested that students who learned French using video and computer have a better ability

to communicate in the target language. Judged by a native speaker, their pronunciation and intonation were better and their use of idiomatic expressions and gestures were more authentic than were those of students who were taught with traditional methods (6).

On the other hand, while our students are true children of the electronics age, most of them are geared for a 7- to 10-minute program format, followed by a commercial break. They are channel switchers if the program is not entertaining.

In a survey given to college students on their TV viewing habits, the results showed a high percentage of "passive" viewing. To the question, "Do you do anything else while you are watching TV?" 70 percent of the college students in two different groups responded "Yes". To the question, "Do you watch TV for information or entertainment?" 62 percent of the students in the groups said "both," but 38 percent of the students said they watch TV only for entertainment" (7).

One of the criticisms of the use of video in the classroom is that it is a one-way medium and by itself is not interactive (1). This inherent nature of electronic media and the findings from the student survey present a challenge for the instructor to make the video/TV interactive and to elicit input from the students.

Further, there is the general problem of developing listening skills. We are a society dependent upon information received from television and radio. To function effectively in the future, our students must be increasingly prepared to receive important information through television, video and radio rather than through printed media, and to understand and process that information. Our students are not effective listeners, nor do we effectively teach listening as a skill (3). There is a further challenge to both student and teacher when students must receive and process information by listening in a second language.

#### Approach

Before designing the syllabus for a course such as this, several questions must be answered. Will students in a fourth-semester French course have the linguistic skills to listen to French TV and to read articles in *Le Point*? How much grammar review will be necessary? What background knowledge of French history, government and politics will they have?

A preliminary questionnaire and a video pre-test were given on the first day of class. The purpose of the questionnaire was to tell the instructor whether students regularly read current events in newspapers and magazines.

The results from the preliminary questionnaire about reading and listening habits were not surprising: Only 3 students out of 15 regularly watched a TV news broadcast. Two watched "The MacNeil/Lehrer Report" and 4 watched "60 Minutes." Seven out of the group listened to the radio, but only for music and while traveling to and from the campus. Everyone in the class read at least one magazine or newspaper and 8 regularly read one of the two large Denver metropolitan dailies.

There are not enough data to prove a relationship between regular newspaper reading and the ability to read a video text, although research is being done in this area (5). However, on the basis of the reading habits, it was assumed that this particular group of students was informed about current events.

The video pre-test (a selected segment from "France-TV Magazine" followed by a series of content questions) was given to determine the level of listening skill. "France in Lebanon" was chosen for two reasons: the subject of UN troops in Lebanon was in the news in the U.S. and there were a number of visual clues to the main idea of the story, i.e., signs, action, facial gestures, body language and the blue helmets marked "UN" which were worn by the soldiers. The discussion following the pre-test provided input on problems students might encounter in the class: lack of background information of current events, both foreign and domestic; an understandable lack of familiarity with special vocabulary pertinent to a given subject; and lack of ability or practice in taking advantage of visual clues for comprehension.

Members of the class and the instructor worked out strategies for making it easier to read the video text. We agreed on the following: 1) Take advantage of individual background information on a given subject. 2) Focus, when listening, on key words and cognates. 3) Read the contextual and visual clues. 4) Make educated guesses about information that is unclear, by taking advantage of the key words, cognates, and visual clues. 5) Anticipate vocabulary and linguistic elements in the target language that will be needed for comprehension.

This input from the students in the class, the data from the available research on the use of media in the classroom, and the author's own experience using interactive video guided the planning for the course. There were some constraints. First, the organization of the syllabus and the themes were dictated by the choice of programs which came monthly via satellite; second, the materials needed to be screened by the instructor, with an eye and ear to which portions were suitable and appropriate to the students' level of com-



prehension. Although this course, according to the goals of the grant, focused on international affairs in French, the approach needed to recognize departmental goals for fourth-semester language courses. These included continued emphasis on reading and writing as well as increased mastery of linguistic forms. Therefore, the department agreed there would be grammar review and regular composition assignments.

Culture was not specifically taught. While television plays a role in our cultural formation, there is some concern that much international information relayed by mass media is often standardized for all languages and therefore lacks cultural content (5). The discovery of cultural differences in media presentation was left to students' individual observations. They noted, for example, that Chirac's televised press conference was not the same as the American counterpart because the French press did not ask questions but rather listened politely to what Chirac said.

In general, the key to the approach for the course was the *integration* of grammar, reading materials and regular compositions with the selected TV programs. These elements supplemented and reinforced the primary text, TV.

#### Syllabus

Previews of "France-TV Magazine" for September-November led to the conclusion that the course could be thematically divided into the following categories: current politics and economic situations, relationships between French and U.S. political and economic systems, and feature stories on art, cinema and sports. These divisions proved adequate to accommodate the selection of TV programs. An attempt was made to provide balance between those programs, treating serious current events and complex ideas, and those of special feature format which were lighter in content. The specific programs chosen included the following:

France in Lebanon	The Tour de France
Anti-drug Plan	Terrorism in France
Liberated hostages	Summer fires and arson
Museum, Gare d'Orsay	Winter Olympics
Student protests	Chirac's press conference
Asterix in film	New French films
A popular rock group	Music in Paris
French theater in U.S.	Photography

In several instances (the student protests, Chirac's press conference, and France in Lebanon), the programs were shown more than once to allow for adequate student comprehension and discussion. In other

instances, selected programs were used in multiple ways, for general content and for listening for specific linguistic elements.

Background materials on French government, politics and economics were necessary. Readings came from material available from the French Embassy's Service de Presse et d'Information and included the following topics:

French Government	The Judiciary System
Social Security	Economy
Exterior Commerce	Agriculture
Industry	Education
Women in France	The Territorial Composition of the French Republic

Other reading materials were selected from articles in *Le Point*. Some were chosen to supplement the basic reading; for example, after reading the background information on French government, students read about the French reaction to Mitterrand's and Chirac's policy of "cohabitation" in current governmental affairs. To illustrate the general information about the French economy, they read about France's expectations of becoming the first economic power in Europe. Other articles were assigned because they were related to selected TV programs; for example, articles about the student protests against the educational reforms and an interview with two French students were included.

Photocopied handouts providing additional information, when necessary, were prepared by the instructor and given to students; for example, general background information was provided on several leading French politicians who might be nominees for president. The grammar text was *Schaum's Grammar Review*.

#### Methods and Techniques

Since the primary text used was video, and listening was obviously the primary skill required, many of the teaching strategies focused on the acquisition of listening skills and of the requisite vocabulary for discussion.

To help the students, we started with a TV segment to which they could relate—Greg LeMond winning the Tour de France. The context was familiar to them because of the popularity of bicycle racing in Colorado. Greg LeMond was a name they knew, and the TV segment contained many visual clues. The language was easier to understand, particularly during the interview with LeMond, in which French was spoken more slowly. Using this TV program at the beginning of the semester gave the students some confidence in their ability to listen and understand and allowed them to

discuss a familiar subject in the target language.

When the video segment was more difficult, the following techniques were used: The subject of the video was announced, and, as a group, we listed on the blackboard the target language vocabulary that could be expected on this topic. The video segment was then played for the first "pass" at listening, after which we added to the list the key words and cognates students might have heard. For new or technical vocabulary, the instructor provided a vocabulary sheet. With these aids, the students listened a second time.

Although the subject matter to be discussed was often complex and the vocabulary difficult and technical, we wanted to encourage student discussion. A deliberate decision was made to be non-corrective during the discussions. Corrections of faulty grammar or misuse of vocabulary were done later. Observations by departmental faculty who visited the class confirmed that the non-corrective approach provided excellent results in promoting student participation when compared with student discussions in other fourth-semester courses where mistakes were corrected immediately.

Furthermore, because of all of the new vocabulary and information required, games were used to facilitate the learning process. "Twenty Questions" was a good way to become familiar with a variety of French products. "Category-Letter" was a good vocabulary building game; for example, a category, such as Economy, is selected as well as a letter of the alphabet and students have two minutes to list all vocabulary words pertaining to the category. "Risque," the instructor's version of Jeopardy, proved a popular and useful way to learn and review vocabulary and grammar as well as the content of several articles and TV segments.

A problem in reading skills which surfaced quickly was the students' inability to read for the key idea and to summarize well without including unnecessary details. Therefore, several short articles were assigned which were useful in helping students learn how to state, in a few sentences, the central idea of the text. These articles related to the general themes for the course—economic situations and relationships between French and U.S. systems—and included articles on unemployment in France, Renault in the U.S., French and American cooperation on AIDS research, and Apple's new manager from France.

Students were also urged to consult newspapers and magazines available in the university library for additional information.

In any fourth-semester language course, increased mastery of grammar is an objective. A grammar corpus was chosen that would help the students express

themselves orally or in writing on the topics under discussion. The grammar review included a study of verbs, special meanings of verbs and verb tenses, with an emphasis on the compound tenses, and a review of conjunctions. These aspects of grammar were chosen for several reasons. First, students asked for a review of verbs and verb tenses. Second, a systematic study of compound tenses and conjunctions improved their reading comprehension skills and their writing skills. There was also some emphasis on stylistics, particularly, how to organize and develop a topic and how to write a review of an article. Students practiced how to present precise information (who, what, when, where, why and how), to relate ideas or events in a logical sequence, and to substantiate their ideas or arguments. These techniques also helped them when they needed to debate a topic.

Grammar was not reviewed for grammar's sake. An appropriate time to review the use of the subjunctive, for example, arose when the students heard it used repeatedly in expressing regret over the death of Malik Oussekinge, the young student killed during the student protests. In modeling their own sentences using the subjunctive, some constructions were as simple as "Je regrette que Oussekinge soit mort" or as elaborate as "Il se peut que Chirac ne puisse pas comprendre la gravité de la situation."

Students wrote weekly compositions, based on either the reading material or a specific TV program. The composition subjects included:

1. A synthesis (for an American who lacked information) of a particular aspect of the French government, to be based on the background reading materials on "The Government," its "Territorial Composition" or "The Judicial System."
2. A discussion, with personal opinion, of either the anti-drug plan or the Tour de France, two TV segments which had been seen and discussed in class.
3. A discussion of the advantages and disadvantages of cohabitation, based on the reading.
4. A description of a work of art (each student had a postcard of a work of art). This assignment was given after viewing the TV segment on the opening of the museum in the Gare d'Orsay.
5. A list of the pros and cons of the education reform proposed by Devaquet and Monory. This was an exercise in summarizing information, in preparation for an extensive discussion of the student demonstrations and the proposed educational reforms.
6. An adventure with a political twist, based on the TV segment on *Asterix*.
7. Discussion of the French economy, its problems and comparisons with the American economy, based

on the readings and Chirac's press conference.

8. A short original composition, using the literary past tense.

The writing assignments were designed to integrate material from TV segments and magazine articles. Compositions were graded for linguistic correctness and content.

By mutual agreement of the students and the instructor, three additional compositions were replaced by three student-produced French news programs which were video-taped by the instructor.

The role play was the teaching method which most effectively enabled us to achieve the aim of integration of all of the skills, listening, speaking, reading and writing.

A single example will illustrate how this integration was implemented and how the students became involved. The educational reforms proposed by Monory and Devaquet and the subsequent student protests provided a wealth of materials to exploit. For background information on the educational system in France, we read "Education," material from the French Embassy's Service de Presse et d'Information, and several magazine articles about the student protests. Students were asked to note particular vocabulary and grammatical constructions used (examples of the use of the future and conditional tenses and the compound tenses). They then developed a vocabulary for the topic of education and a list of the participants—individuals, political parties and unions—in the unfolding drama. As a writing assignment, students were asked to make a list of the arguments for and against the proposed educational reforms and to begin to formulate a personal position on the subject of educational reform. They were then prepared to watch the video segment, which was shown in three parts, and to discuss both the content of the news telecast as well as the attitudes of the participants. Finally, students were given a chronology to review the events. On the last day of study of education in France, students were given cards, indicating roles they were to play: university student, high school student, teacher, member of UDF, Communist, Socialist, RPR, FEN political parties and political leaders, Barre, Chirac, Mitterrand, Monory, Devaquet and Léotard. They were then asked to reenact the events and use the verbal constructions previously studied. To conclude the study of education in France, students were asked to discuss, from a U.S. perspective, differences they saw between the French and American educational systems and to suggest whether they thought similar protests could happen in the U.S.

The students responded to this role play and to similar role playing with enthusiasm and genuine

interest. In fact, it was this interest that led to their suggestion that they present a French newscast based on an article they had read. They presented three newscasts, two of which reported a news item and one which utilized a panel discussion format. The latter newscast asked them to discuss the following topics, which encompassed much of the information acquired during the semester:

1. Today, France faces economic, political, social and cultural problems. Among all of its problems, which do you consider the worst and what could France do to ameliorate that problem?

2. Cohabitation was imposed by the constitution and is poorly supported by many French. There is a disequilibrium between Mitterrand and the Socialist Party's "quiet revolution" and the reactionary practices of Chirac and the RPR party. How can these differences be resolved in order that France can better face the 21st century?

3. The proposed educational reform was withdrawn. But a reform of the university system will be necessary for the future. How can one maintain an equilibrium between the needs of economic competition and the ideas of equality which remain a part of the French mentality?

The three newscasts were video-taped and shown to the class. The first viewing brought additional input from the students. Their reaction was "we don't sound or look French, what can we do?" We decided to watch various TV segments which they had seen and in which content was familiar, but to observe without sound so as to concentrate on gestures and facial expressions. The viewing of their own productions also gave the instructor a natural opportunity to correct pronunciation, to practice the pronunciation of French vowels and to correct faulty grammar, since, in general, a non-corrective approach was used during the discussions.

#### Testing and Evaluation

Two general tests were given. The first was a simple grammar test on regular and irregular verbs which included a reading passage, using the CLOZE technique, on the theme of terrorism. It was designed to test students' ability to read for the main idea and make educated guesses based on their previous knowledge of terrorism.

The second test was a traditional test on grammar, but the content was based on the information and vocabulary from the discussions about education and the student protests. For example, students were asked to use the comparative or superlative and compare the PC and the Front national; use an indefinite adjective and translate, "Monoroy says, 'this is not just any

reform;" use the future tense and translate, "Chirac will withdraw the project." There was also a discussion question, requiring a personal opinion on "why Chirac withdrew the educational reform project" in which students were to give three reasons and explain, using specific facts and examples.

More effective in testing was the exam for which the students themselves submitted questions on the subjects of economy, industry and agriculture. From their suggestions, the instructor chose four topics and the students responded to any two of these four. Their choice of questions was an excellent way for them to demonstrate that they could synthesize information and focus on the key elements. The four most common suggestions were: 1) Name three French industries and describe their importance. 2) If you were Prime Minister, what would you do to ameliorate unemployment and the trade deficit? 3) Describe the differences between the French and American economy, and 4) Who, in your opinion is more popular, Mitterrand or Chirac? Explain.

Oral testing in the class was done via the three student-produced newscasts, video-taped by the instructor, through which both instructor and students were able to see progress and areas needing improvement.

The final exam took the form of a role play, a modified version of the upcoming presidential elections. Pertinent information about the political background and philosophy of possible candidates was distributed to the students and pictures of candidates were available. Students were told to read as much as possible in the library about the various candidates. For the final exam, each student drew a name and participated in a mock presidential campaign, with speeches, promises, deals and compromises. Two votes were taken and the students declared a presidential winner, François Léotard!

The students' final grades were assigned on the basis of the instructor's best estimate of their performance in class, on the tests, and on the written compositions. Since the course was designed as a current-events course taught in French, the class discussions and the three student-produced newscasts constituted 50 percent of the final grade. The content of the discussions, fluency in the language and over-all student improvement were considered in arriving at this portion of the grade. The tests constituted 25 percent of the grade; the compositions, graded for both content and form, comprised the remaining 25 percent of the final grade.

Student evaluations at the end of the course were positive, with students saying they felt confident they

could discuss political, economic and social questions with French students without being embarrassed.

The departmental evaluation was also positive and acknowledged that, in spite of initial doubts about the abilities of fourth-semester language students, after only seven weeks the students were able not only to understand the videos and articles, but to discuss and write about them in French. At the conclusion of the course, the department reviewed the three video-taped newscasts made by the students and reported that the improvement in fluency in French was easily observable.

A video post-test using the same TV segment was given to determine students' improvement in reading a video text. All of the students had a better general comprehension of the main idea of the newscast. Part of the group still missed the most obvious visual clues, while others had learned to observe all of the visual details and use them for comprehension. With a single small group in one semester, however, one cannot draw too many conclusions as to how well students learn to take advantage of non-verbal stimuli for comprehension.

### Conclusions

Looking back at the development and implementation of this course, the requisites seem to be integration of the materials, student input, and flexibility on the part of the instructor. While a general approach and syllabus are essential, it is equally important to be ready to abandon the syllabus if a particular TV segment would better lend itself to an exciting educational experience for the students and the instructor. A course based on TV newscasts via satellite offers an opportunity for students and faculty to learn together and to develop the global perspective which is the aim of the CU-Denver curriculum.

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## **B. AUDIENCES**

- PBS Recent Data
- PBS Overview
- Letters from the France-TV Audience



## PBS ADULT LEARNING SERVICE

TO: The Fund for the Improvement of Postsecondary Education  
FROM: Jinny Goldstein, *JG* Director, PBS Adult Learning Service  
RE: FRANCE TV MAGAZINE  
DATE: October 10, 1989

PBS Education is currently distributing FRANCE TV MAGAZINE via satellite to colleges, universities and public television stations in cooperation with the University of Maryland-Baltimore County, Antenne 2 and Medianne Films. The agreement covering this distribution is for a three year period, from September 1988 through August 1991, with renewal contingent on the producer's continued ability to supply programs.

Because we are so pleased with the quality of France TV Magazine and believe that interest in it will continue to grow among colleges and universities, we encourage you to provide the funding for its fourth year of operation.

There has been steady, successful evolution of the FRANCE TV MAGAZINE Series both technically and pedagogically. Claud DuVerlie and his excellent staff as well as our colleagues in France have been responsive to the needs and suggestions of institutions using the materials. As a result, FRANCE TV MAGAZINE has gained a strong following among colleges throughout the country.

During its first full year of distribution by PBS Education, France TV Magazine experienced significant licensing activity. Even though the announcement about licensing did not provide optimal lead time, eighty-four educational institutions licensed the series. Even a greater number of institutions accessed the programs for preview purposes under a special offer. In time, we expect that many of them will license actual use of the material because their feedback was so positive. If we look at the figures in terms of general viewing audience reached, we can be even more encouraged. While it is not possible for us to ascertain exact audience numbers, we can get a good estimate by looking at the audience coverage of public television stations in areas where FRANCE TV MAGAZINE has been licensed by a college. By that estimate, there were over 64 million possible viewers during 1988-89.



There has been continuous marketing of FRANCE TV MAGAZINE since PBS Education acquired distribution rights. As with most marketing efforts, it is a cumulative process that requires a period of time to penetrate the prospective clientele group. This past summer PBS undertook a major new marketing effort to reach a broader audience. Licensing will build as new audiences become acquainted with FRANCE-TV. Although we will not see the full impact of this mailing for another year, some early results are perceptible. In fact, licensing for the 89-90 season has exceeded our early expectations, with the number of licenses doubling within the last month alone.

Based on the growth of licensing to date and the anticipated effect of recent marketing initiatives, the producers of France TV Magazine expect the project to be self-sufficient by the start of the 1991-92 season.

We encourage The Fund for the Improvement of Post Secondary Education to continue supporting FRANCE TV MAGAZINE as a unique and valuable resource in higher education.

December 5, 1989

Since our last assessment of the status of France-TV Magazine in November 1988, France-TV Magazine has experienced growth in the areas of individual subscriptions and rebroadcasting as follows:

## I. SUBSCRIPTIONS

### A. Through PBS ALS (Adult Learning Service) & PBS Video

From 100 individual, university subscriptions in November 1988, we have grown to 169 subscriptions.

It should be kept in mind that PBS Video distribution, which contributes to the number of individual subscriptions, only began in September 1989.

### B. Through PBS ESS (Elementary/Secondary Service)

A fee structure applied to PBS affiliate stations based on their student population has been implemented only as of September 1989. This has garnered 25 subscribing PBS affiliate stations which did not belong to the France-TV rebroadcasting picture in the previous school year. These 25 stations' Instructional Television divisions serve all secondary schools in their broadcast area through purchase of rights by the Departments of Education of 17 states.

## II. REBROADCASTING

### A. Through PBS ALS

#### Primary audience:

The French student audience averages 2000 per University per school year. This gives France-TV Magazine a primary University audience of 338,000.

#### Secondary audience:

Most subscribing Universities use the rebroadcasting rights which are a part of their PBS subscription. In August '89, PBS evaluated the broadcast audience (campus & local community) in the areas of these subscribing Universities, to estimate a potential campus & community audience of over 76 million. This is an increase over our last assessment of potential audience, in May '88, which amounted to 25 million.

### B. Through PBS ESS

All high schools and general viewing public in the areas of the 25 subscribing Public Television stations receive France-TV Magazine programming.

See subscriber list and audience statement for substantiation of this assessment.



INDIVIDUALLY SUBSCRIBING INSTITUTIONS

[PBS ALS & PBS Video]

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY  
ROOM 214, ACADEMIC IV  
BALTIMORE, MD. 21228-5398 (301) 455-2963

**FRANCE-TV MAGAZINE: Licensees and Purchasers****28-Nov-89****Page 1**

A. A. Teachers of French/Minn	St. Paul, MN
Adrian College	Adrian, MI
Anne Arundel Community College	Arnold, MD
Anoka-Ramsey Community College	Coon Rapids, MI
Auburn University	Montgomery, AL
Austin Community College/Tx	Austin, TX
Bakersfield College	Bakersfield, CA
Bishop Denis J. O'Connell HS	Arlington, VA
Brentwood School	Los Angeles, CA
Bryn Mawr College	Bryn Mawr, PA
Bucknell University	Lewinsburg, PA
Butte Community College	Oroville, CA
C.S.D. of St. Louis	St. Louis, MO
California Polytech. State Univ.	San Luis Obispo, CA
California State Univ./Stanislaus	Turlock, CA
Calvin College	Grand Rapids, MI
Canyon Del Oro High School	Tucson, AZ
Carson-Newman College	Jefferson City, TN
Catonsville Community College	Catonsville, MD
Central Virginia Educ. TV Corp.	Falls Church, VA
Centralia College	Centralia, WA
City College of San Francisco	San Francisco, CA
City of Phoenix - LEARN 34	Phoenix, AZ
Clark University	Worcester, MA
Coastal Carolina Community College	Jacksonville, NC
Coastline Community College	Fountain Valley, CA
College of St. Thomas	St. Paul, MN
Computer Ease	Norfolk, VA
Dakota State College	Madison, SD
Delaware Tech Comm Coll/Terry	Dover, DE
Dickinson College	Carlisle, PA
Eastern Michigan University	Ypsilanti, MI
Educable TV 25	Columbus, OH
Education Satellite Network	Columbia, MO
Educational Service District #11	Vancouver, WA
Elgin Community College	Elgin, IL
Elon College	Elon College, NC
Emory University	Atlanta, GA
Episcopal High School	Alexandria, VA
Essex Community College	Baltimore, MD
Evans High School	Evans, GA
Fashion Inst. Of Technology	New York, NY
Fort Worth Indiana School District	Fort Worth, TX
Franklin and Marshall University	Lancaster, PA
Gannon University	Erie, PA
George Mason University	Fairfax, VA
Georgetown University	Washington, DC
Georgia State University	Atlanta, GA
Gilman School	Baltimore, MD
Glen Oaks Community College	Centreville, MI

**FRANCE-TV MAGAZINE: Licensees and Purchasers****28-Nov-89****Page 2**

Gonzaga University	Spokane, WA
Goucher College	Baltimore, MD
Greens Farms Academy	Greens Farms, CT
Gwinnett County Public Schools	Lawrence, GA
Hamilton College	Clinton, NY
Hampden-Sydney College	Hampden-Sydney, VA
Harvard University	Cambridge, MA
Hazelton High School	Hazelton, PA
Henrico County Public Schools	Richmond, VA
Hereford High School	Parkton, MD
Hotchiss School	Lakeville, CT
ISD #709 - East High School	Duluth, MN
Illinois Valley Community College	East Peoria, IL
Ind.Univ.-Purdue Univ./Ft. Wayne	Fort Wayne, IN
Indiana University	Bloomington, IN
Jackson County Int. School District	Jackson, MI
Johnson County Comm. College	Overland Park, KS
Kent State University	Kent, OH
Kentuckiana Metroversity	Louisville, KY
Lander College	Greenwood, SC
Lane Community College	Eugene, OR
Lincoln Land Community College	Springfield, IL
Linfield College	Mcminnville, OR
Maine South High School	Park Ridge, IL
Manchester Community College	Manchester, CT
Martha's Vineyard Regional HS	Oaks Bluff, MA
Maryland State Dept. of Education	Owings Mills, MD
McHenry County College	Crystal Lake, IL
Meaford Senior High School	Medford, WI
Merritt Colllege	Oakland, CA
Miami University at Ohio	Oxford, OH
Millikin State University	Dekatur, IL
Mississippi Gulf Coast Jr College	Gautier, MS
Missouri Southern State College	Joplin, MO
Mohawk Valley Community College	Utica, NY
Monterey Inst. of Intl. Studies	Monterey, CA
Montgomery College	Takoma Park, MD
Montgomery College/Rockville	Rockville, MD
Mount Saint Mary's College/Md.	Emmitsburg, MD
Multnomah Cable Access	Gresham, OR
National Security Agency	Fort Geo G Meade, MD
New Trier Television	Winnetka, IL
Northern Trails AEA	Clear Lake, IA
Northern Virginia Comm. College	Annandale, VA
Northwestern University	Evanston, IL
Notre Dame College	Euclio, OH
Oakton Community College	Des Plaines, IL
Ohio Northern University	Ada, OH
Ohio State University	Mansfield, OH
Ohio University	Athens, OH



**FRANCE-TV MAGAZINE: Licensees and Purchasers**

**28-Nov-89  
Page 3**

Oregon State University	Corvallis, OR
Pace Academy	Atlanta, GA
Pan American University	Edinburg, TX
Pomerpang High School	Southbury, CT
Presbyterian College	Clinton, MD
Rice University	Houston, TX
Richland College	Dallas, TX
Rolling Meadows High School	Rolling Meadows, IL
SUNY at Albany	Albany, NY
SUNY/Buffalo, Health Sciences Cntr.	Buffalo, NY
Sacred Heart Academy	Louisville, KY
Saddleback Community College	Mission Viejo, CA
School of the Holy Child	Rye, NY
Shippensburg University	Shippensburg, PA
Solano County Office of Education	Fairfield, CA
South Dakota State University	Brookings, SD
Southern Ill. Univ./Carbondale	Carbondale, IL
Special School Dist. No. 1/Minn.	Minneapolis, MN
St. Francis High School	Sacramento, CA
St. Louis Community College	St. Louis, MO
St. Norbert College	DePere, WI
State Univ. College at Buffalo	Buffalo, NY
State University of New York	Albany, NY
Syracuse University	Syracuse, NY
Temple University	Philadelphia, PA
Tennessee Technical University	Cookeville, TN
The Agnes Irwin School	Rosemont, PA
The World Bank	Washington, DC
Trinity High School	Louisville, KY
U.S. Naval Academy	Annapolis, MD
Ulster County Community College	Stone Ridge, NY
University of Alabama	Tuscaloosa, AL
University of Alaska	Fairbanks, AK
University of Alberta	CANADA,
University of Calif./Los Angeles	Los Angeles, CA
University of Calif./Santa Barbara	Santa Barbara, CA
University of California/Davis	Davis, CA
University of Colorado/Boulder	Boulder, CO
University of Dayton	Dayton, OH
University of Denver	Denver, CO
University of Georgia	Athens, GA
University of Illinois	Champaign, IL
University of Iowa	Iowa City, IA
University of Kansas	Lawrence, KS
University of Maryland/College Park	College Park, MD
University of Massachusetts	Amherst, MA
University of Massachusetts/Boston	Boston, MA
University of Michigan	Flint, MI
University of Tampa	Tampa, FL
University of Tennessee	Knoxville, TN

**FRANCE-TV MAGAZINE: Licensees and Purchasers****28-Nov-89****Page 4**

University of Virginia	Charlottesville, VA
University of Washington	Seattle, WA
University of Wyoming	Laramie, WY
Utah State University	Logan, UT
Virginia Commonwealth University	Richmond, VA
Virginia Tidewater Consortium	Norfolk, VA
Wake Forest University	Winston-Salem, NC
Washburn University	Topeka, KS
Washington and Lee University	Lexington, VA
Waycross College	Waycross, GA
Webster University	St. Louis, MO
West Virginia State College	Institute, WV
Western Kentucky University	Bowling Green, KY
Western Oregon State University	Monmouth, OR
Westminster School	Atlanta, GA
White Bear Lake High School	White Bear Lake, MN
Wichita State University	Wichita, KS
Winthrop College	Rock Hill, SC
Wright State University	Dayton, OH

**TOTAL: 169**

BROADCASTING STATIONS THROUGH ELEMENTARY/SECONDARY SERVICE,  
SERVING THEIR LOCAL BROADCAST AUDIENCE, AND ALL AREA  
HIGH SCHOOLS. (See attached fee structure applied to these stations.)  
22 OF THESE ARE PBS AFFILIATE STATIONS' INSTRUCTIONAL  
TELEVISION DIVISIONS. SEE FINAL DOCUMENT FOR A SENSE OF AUDIENCE  
COVERAGE OF THE VARIOUS PBS STATIONS (from 2 to 6 million)  
[PBS ESS]

"Lease fees will be determined by a formula based on  
each licensing institution's [the state DOE] K-12  
student population plus a per program base fee. The per  
program base fee will be \$100. The population fee will  
be \$1.50 per 10 000 K-12 students, or portion thereof,  
up to 350 000, plus \$1.00 per 10 000 k-12 students, or  
portion thereof, over 350 000. (Source: ESS Marketing  
Plans for France-TV Magazine, May 1988)

NOVEMBER 1989

France-TV Station Carriage  
through the PBS ELEMENTARY/SECONDARY SERVICE  
'89-90

ALABAMA

Huntsville City Schools  
Huntsville, AL

ARIZONA

Arizona State University Television  
Tempe, AZ

Learn 34, The Education Channel  
Phoenix, AZ

CALIFORNIA

KOCE/Channel 50  
Huntington Beach, CA

University of California Television Services  
Santa Barbara, CA

CONNECTICUT

Connecticut Public Television/Channel 24\*  
Hartford, CT

FLORIDA

Tampa Educational Cable Consortium  
Tampa, FL

ILLINOIS

Springfield Public Schools Educational TV  
Springfield, IL

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY  
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## INDIANA

Indiana University Channel 23  
Purdue University at Fort Wayne  
Fort Wayne, IN

## IOWA

University of Iowa TV/Channel 28  
Iowa City, IA

## MAINE

MPBN/Maine Network\*  
Bangor, ME

## MARYLAND

WMPB/Maryland Public Television  
Owings Mills, MD

## MISSOURI

Education Satellite Network (ESN)  
Missouri School Boards Association  
Columbia, MO

Cooperating School District Television/St. Louis  
St. Louis, MO

## NEBRASKA

Knowledge Network  
Omaha, NE

## NEW HAMPSHIRE

WENH/NH PTV Network\*  
Durham, N.H.

## NEW YORK

WSFG/Channel 46  
Binghamton, N.Y.

## VIRGINIA

NVCC Telecommunications Center - 49  
Northern Virginia Community College  
Annandale, VA

Media General Cable 06  
Fairfax County, VA

WNVT/Channel 53  
Falls Church, VA

WCVE/Channel 23  
Richmond, VA

WBRA/Channel 15--Blue Ridge Public TV  
Roanoke, VA

## WASHINGTON

Cablearn Channel 27  
University of Washington  
Seattle, WA

## WISCONSIN

WHA Cable 33  
Madison, WI

University of Wisconsin Marathon Center  
Wausau, WI

NOTE: This is a partial listing as it does not represent Fair Usage rights given to the 327 PBS affiliate stations throughout the United States. Fair Usage, which allows these stations to downlink the France-TV monthly broadcast and to rebroadcast the program within ten days, serves in effect as publicity for France-TV Magazine. As indicated on the attached listing of PBS Affiliates, over 95% of all public television stations retrieve PBS Educational Services' programming under "Fair Usage" status.

THIS LIST HAS BEEN COMPILED BASED ON THE ASSOCIATION OF THE CAMPUS TELEVISION AND CABLE SYSIEMS OF SUBSCRIBING COLLEGES AS OF November 1989. WITH THEIR LOCAL PBS STATIONS' INSTRUCTIONAL TELEVISION SEGMENT (PBS ITV<sub>s</sub>).

[PBS ALS]

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY  
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**FRANCE-TV MAGAZINE**  
**Assumed Broadcast Markets & Coverage**  
**Based on College 'Off-Air' Licensing Activity**  
**and Known Station Carriage**

30-Nov-1989  
Page 1

**ALABAMA**

WBIQ ALABAMA NETWORK  
Transmitters: 9 Coverage: 3,388,703

**ARIZONA**

KAET PHOENIX  
Transmitters: 1 Coverage: 1,332,672

**CALIFORNIA**

KOCE HUNTINGTON BEACH  
Transmitters: 1 Coverage: 3,973,741

KCET LOS ANGELES  
Transmitters: 1 Coverage: 9,260,891

KVIE SACRAMENTO  
Transmitters: 1 Coverage: 2,590,984

**DISTRICT OF COLUMBIA**

WETA WASHINGTON  
Transmitters: 1 Coverage: 4,837,325

**ILLINOIS**

WSIU CARBONDALE  
Transmitters: 1 Coverage: 2,193,837

**IOWA**

KDIN IOWA NETWORK  
Transmitters: 8 Coverage: 2,604,445

**KENTUCKY**

WKYU BOWLING GREEN  
Transmitters: 1 Coverage: 149,414

KETV KENTUCKY NETWORK  
Transmitters: 15 Coverage: 3,206,628

**MARYLAND**

WMPB MARYLAND NETWORK  
Transmitters: 4 Coverage: 3,962,061



**FRANCE-TV MAGAZINE**  
**Assumed Broadcast Markets & Coverage**  
**Based on College 'Off-Air' Licensing Activity**  
**and Known Station Carriage**

30-Nov-1989  
Page 2

**MASSACHUSETTS**

WGBH BOSTON  
Transmitters: 3 Coverage: 6,736,296

**MICHIGAN**

WTVS DETROIT  
Transmitters: 1 Coverage: 4,636,442

**MINNESOTA**

KTCA ST. PAUL  
Transmitters: 2 Coverage: 2,763,822

**MISSOURI**

KCPT KANSAS CITY  
Transmitters: 1 Coverage: 1,530,458

**NEW YORK**

WNED BUFFALO  
Transmitters: 1 Coverage: 1,416,388

WCFE PLATTSBURGH  
Transmitters: 1 Coverage: 376,966

WCNY SYRACUSE  
Transmitters: 1 Coverage: 844,048

**NORTH CAROLINA**

WUNC NORTH CAROLINA NETWORK  
Transmitters: 8 Coverage: 5,105,795

**OHIO**

WOUB ATHENS  
Transmitters: 2 Coverage: 232,468

WPTD DAYTON  
Transmitters: 2 Coverage: 1,894,916

WGTE TOLEDO  
Transmitters: 1 Coverage: 3,106,947

**FRANCE-TV MAGAZINE**  
**Assumed Broadcast Markets & Coverage**  
**Based on College 'Off-Air' Licensing Activity**  
**and Known Station Carriage**

**30-Nov-1989**  
**Page 3**

**OREGON**

**KOAP PORTLAND**  
Transmitters: 4 Coverage: 1,771,937

**SOUTH CAROLINA**

**WRLK SOUTH CAROLINA NETWORK**  
Transmitters: 7 Coverage: 2,567,164

**SOUTH DAKOTA**

**KBHE VERMILLION**  
Transmitters: 6 Coverage: 86,944

**TENNESSEE**

**WCTE COOKVILLE**  
Transmitters: 1 Coverage: 226,068

**WSJK KNOXVILLE**  
Transmitters: 2 Coverage: 1,453,387

**TEXAS**

**KMBH HARLINGEN**  
Transmitters: 1 Coverage: 368,775

**KOCV ODESSA**  
Transmitters: 1 Coverage: 121,110

**VIRGINIA**

**WNVT FALLS CHURCH**  
Transmitters: 1 Coverage: 959,318

**WHRO NORFOLK**  
Transmitters: 1 Coverage: 1,357,095

**WCVE RICHMOND**  
Transmitters: 2 Coverage: 865,275

**WBRA ROANOKE**  
Transmitters: 1 Coverage: 640,582

**Total**  
**Transmitters: 93**      **Total**  
**Coverage: 76,562,902**



## FRANCE-TV & PBS OVERVIEW

France-TV Magazine is working with three divisions of the Public Broadcasting Service (PBS): PBS Adult Learning Service (ALS); PBS Elementary/Secondary Service (ESS) and PBS Video.

### PBS ADULT LEARNING SERVICE

ALS is a satellite program distribution system which has a partnership with over 96% of all public television stations. (There are 327 nationwide.) Educational programming through ALS reaches over 1500 colleges and universities, and more than 250 000 students each academic year.

### PBS ELEMENTARY/SECONDARY SERVICE

ESS reaches the Instructional Television segments of the 327 PBS affiliates nationwide. This is the segment of PBS programming which reaches our Kindergarten through 12th grade population [des cours élémentaires aux classes terminales] and their teachers (average 1 000 000 per each of 50 states). ESS not only provides programming for students, but will also promote its use as part of professional development for teachers, school administrators, and other educational professionals. This division is leading advocate for the effective use of television and other learning technologies to help meet the needs in elementary and secondary schools nationwide.

### PBS VIDEO

PBS video arranges the videocassette sale, rental and licensing of PBS and public television programs to schools, colleges, libraries, and other institutions for informational and educational uses. This division releases two catalogues per year which include home video pricing and packaging, library referencing, indexing information and promotional posters. These catalogues are sent to 42 000 various institutions of which 50% are academic, and to 18 000 individuals requesting them throughout the year.

. . . . .



# The Westminister Schools

*Christian Preparatory Schools for Boys and Girls*

High School

April 25, 1989

Ms. Elizabeth Pease, Program Director  
France TV Magazine  
Academic IV, Room 214  
UMBC  
Baltimore, Md. 21228

Dear Elizabeth:

I am writing to thank you for the services France TV Magazine is providing to the French academic community, and to let you know some of the ways we have benefitted from it. First of all, the current information provided by the monthly magazine is essential for French teachers not presently living in France. It is an authentic media document that informs us both of news events and cultural happenings that we would otherwise not know about or would only read or hear about secondhand.

Secondly, our students have come to appreciate a regular part of their courses being in the spoken form, the way a native French speaker might receive information. At Westminster, this exposure takes place in two different settings. Classroom use of selected segments of the program often provide material for group work and discussion. We have also integrated the materials in a "video lab" which actually functions like the language labs of the past. Students go individually or in groups to the media center, and complete assignments on a weekly basis. We have especially enjoyed using the excellent pedagogical materials you provide, since they are very complete and well done. It's easy to assign lab work sheets since they have already been prepared by your professional staff.

Although we have a modem at our disposal, we have particularly enjoyed the convenience of your diskette service. It is a piece of very high quality work, and the ASCII format is extremely user friendly. Congratulations!

In short, we are delighted with France TV Magazine, and cannot imagine teaching French without this stimulating source of information. Please keep up the good work!

Sincerely yours,

Anna B. Beller

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November 23, 1988

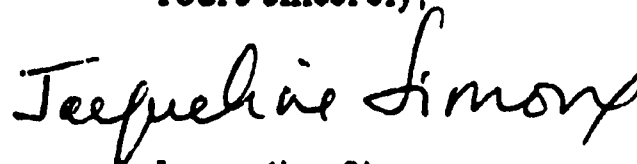
Dear professor Aulestia,

We met at the recent ACTFL convention in Monterey and I want to tell you that I enjoyed your's and Professor Duverlie's informative presentation of the TV-France material. As I told you at the convention, I have been using this material for three years much to the students' satisfaction.

As you advised me to do I am sending you a copy of my request to keep some of the older tapes and to make a montage with some of the others. I give you my word that I will acknowledge my sources (creators and institution) in each of the montage I will make. But I need a written authorization from you in order to satisfy the administration of our TV services department.

I thank you very much for your generosity.

Yours sincerely,



Jacqueline Simons,  
Coordinator, Lower-division French

Jacqueline Simons  
French-Italian Department  
UCSB  
Santa Barbara  
Ca 93106



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Language Department Chair

July 20, 1988

Dr. Victor Aulestia  
Instructional Media Resources  
University of Maryland

Dear Dr. Aulestia:

I have recently learned of your France-TV Magazine project and plans for expanding the service to schools free of charge.

At Amphitheater High School, we employ three French teachers who are particularly interested in incorporating these authentic and up-to-date materials into the curriculum.

We currently use an Apple 1200 BAUD Modem and MacIntosh 512E (800 K disk drives) system. Please confirm whether this is compatible for reception of your study guide files through the RBBS. Through what medium do you disseminate the video portion of the program?

Further, what access number or other registration agreement will we need to be ready to begin reception in the Fall? Our school year begins on August 15, so I am anxious to have things arranged as soon as possible.

In hopes that we will be able to pursue this cooperation for the benefit of students and foreign language instruction, I await your response.

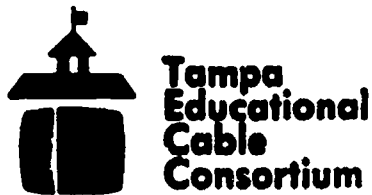
Sincerely yours, 70

Stephanie Duisberg, FL Department Chair

Attendance 887 0214

Athletics 293-0317

Counseling and Career Center 293-0301



1A1B 3 C Recd

August 25, 1988

Ms. Elizabeth Pase  
France TV Magazine  
Academic IV, Room 214  
University of Maryland  
Baltimore, MD 21228-5398

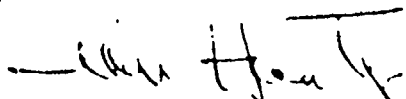
Dear Ms. Pase:

During the last academic year, we received permission to take The France TV Magazine from satellite. It has proved to be quite a hit with our viewers. In fact, we have received more calls concerning the France TV Magazine than for any of our other programs.

We would like to once again make this program available to our viewers. Could you please send me the new telecast schedule and any other information or forms I may need.

Since we have been showing the last program since May, we are quite anxious to get new material into this time slot and would appreciate your answer as soon as possible.

Thank you.

  
Dian M. Hunter  
Educational Access Assistant

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December 8, 1988

Mr. Victor Aulestia  
France-TV Magazine  
AC IV, Rm. 214  
UMBC  
Baltimore, MD 21228-5398

Dear Mr. Aulestia,

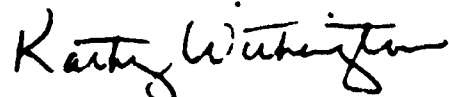
I am a French teacher at McCluer High School in the Ferguson-Florissant School District, and I would like to have the necessary information on how to receive your program France-TV Magazine.

Our district has a satellite dish and could record your program for use in my French classes. I will, of course, need the correct settings, dates and times.

I have seen the program, and I feel it will be very helpful and informative for my students.

Thank you.

Sincerely,



Kathy Withington  
McCluer High School  
1896 So. Florissant Rd.  
Florissant, MO 63031



Hamilton Southeastern High School  
13910 126th Street  
Noblesville, IN 46060

SEP 6 Recd

Dr. Victor Aulestia  
University of Maryland, Baltimore County  
Dept. of Instructional Media Resources  
5401 Wilkins Ave.  
Academic Building 4  
Baltimore, MD 21228

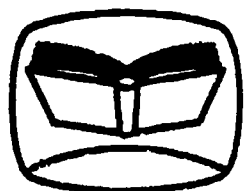
Dear Dr. Aulestia:

An article in the Tandberg User Group Newsletter mentioned the France-TV French-language television magazine produced by Antenne 2 and disseminated free of charge to any interested school, as well as the Study Guides to accompany the telecasts, prepared by University of Maryland faculty and stored on the Romote Bulletin Board System at the University of Maryland Baltimore Campus. I would very much like to have my French classes participating in this. Unfortunately, we have no modem. I would, therefore, like to request two things of you, if I may. First, can you give me an address to which I can write to obtain the video program only? Second, since there is talk of perhaps buying a modem for our 1989-90 school-year, could you put my name on your mailing list, or send me information about getting into this intriguing program in the future? Thank you for all of your effort.

Sincerely,

*Julie Hauptmann*

Julie Hauptmann  
French teacher



TELECOLLEGE

100 West 49th Ave.  
Vancouver, B.C. V5Y 2Z6  
324-5520 / 1-800-972-0379

A CONSORTIUM OF B.C. COLLEGES AND SCHOOL DISTRICTS

September 14, 1988

Ms. Elizabeth Scali Pease  
Project Manager  
France T.V. Magazine  
AC IV, Room 214  
U.M.B.C.  
Baltimore, Maryland 21228-5398  
USA

Dear Ms. Scali Pease:

I have recently been made aware of the France T.V. Magazine satellite feed service. This, in concert with down-loading of instructional resources, is a most interesting project.

Here in British Columbia we represent 14 provincial community college, with 5 or 6 involved in French language courses. It seems a connection between the service you are coordinating and our system is in order.

We are capable of accessing the down-linking signal, distributing on a facility network or feeding to cable operators for public distribution on an educational, non-profit basis. Could you please let me know if and how we might become part of the utilization network.

Respectfully,

R. Lajoie

jib

MEMBERS

Burnaby School District  
Camosun College  
Capilano College  
Cariboo College  
Douglas College  
East Kootenay Community College  
Fraser Valley College  
Kwantlen College  
Malaspina College  
Northern Lights College  
Northwest Community College  
Okanagan College  
Quesnel School District  
Selkirk College  
Vancouver Community College

# Richardson Instructional Television Center

Richardson Independent School District

8221 TOWNS STREET  
DALLAS, TEXAS 75243  
214/235-7770

JUN 6 RECD

June 1, 1988

French TV Magazine  
AC IV, Room 214  
UMBC  
Baltimore, MD 21228-5398

Gentlemen:

We would like to obtain permission from you to broadcast the French TV Magazine so that the students enrolled in French classes throughout the Regional ITV consortium will have an opportunity to hear a Natural French accent and to observe the issues that are important to France.

The Richardson Instructional Television Center, WEF-69 owned and operated by the Richardson Independent Schools provides quality programming to area students. WEF-69 is four channels 7, 9, 11 and 13 operated at 2500 megahertz as licensed by the Federal Communications Commission.

During the 1988 - 1989 school year we are serving approximately 180,000 students with instructional television through the Regional Instructional Television Consortium. There are approximately 70 school districts in the consortium.

We appreciate your assistance in this matter.

Sincerely,

  
Velda H. Holmes  
TV Specialist

VHH/ms

Clover High School  
Highway 55  
Clover, SC 29710  
June 7, 1988

JUN 9 REC'D

France-TV Magazine  
ACIV, Room 214  
UMBC  
Baltimore, MD 21228-5398

Dear Reader:

I read about your program in the National Bulletin and am really excited about the possibility of using it with my French classes next year. Our school library has a satellite receiving dish for programs offered by the State Department of Education. However, we do not know if that dish is appropriate to receive your telecast.

Would you please send me a schedule for your broadcasting, information concerning your ancillary materials, and any other information that you think might be helpful to us.

Thank you for making us aware of this innovative program.

Sincerely,

*Dianne E. Wallace*  
Dianne E. Wallace  
French teacher

May 30, 1989

Ms. Elizabeth Pease  
France TV Magazine  
Academic 4. Room 214  
UMBC  
Baltimore, MD 21228

Dear Ms. Pease:

It gives me great pleasure to be able to provide a 'testimonial' on behalf of France TV Magazine. My comments are apt to sound as though they were drawn from a fan letter. That is entirely appropriate, as I do consider myself a fan.

I can not think of any way of duplicating the linguistic authenticity and the rich visual context which France TV Magazine brings into the classroom except by a physical visit to France. I have used your video broadcasts and your support materials widely in my first and second year French classes at the U. S. Naval Academy. Midshipmen look forward to days where the notation 'video' appears on the class syllabus. In their course evaluations, they universally identify your programs as fascinating and helpful in learning about France and the language of her people.

The programs' segments are always chosen as to represent a variety of topics and levels of linguistic difficulty, so that each monthly broadcast offers something for everyone. The same is true of the supporting materials and exercises. I have been able to utilize the latter in combination with the video component for such varied pedagogical purposes as developing listening comprehension, vocabulary building, cultural exposure, and reading activities. Most rewarding and consistent, however, are the student questions and discussion which inevitably follow the viewing of a segment.

I congratulate you on an excellent program. I hope both teachers and students of French will continue to enjoy France TV Magazine for many years to come.

Cordially,

*Elsa M. Gilmore*

Elsa M. Gilmore  
Asst. Prof. of French and Spanish  
U. S. Naval Academy

# West High School

Jerry L. Arganbright, Principal  
Earline Peterson, Associate Principal  
Renato de Leon, Dean of Students  
Julie Ostrander, Athletic Director



Where  
Excellence  
IS A  
Tradition

APR 4 0 Recd

Dear Mrs. Pease.

I am writing to thank you for the television broadcasts of France: Télé-Magazine, and to encourage you to keep the programs coming. They have been a wonderful addition to my fourth year French curriculum.

For years students have asked for information on up-to-date happenings in France. The program Panorama which is available commercially is priced beyond my school's budget. Your programs are therefore, my only hope to be able to bring current France into my classroom.

The students' motivation and interest are stimulated by these programs. For that matter, my own interest has been renewed too!

I do hope that you will continue to make these programs available.

Sincerely,

Cécile Kuenzli  
French Teacher

# West High School

Jerry L. Arganbright, Principal  
Earline Peterson, Associate Principal  
Renato de Leon, Dean of Students  
Julie Ostrander, Athletic Director



Where  
Excellence  
IS A  
Tradition

APR 4 0 RECD

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Sincerely,

Cecile Kuenzli  
French Teacher

# HUNTSVILLE CITY SCHOOLS

MARY JANE CAYLOR, Ed D. SUPERINTENDENT

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Educational Television Center  
706 Read Drive  
Huntsville, Alabama 35801



*Bellamy Award*

JUN 6 1988 *Postmarked*

May 31, 1988

Ms. Elizabeth Scali Pease  
Project Manager  
France-TV Magazine  
AC IV Room 214  
U.M.B.C.  
Baltimore, MD 21228-5398

Dear Ms. Pease:

This is to advise you of our utilization of the France-TV Magazine series this past school year.

We did not become aware of the availability of these materials until February and that was through NITV. In March, we taped our first copy of the program, purchased a modem for our computer and successfully downloaded the print support material. A single tape and copy of the support material was sent to the French teachers in our five high schools for their evaluation. Their response was enthusiastic, so in April we began making a 1/2" VHS copy of the video and a copy of all of the computer accessed support material available to each of them. According to these teachers, over 200 students have used various segments of the program in their class work.

One teacher felt that the material was too advanced for her students and made very little use of it.

At the other four high schools, the teachers all said that this was a stimulus to their students because it dealt with things currently going on and exposed them to not only the French language spoken by French people but to French viewpoints that they could easily relate to news reports on our own national networks.

All of the teachers expressed an appreciation of the thoroughness and completeness of the print support material.

80



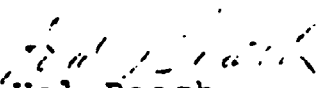
page 2  
5/27/88

I would personally add that this method of delivery, satellite combined with computer accessed print support is one of the most efficient uses of technology for instructional applications that I have encountered.

If we can provide you with any additional information that may help support your program, please let me know.

We will be looking forward to your schedule for the 88/89 school year.

Sincerely,

  
Hal Beach  
Director

/a

# CORNELL UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

ITHACA, NEW YORK 14853-3201

APR 26 RECD

J. Bercaud, Professor of French.

Department of Romance Studies  
283 Goldwin Smith Hall

(607) 255-4264

(Director Undergraduate Studies) -

April 18, 1988.

Dear Mr. Pease,

I want to congratulate you for the production of the monthly "France - TV Magazine". Now that Cornell University has a satellite dish, we use this program in various courses: language, conversation and civilization.

"France TV - Magazine" gives a real flavor of French events, it serves as a reminder to the students who have already been in France. It is an excellent introduction to those who contemplate going there. As such it is a unique tool and should continue its happy existence.

May I, along with my gratitude and congratulations, express one or two wishes

- could you in the title of each program clearly put the date (i.e. March 1988 etc...)
- could you leave a few seconds of blank space between each segment, it will make it much easier to get to that selection
- could you, in general, have more segments on politics (interviews, in the style of "l'heure de vérité" ...) and on French civilization (i.e. de Français moyen in March or April of 88 was excellent, although we never came to see this mythical Frenchman!).

Again, congratulations and long live TV France!

Sincerely,  
J. Bercaud



THE JOHNS HOPKINS UNIVERSITY  
BALTIMORE, MARYLAND 21218

DEPARTMENT OF  
POLITICAL SCIENCE

March 29, 1988

FRANCE-TV Magazine  
c/o Elizabeth Pease  
AC IV, Room 216  
University of Baltimore, Baltimore County  
Baltimore, MD 21228-5398

Dear Ms. Pease:

I am writing to express my (and my husband's) enthusiastic support for the FRANCE TV Magazine program that is being aired on PBS this season. We absolutely love it and wish only that it could be aired every week instead of only having one new episode every month. I have been fluent in French for some time, and am teaching my husband French. (I have lived in France, we honeymooned in France last spring and are planning to go back this spring.) He is using a text called First French, because I prefer a text with a strong grammatical content. Plus, I make an effort to speak to him in French as much as possible (in very simple contexts). The opportunity to hear FRANCE TV Magazine is tremendously valuable for both of us: it keeps me in touch with a French perspective and with hearing French, which I love; and for him, it offers an opportunity to improve his "ear" for French and pick up more and more as he listens.

We sincerely hope that the program continues on the air; we intend to increase our pledge to PBS this year to support programming of this caliber.

Sincerely yours,

Germaine A. Hoston  
Associate Professor

School of Advanced International Studies  
The Johns Hopkins University

April 18, 1988

APR 21 REC'D

Dear Ms Pease

In answer to your request, we wish to express our support for the program "France TV Magazine". It provides a very valuable pedagogical material and should definitely be continued. We consider this program particularly useful because it includes segments about politics, the economy and international affairs, suitable for our intermediate and advanced students. It is our experience that video material adequate for these levels is difficult to find, whereas there is an abundance of material suitable for beginners.

Sincerely,

*Micheline Toumayan*

Micheline Toumayan  
Dr of French Program

*Léone Hettenbergh*

Léone Hettenbergh  
Lecturer

*Françoise Taylor*

Françoise Taylor  
Instructor



SAIS 45TH ANNIVERSARY  
Nanjing • Washington • Bologna

84

# Lane Community College

MAY - 5 REC'D

April 28, 1988

France TV Magazine  
c/o Elizabeth Pease  
AC IV Room 216  
UMBC  
Baltimore, MD 21228-5398

Dear Ms. Pease,

We have been recording the France TV magazine here at Lane Community College since January when we became aware of the transmission via satellite. In your last broadcast, you mentioned that you would like feedback on the programs. I am so enthusiastic about what you are doing that I wanted to respond.

Living on the West Coast, we are somewhat isolated from broadcasts by radio or TV which are in a foreign language. Although we are able to receive the Canadian Broadcasting Corporation's channel via satellite, it has not been an easy resource since the time involved in editing anything that has been recorded is prohibitive for a full time teacher. The broadcasts that you are making include many short excerpts which are almost immediately useable in the classroom (with some preparation of course). Just recently I showed the report on money collected in the metro to my second year French students who had been studying Paris and the metro system. They found it both interesting and understandable (at least the general idea due to the visual stimuli), and it was satisfying to be able to show them something "real" to relate to what they had been studying.

Not only is the work you are doing potentially valuable to students who have no possibility of contact with TV in another language, but it is an excellent resource for teachers who need to remain in touch with the language and events happening in France. You are doing a wonderful service for all of us who wish to stay in touch with current events in France and especially with the language. I look forward each month to seeing your broadcast and hope you will be able to continue with something similar next year. Thank you for all you have done for us so far!

Sincerely,



Ginny Nelson  
Associate Professor of French

**Le Cercle Français**  
**de Northeastern Ohio et Western Pennsylvania**  
**P.O. Box 1464**

**Youngstown, Ohio 44501**

**MAY - 5 REC'D**

**April 11, 1988**

France-TV Magazine  
c/o Elizabeth Pease  
ACIV Room 216  
Baltimore, MD

Dear Ms. Pease,

This is to express our appreciation in providing the series France-TV Magazine which is being broadcast once a month by channels 45/49 in the Youngstown-Akron area of Northeastern Ohio. We support your efforts in providing this culturally beneficial type of programming. The program is very interesting and informative about France and French culture. We have been including information about France-TV Magazine in our club newsletter, Nouvelles du Cercle. If we can be of any assistance in the promotion and support of France-TV Magazine or other French language programs, please contact us. I am including a brochure on our organization and its activities.

Sincerely,

*Paul E. Dalbec*  
Dr. Paul E. Dalbec  
President  
Le Cercle Français

copy to Channels 45/49

EE

BEST COPY AVAILABLE

**MAY - 3 RECD**

April 27, 1988

France-TV Magazine  
% Elizabeth Pease  
AC IV, Room 216  
UMBC  
Baltimore MD 21228-5398

Dear Ms. Pease:

I am writing to express my appreciation for your scheduling the France-TV Magazine broadcasts which we receive on a regular basis and are able to incorporate into our French classes. This "real" contact with France is an invaluable supplement to our regular teaching materials, and we hope for a continuation of the programs.

If we can ever assist you in procuring the funding for the broadcasts or in evaluating the service, please let us know.

Sincerely,



Gale Crouse, Chairman  
Foreign Languages Department

GC/cb



April 14, 1988

APR 19 Recd

France-TV Magazine  
c/o Elizabeth Pease  
AC IV, Room 216  
UMBC  
Baltimore MD 21228-5398

Dear Ms Pease:

I am writing to wholeheartedly support your broadcasts of France-TV Magazine. I hope that you will be able to continue the broadcasts in the coming years.

This semester, for example, I am teaching a third-year conversation course. I use one of the "reportages" from the broadcasts in nearly every class. There is always a topic which relates to the subject of the assigned class discussion, or a topic of current news which is of interest to the students.

I wish we could have more broadcasts from France. We here in the Midwest are more limited to programming from Quebec.

Sincerely,

*Karen Woodward*

Karen Woodward  
Assistant Professor of  
French and Spanish





**C. EVALUATION**

- May '89 Questionnaire & Analysis
- May '88 Questionnaire & Analysis

present, via satellite

## France-TV Magazine

April 1989

Vol.II No.2

### 1988-89 EVALUATION QUESTIONNAIRE

Dear Colleague:

We are conducting this survey to get our users' reactions to our product and service. We would appreciate your cooperation so that we can improve the France-TV Magazine project in the future. Please understand the use of "you" in this questionnaire includes both you and your institution or department as the context may warrant. Thank you for your help.

#### TELEVISION PROGRAM RECEPTION

1a. During the 1988-89 academic year, which months' programs did you receive ?

1b. For each month you received the program, please indicate how you received it.

-----1a-----		-----1b-----		
Received		Satellite Dish	Over Air TV	Cable TV
Yes	No			
September	___	___	___	___
October	___	___	___	___
November	___	___	___	___
December	___	___	___	___
January	___	___	___	___
February	___	___	___	___
March	___	___	___	___
April	___	___	___	___

Please Resume 3a      Please Answer 2a

2a. Which television station or cable system provides France-TV Magazine ?

Name: \_\_\_\_\_ Channel Number: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_

#### TELEVISION PROGRAM USAGE

3a. Do you typically use the entire television program during the course of a month, or most of it, less than half, or none of it ?

Entire program      \_\_\_  
Most of it      \_\_\_  
Less than half      \_\_\_  
None of it      \_\_\_

(Please indicate why not, and then skip to  
"Personal Information".)

Why not ?

3b. Do you use the television program in: (multiple responses OK)

Classes \_\_\_\_\_  
Scheduled language labs \_\_\_\_\_  
Drop-in language labs \_\_\_\_\_  
Extracurricular time \_\_\_\_\_  
Other: \_\_\_\_\_

3c. In which courses do you use the television program ?

Course I	Course II	Course III
Title: _____	Title: _____	Title: _____
Level: _____	Level: _____	Level: _____

(indicate Elementary, Intermediate, Advanced or Very Advanced levels)

3d. What percentage of a typical television program do you use in:

Elementary courses	_____ %	(Does not need to total 100% because you can use each program segment in more than one course.)
Intermediate courses	_____ %	
Advanced courses	_____ %	
Very advanced courses	_____ %	

#### ACCESS TO PRINT SUPPORT

4a. How do you or your institution access the pedagogical materials ?

RBDS (by modem from UMBC) \_\_\_\_\_  
BITNET (colleges & universities) \_\_\_\_\_  
Diskette Service \_\_\_\_\_  
Hardcopy through PBS \_\_\_\_\_

Comment: \_\_\_\_\_

#### PEDAGOGICAL MATERIALS: CAHIERS PEDAGOGIQUES

7a. Do you typically use all the pedagogical materials during the course of a month, or most of them, less than half, or none of them ?

All \_\_\_\_\_  
Most of them \_\_\_\_\_  
Less than half \_\_\_\_\_  
None of them \_\_\_\_\_ (Please indicate why not and then skip to  
"Overall Evaluation".)

Why not ?

7b. On a scale from 1 to 9, please indicate how easy you find reading and understanding the pedagogical materials:  
Very easy 1 2 3 4 5 6 7 8 9 Very difficult

7c. Do you use the pedagogical materials in: (multiple responses OK)

Classes \_\_\_\_\_  
Scheduled language labs \_\_\_\_\_  
Drop-in language labs \_\_\_\_\_  
Extracurricular time \_\_\_\_\_  
Other: \_\_\_\_\_

7d. In which courses do you use the pedagogical materials ?

Course I	Course II	Course III
Title: _____	Title: _____	Title: _____
Level: _____	Level: _____	Level: _____

(indicate Elementary, Intermediate, Advanced or Very Advanced levels)

7e. What percentage of a typical month's pedagogical materials do you use in:

Elementary courses	_____%	(Does not need to total 100% because you can use each section of pedagogical material in more than one course.)
Intermediate courses	_____%	
Advanced courses	_____%	
Very advanced courses	_____%	

7f. Please evaluate the utility of the following pedagogical materials:

	<u>Indispensable</u>	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Necessary</u>
Introduction/Background	---	---	---	---
Transcription	---	---	---	---
Vocabulary	---	---	---	---
Comprehension				
Questions	---	---	---	---
Activities	---	---	---	---

Which activities are most useful ? Which least useful ?

7g. Do you feel the amount of pedagogical materials is:

Too little \_\_\_\_\_  
 Just right \_\_\_\_\_  
 Too much \_\_\_\_\_

What would you delete or shorten ? :

### OVERALL EVALUATION

8a. On a scale of 1 to 9, please evaluate the quality of the effect France-TV Magazine has had on your students:

	<u>Very Positive</u>					<u>Very Negative</u>			
	1	2	3	4	5	6	7	8	9
Interest in learning French language									
Interest in learning about French culture									
Attitude towards French language									
Attitude towards French culture									
Knowledge of French vocabulary									
Knowledge of French slang									
Knowledge of French politics									
Knowledge of French foreign relations									
Knowledge of French holiday customs									
Ability to read French									
Ability to speak French									
Ability to write French									

8b. Since the introduction of France-TV Magazine, have you retained (or do you anticipate retaining) a higher percentage than previously of your students into higher levels of French study?

Yes ☐ What higher percentage? ☐% or more

No ☐

8c. Do you feel France-TV Magazine has expanded your students' academic interests?

Yes ☐ No ☐

8d. Do you feel France-TV Magazine has expanded your students' career interests?

Yes ☐ No ☐

8e. Has France-TV Magazine made a positive difference in the quality of French instruction at your institution?

Yes ☐ No ☐

8f. Has France-TV Magazine made a positive difference in the quality of French learning/comprehension on the part of students?

Yes ☐ No ☐

9a. Could you please offer any suggestions you have about making the television program better:

9b. Could you please offer any suggestions you have about making the pedagogical materials better:

9c. Could you please tell us about any innovative uses you are making of France-TV Magazine so that we can pass these ideas along to others:

#### Personal Information

Your offering the following data is optional. We would like to have it so that we might be able to contact you later to clarify or to expand on certain points. The opinions you have expressed in this survey will be kept confidential.

Name: \_\_\_\_\_ Institution: \_\_\_\_\_  
Position: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: (    ) \_\_\_\_\_

PLEASE RETURN THIS QUESTIONNAIRE BY MAY 31.  
THANK YOU FOR YOUR COOPERATION.

*France-TV*  
MAGAZINE

UMBC

UNIVERSITY OF MARYLAND BALTIMORE COUNTY  
ROOM 214 ACADEMIC IV  
BALTIMORE MD 21228 5398 (301) 455 2963

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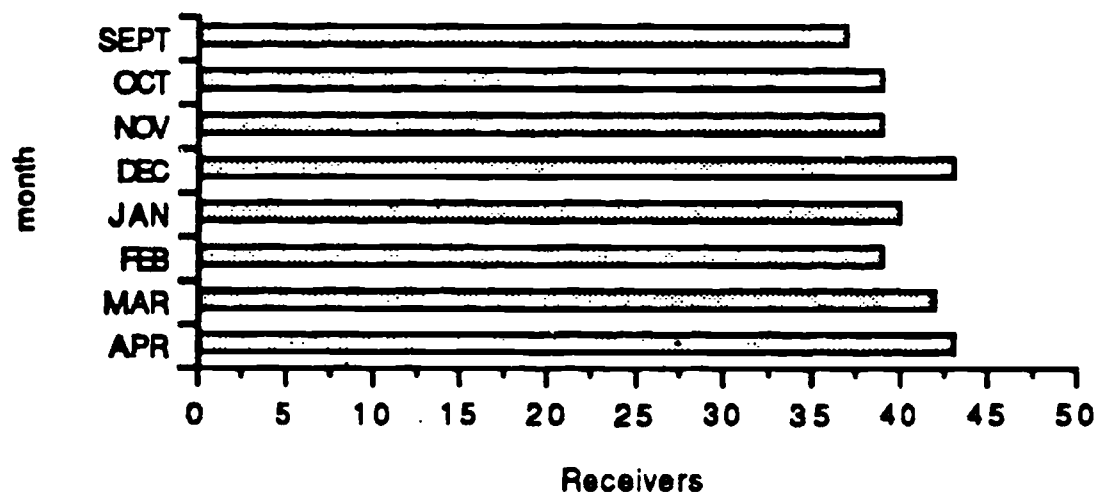
**France-TV Magazine  
1988-89 Evaluation Questionnaire  
Results**

*Note: Unless otherwise noted, percentages are of the total response received for that section of the questionnaire.*

## Section 1: Television Program Reception

57 responses evaluated

1a-b. Programs received - The following graph indicates the number of respondents who received the program each month.



1a-b. Respondents who received the program and method of reception

	1a	1b		
	received	dish	over air	catv
SEPT	37	33	1	0
OCT	39	35	1	0
NOV	39	35	2	0
DEC	43	40	1	0
JAN	40	38	1	0
FEB	39	38	1	0
MAR	42	35	1	0
APR	43	37	1	0

## Section Three - Television Program Usage

51 responses evaluated

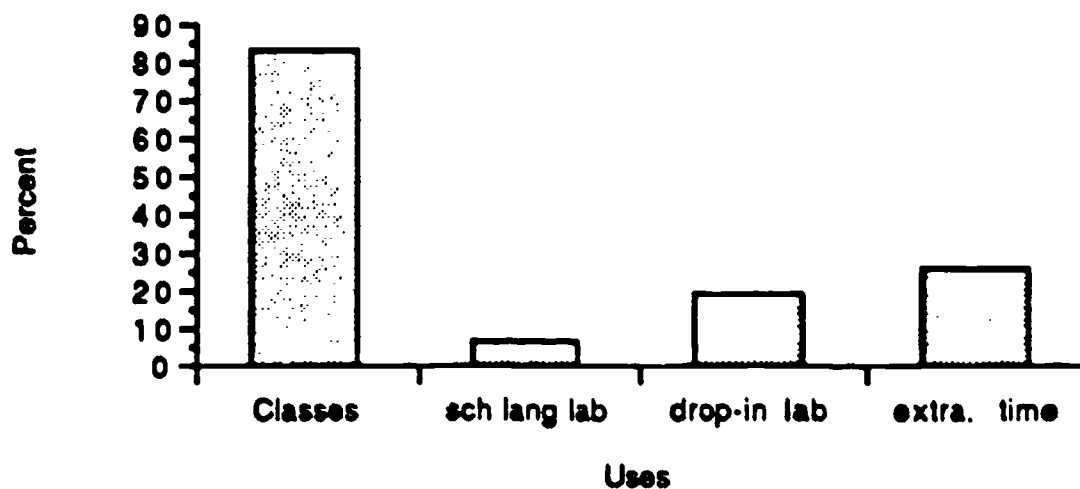
3a. How much used - How much of the television program do respondents typically use during the course of a month?



3a. How much used responses

entire	17
most	15
less than half	17
none	2

3b. Where used- Respondents indicated they used the program as follows:

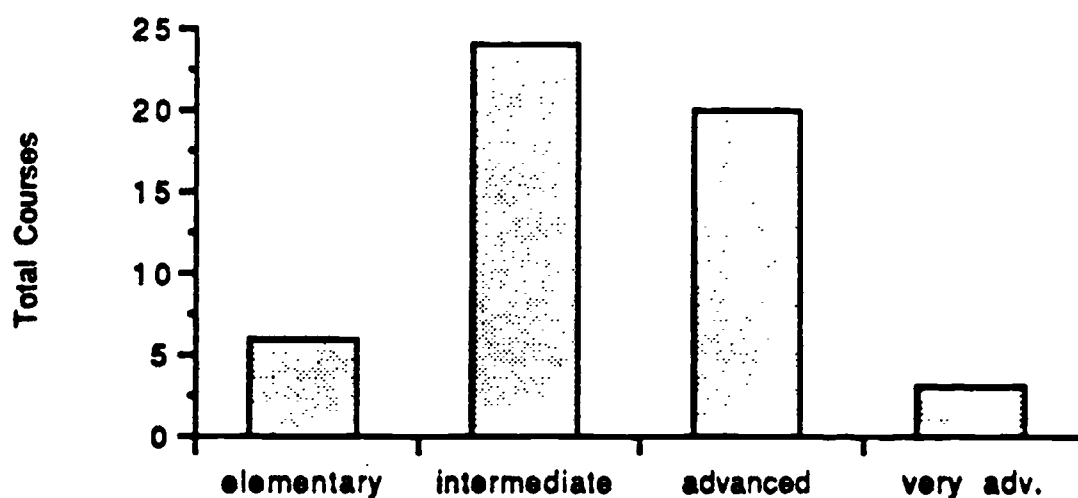




3b. Where used responses percent

Classes	responses	percent
sch lang lab	3	6.38
drop-in lab	9	19.15
extra. time	12	25.53

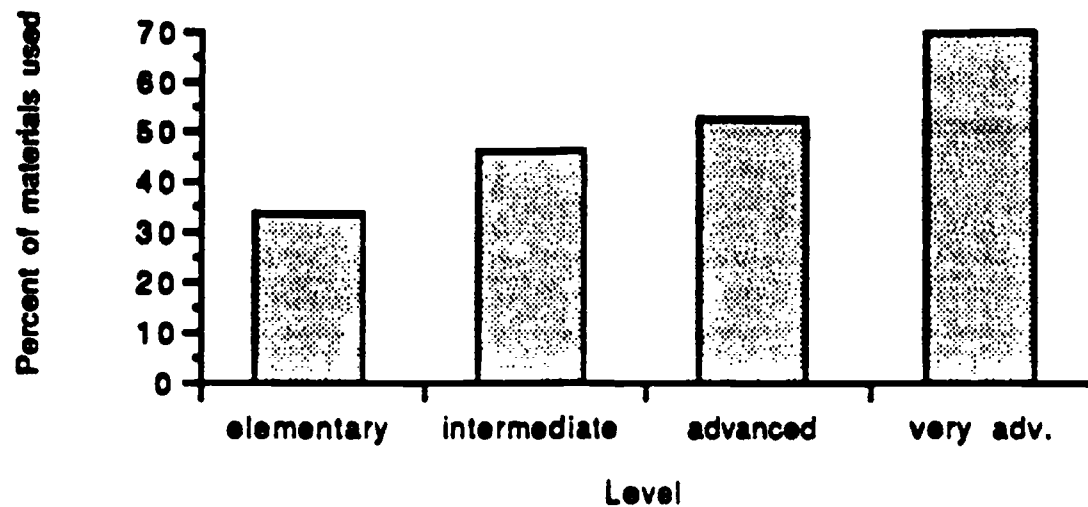
3c. Classes used - "In what courses do you use the television program?" Respondents indicated program was used at the following levels:



3c. Class level used

level	course			
	I	II	III	total
elementary	5	1	0	6
intermediate	11	7	6	24
advanced	8	6	6	20
very adv.	1	2	0	3

**3d. Percentage used -** Respondents were asked the percentage of a program they use at various course levels. The following graph shows the average amount respondents indicated at each level:



**3d. Percent used**

level	percent
elementary	33.80
intermediate	46.11
advanced	52.37
very adv.	70.00

*Portion of materials used increases in upper level courses.*

**4a. Materials Accessed -** "How do you or your institution access the pedagogical materials?"

**4a. format responses**

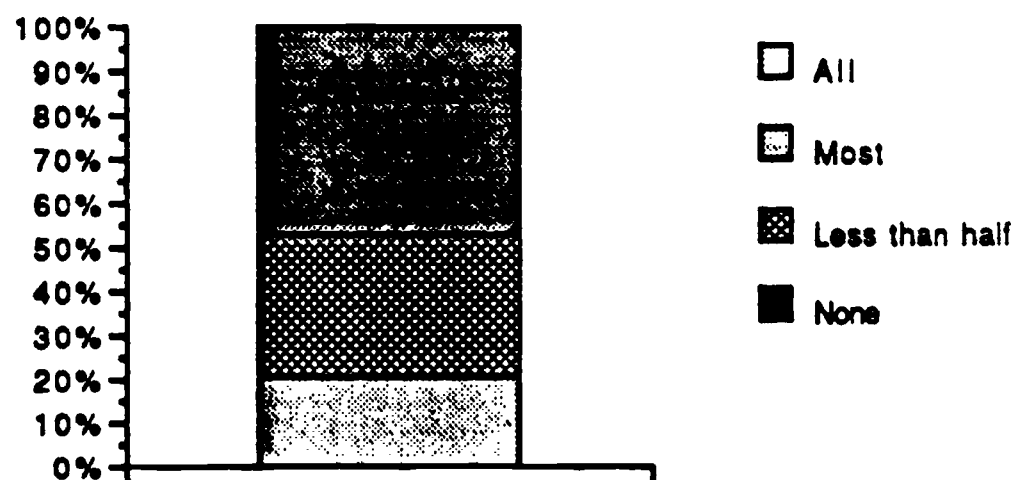
format	responses	%
RBBS	9	19.15
BITNET	7	14.89
Diskette	3	6.38
PBS copy	3	6.38

*RBBS and Bitnet are used by more respondents over the diskette service and PBS hardcopy by more than a two to one margin.*

## Section Seven: Pedagogical Materials

39 responses evaluated

7a. Proportion used - What proportion of the pedagogical materials do respondents typically use during a month?



7a.

Proportion	responses
all	0
most	7
less half	11
none	16

*Note: As per questionnaire instructions, only those respondents who used pedagogical materials (18 in number) completed the remainder of section seven.*

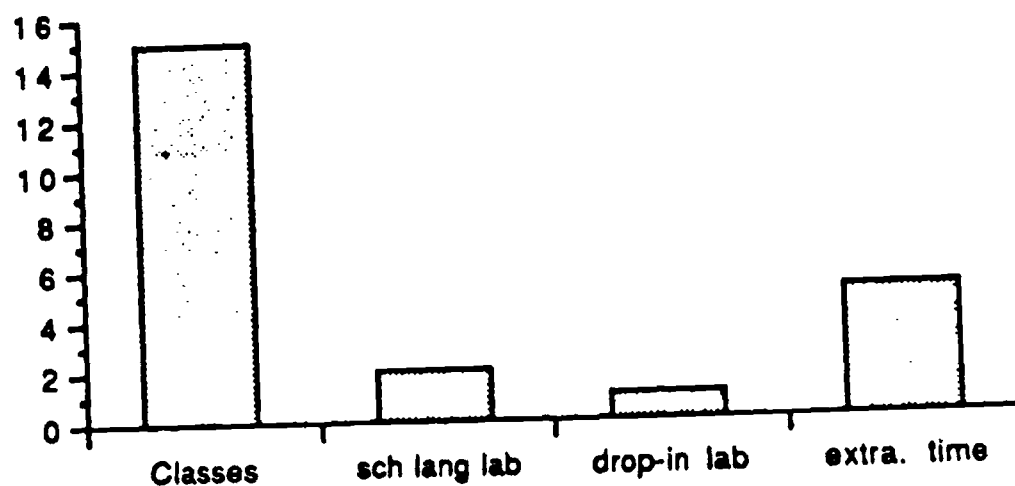
**7b. Materials comprehension - Respondents were asked to rate the ease of reading and understanding the pedagogical materials.**

**7b. Evaluation of Pedagogical Material Difficulty**



*Respondents rated the materials as easier to understand this year. The average response was 3.1 this year as opposed to 3.8 in 1988.*

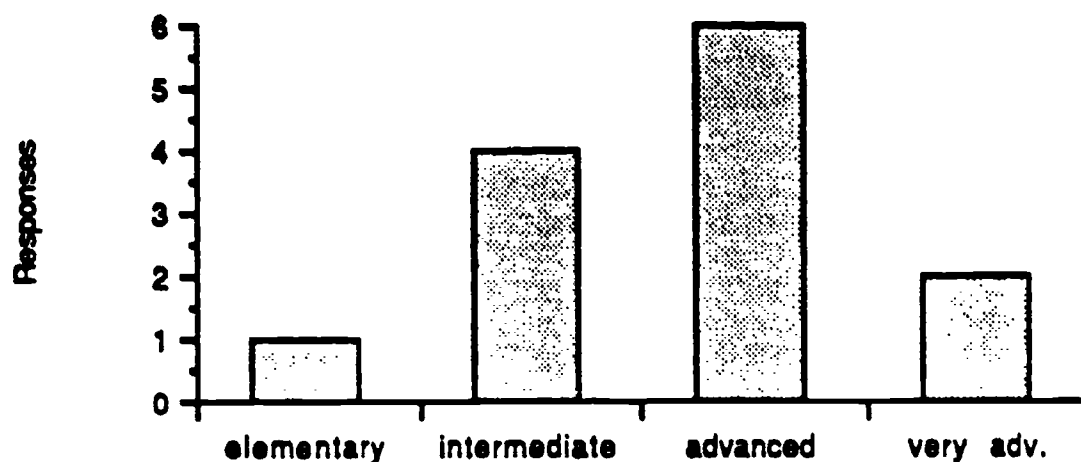
**7c. Where Used? - Respondents indicated that they used pedagogical materials in the following settings:**



**7c. Where used responses**

Classes	15
sch lang lab	2
drop-in lab	1
extra. time	5

**7d. Courses Used - Respondents use pedagogical materials in courses which they rate as being of the following difficulty:**

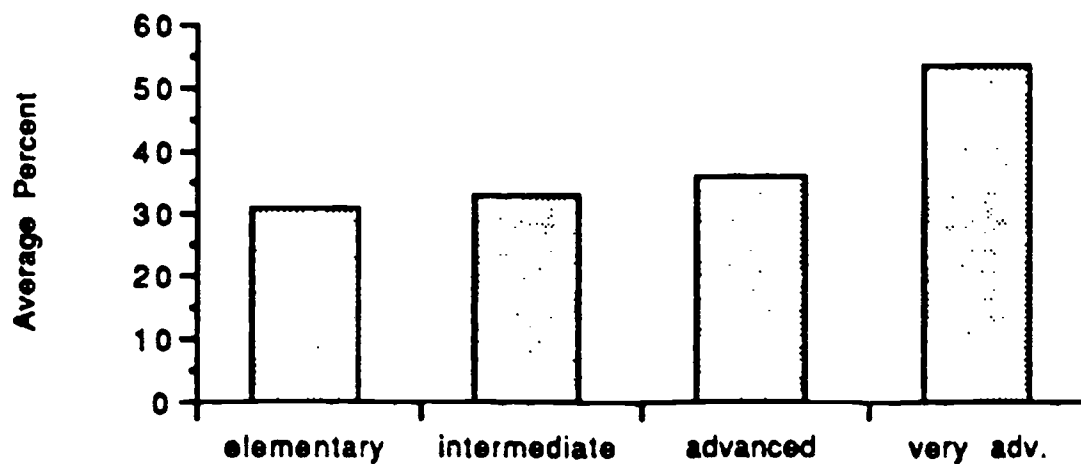


**7d. Course Level of Difficulty**

level	course			
	I	II	III	total
elementary	1	0	0	1
intermediate	3	1	0	4
advanced	4	2	0	6
very adv.	0	1	1	2

*Note low number of responses for this section*

**7e. Percent used - What percent of a month's pedagogical materials do respondents use in classes of the following levels:**

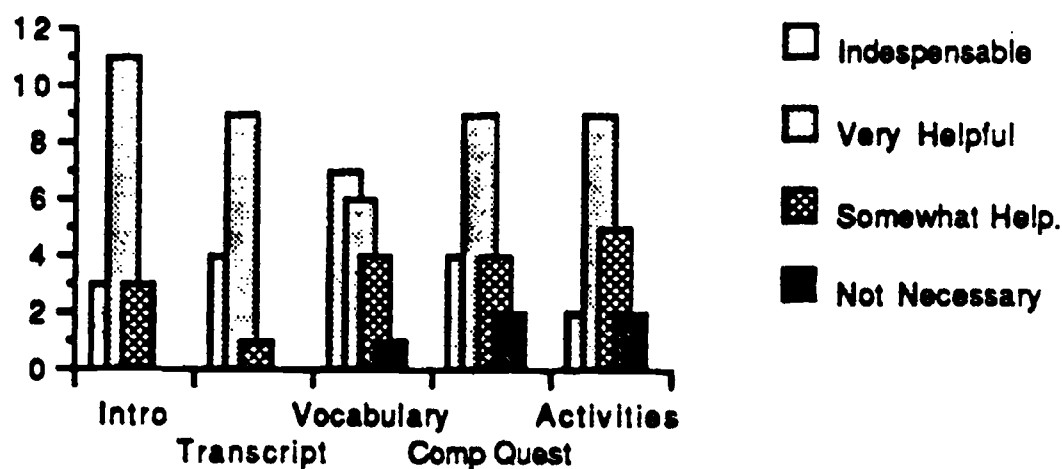


7e. level avg. % used

elementary	31.125
intermediate	32.9
advanced	35.888889
very adv.	53.333333

The pattern in 7e. is the same as that in 3a. - Percent of program used. In both questions, respondents indicated a larger portion of materials was used in upper level classes.

7f. Utility - Evaluate the utility of the following pedagogical materials:



7f. - Utility of materials

	Indispens.	V. Helpful	SW Helpful	Not Ness
Intro	3	11	3	0
Transcript	4	9	1	0
Vocabulary	7	6	4	1
Comp Quest	4	9	4	2
Activities	2	9	5	2

All materials were rated "Very Helpful", except "vocabulary" which received a rating of "Indispensable".

7g. Amount - Do you feel the amount of pedagogical materials is:

responses

too little	0
just right	11
Too much	3

## **Section Eight - Overall Evaluation**

**46 responses evaluated**

**8a. Quality Scale - On a scale of 1 to 9 (1 being very positive) evaluate the quality of the effect F-TV has had on your students:**

	<b>Average rating</b>
<b>Interest</b>	
... in learning French language	2.2
... in learning about French culture	1.9
<b>Attitude</b>	
... towards French language	2.5
... towards French culture	2.0
<b>Knowledge</b>	
... of French vocabulary	2.6
... of French slang	2.6
... of French politics	2.6
... of French foreign relations	2.9
... of French holiday customs	2.8
<b>Ability</b>	
... to read French	4.7
... to speak French	4.3
... to write French	4.6

**8b. Student retention - Have you retained a higher percentage of students?**

Yes 12                      No 34

**8c. Academic Interest - Has F-TV expanded your students' academic interests?**

Yes 30                      No 16

**8d. Career Interest - Has F-TV expanded your students' career interests?**

Yes 18                      No 28



**8e. Quality of Instruction - Has F-TV made a positive difference in the quality of French instruction at your institution?**

**Yes 37**

**No 9**

**8f. Quality of Learning/Comprehension - Has F-TV made a positive difference in the quality of French learning/comprehension on the part of the students?**

**Yes 33**

**No 13**

March 1988

Vol. I No. 4

## 1987-88 EVALUATION QUESTIONNAIRE

We are conducting this survey to get our users' reactions to our product and service. We would appreciate your cooperation so that we can improve the France-TV Magazine project in the future. Please understand the use of "you" in this questionnaire includes both you and your institution or department as the context may warrant. Thank you for your help.

Television Program Reception

- 1a. During the 1987-88 academic year, which months' programs did you receive ?  
 1b. For each month you received the program, please indicate how you received it.

-----1a-----		-----1b-----	
<u>Received</u>		<u>Satellite Dish</u>	<u>Over Air TV</u> <u>Cable TV</u>
<u>Yes</u>	<u>No</u>		
November	___	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%);"> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> </div> </div>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%);"> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> <div style="border-bottom: 1px solid black; width: 80%; margin: 2px 0;"></div> </div> </div>
December	___		
January	___		
February	___		
March	___		
April	___		

Please Answer 1c-g      Please Answer 2a-b

- 1c. For the months you received France-TV Magazine by satellite dish, how would you rate the quality of the sound reception--very good, good, fair, or poor ?

	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
November	___	___	___	___
December	___	___	___	___
January	___	___	___	___
February	___	___	___	___
March	___	___	___	___
April	___	___	___	___

- 1d. For the months you received France-TV Magazine by satellite dish, how would you rate the quality of the picture reception--very good, good, fair, or poor ?

	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
November	___	___	___	___
December	___	___	___	___
January	___	___	___	___
February	___	___	___	___
March	___	___	___	___
April	___	___	___	___

- 1e. Where is this satellite dish located ?

At your institution	___	At your home	___
At local TV station	___	At local cable system	___
At friend/neighbor	___	Other: _____	

O R

- 2a. Which television station or cable system provides France-TV Magazine ?

Name: \_\_\_\_\_ Channel Number: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_

- 2b. Do you expect to be able to receive France-TV Magazine by satellite dish during the 1988-89 academic year ?  
Yes \_\_\_\_\_ No \_\_\_\_\_

### Television Program Usage

- 3a. How much do you typically use the television program during the course of a month?

Entire program \_\_\_\_\_

Most of it \_\_\_\_\_

Less than half \_\_\_\_\_

None of it \_\_\_\_\_

(Please indicate why not, and then skip to  
"Personal Information".)

Why not ?

- 3b. Do you use the television program in: (multiple responses OK)

Classes \_\_\_\_\_

Scheduled language labs \_\_\_\_\_

Drop-in language labs \_\_\_\_\_

Extracurricular time \_\_\_\_\_

Other: \_\_\_\_\_

- 3c. In which courses do you use the television program ?

Course I

Course II

Course III

Title: \_\_\_\_\_ Title: \_\_\_\_\_ Title: \_\_\_\_\_

Level: \_\_\_\_\_ Level: \_\_\_\_\_ Level: \_\_\_\_\_

(Indicate Elementary, Intermediate, Advanced or Very Advanced levels)

- 3d. What percentage of a typical television program do you use in:

Elementary courses \_\_\_\_\_%

Intermediate courses \_\_\_\_\_%

Advanced courses \_\_\_\_\_%

Very advanced courses \_\_\_\_\_%

(Does not need to total 100%  
because you can use each program  
segment in more than one course.)

- 3e. Since November, which program segment was the most interesting for your students ?

Month: \_\_\_\_\_ Topic: \_\_\_\_\_

Why ?:

- 3f. Since November, which program segment was the most disappointing ?

Month: \_\_\_\_\_ Topic: \_\_\_\_\_

Why ?:

### Remote Bulletin Board System

- 4a. Do you or your institution use the Remote Bulletin Board System (RBBS) to access pedagogical materials?

Yes \_\_\_\_\_ skip to 5a: No \_\_\_\_\_

- 4b. Why don't you or your institution use the RBBS ? (multiple responses OK)

Don't have a computer \_\_\_\_\_

Don't have modem/telephone connection \_\_\_\_\_

Not aware of RBBS' availability \_\_\_\_\_

No computer training \_\_\_\_\_

Previously tried but failed \_\_\_\_\_

Other: \_\_\_\_\_

- 4c. What could we do to facilitate or encourage your use of the RBBS ?

- 4d. For the 1988-89 academic year, we are considering three ways of making available our pedagogical materials. 1) using our RBBS, which includes an annual subscriber fee of \$200 plus long distance telephone charges incurred by you: 2)

sending you each month by mail a computer diskette with the program's accompanying materials for \$400 per school year;  
 3) accessing our materials through CompuServe. This method involves our annual subscriber fee of \$200, membership fees for CompuServe, and local telephone charges.

Please indicate your preferred way of receiving our pedagogical materials:

1. Existing RBBS system \_\_\_\_\_
2. Mailed computer diskette \_\_\_\_\_
3. CompuServe \_\_\_\_\_ (proceed to "pedagogical mat." section!)

5a. Who accesses the RBBS ?

Self \_\_\_\_\_ On a scale from 1 to 9, would you describe yourself as a:

Computer novice 1 2 3 4 5 6 7 8 9 Very Proficient

Other \_\_\_\_\_ (describe position)

6a. On a scale from 1 to 9, how would you describe the directions for accessing the RBBS in the October/November and January France-TV Magazine bulletins?

Not helpful 1 2 3 4 5 6 7 8 9 Very helpful

6b. Please indicate below the number of times each month you:

- a. attempted to connect with the RBBS;
- b. successfully connected with the RBBS;
- c. successfully completed RBBS downloading;

And if successful: d. all files, or

e. selected files

	a. <u>Attempts</u>	b. <u>Connects</u>	c. <u>Downloaded</u>	d. <u>All</u>	or	e. <u>Selected</u>
November	---	---	---	---		---
December	---	---	---	---		---
January	---	---	---	---		---
February	---	---	---	---		---
March	---	---	---	---		---
April	---	---	---	---		---

If you attempted to connect with the RBBS but were unable to successfully connect, please answer ac-d. Otherwise, skip to 6e.

6c. What problems did you have in trying to connect with the RBBS ?

- Busy \_\_\_\_\_
- Ring, but no connection \_\_\_\_\_
- Noise on the line \_\_\_\_\_
- Did not understand directions \_\_\_\_\_
- Got menu, but could not download \_\_\_\_\_
- Other: \_\_\_\_\_

6d. In what areas do you need more help in accessing the RBBS ?

6e. On a scale from 1 to 9, would you describe accessing the RBBS as:

Easy 1 2 3 4 5 6 7 8 9 Difficult

6f. For the 1988-89 academic year, we are considering three ways of making available our pedagogical materials. 1) using our RBBS, which includes our annual subscriber fee of \$200 plus long distance telephone charges incurred by you; 2) sending you each month by mail a computer diskette with the program's accompanying materials for \$400 per school year; 3) accessing our materials through CompuServe. This method involves our annual subscriber fee of \$200, membership fees for CompuServe, and local telephone charges.

Please indicate your preferred way of receiving our pedagogical materials:

1. Existing RBBS system \_\_\_\_\_
2. Mailed computer diskette \_\_\_\_\_
3. CompuServe \_\_\_\_\_

## Pedagogical Materials

7a. What proportion of the pedagogical materials do you typically use during a month?

All

Most of them

Less than half

None of them (Please indicate why not)

7b. On a scale from 1 to 9, please indicate how easy you find reading and understanding the pedagogical materials:  
Very easy 1 2 3 4 5 6 7 8 9 Very difficult

7c. Do you use the pedagogical materials in: (multiple responses OK)

Classes

Scheduled language labs

Drop-in language labs

Extracurricular time

Other: \_\_\_\_\_

7d. In which courses do you use the pedagogical materials ?

Course I

Course II

Course III

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Level: \_\_\_\_\_

Level: \_\_\_\_\_

Level: \_\_\_\_\_

(Indicate Elementary, Intermediate, Advanced or Very Advanced levels)

7e. Please evaluate the utility of the following pedagogical materials:

	<u>Indispensable</u>	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Necessary</u>	Which activities are most useful ?
Introduction/Background	---	---	---	---	Which least useful ?
Transcription	---	---	---	---	
Vocabulary	---	---	---	---	
Comprehension	---	---	---	---	
Questions	---	---	---	---	
Activities	---	---	---	---	

## Personal Information

The following data is optional. We would like to have it so that we might be able to contact you later to clarify or to expand on certain points. The opinions you have expressed in this survey will be kept confidential.

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Position: \_\_\_\_\_

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

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

PLEASE RETURN THIS QUESTIONNAIRE BY APRIL 30.

THANK YOU FOR YOUR COOPERATION.



UNIVERSITY OF MARYLAND - BALTIMORE COUNTY  
ROOM 214, ACADEMIC IV  
BALTIMORE, MD. 21228-5398

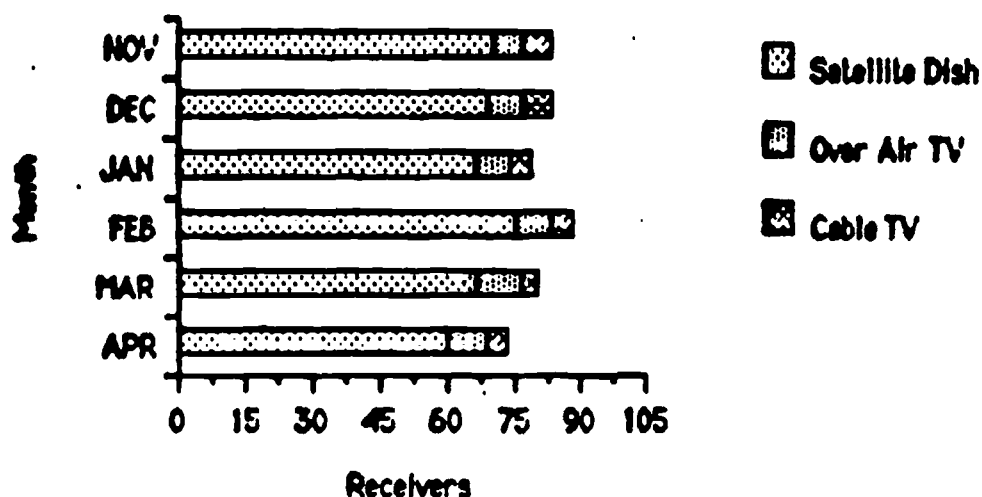
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**France-TV Magazine  
1987- 88 Evaluation Questionnaire  
Results**

## Part 1: Television Program Reception

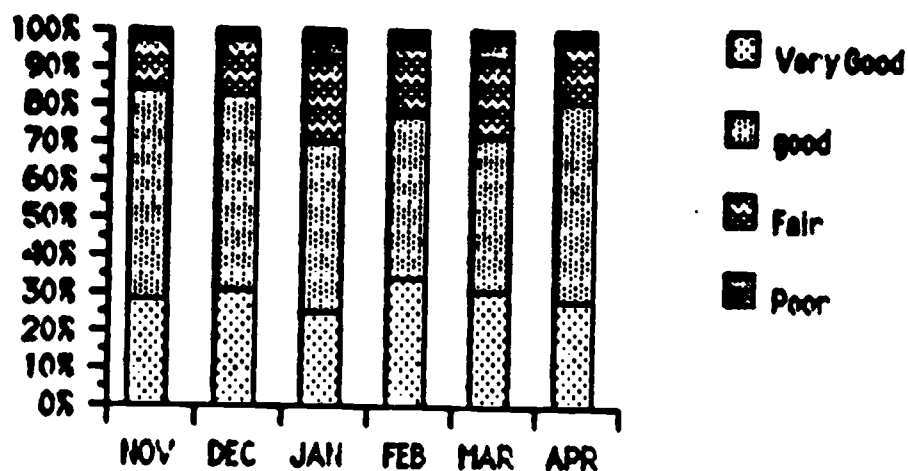
105 responses evaluated

**1a-b. Programs received** - The following graph indicates the number of respondents who received the program each month and how it was received.



	1a	1b		
	received	dish	over air	cstv
NOV	84	70	7	6
DEC	84	69	8	6
JAN	80	66	8	5
FEB	89	75	8	5
MAR	81	66	10	4
APR	74	60	9	4

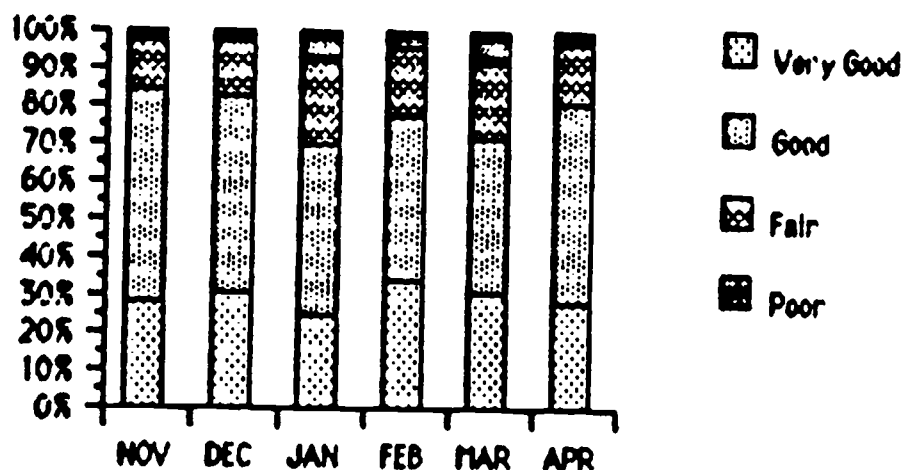
**1c. Sound quality** was evaluated by the respondents receiving the program via satellite dish. The results are given as a percentage of those responding for each individual month (Unless otherwise noted, percentages in this report are of the total response received for that section of the questionnaire):



**1c. Sound Reception**

	very good	good	fair	poor
NOV	21	42	10	2
DEC	23	39	11	2
JAN	17	30	15	5
FEB	27	34	15	3
MAR	22	29	14	6
APR	18	33	10	2

**1d. Picture quality** was evaluated in the same manner as sound:





**1d. Picture Reception**

	very good	good	fair	poor
NOV	26	37	10	0
DEC	27	37	9	0
JAN	23	37	9	0
FEB	27	37	12	2
MAR	24	28	10	8
APR	21	35	6	1

**1e. Satellite Dish Location -** Those receiving the program direct via satellite responded as follows regarding the location of their dish:

location	response	percent
Institution	61	69.32
TV Station	7	7.95
Friend	3	3.41
Home	3	3.41
Local Cable	2	2.27
Other	12	13.64

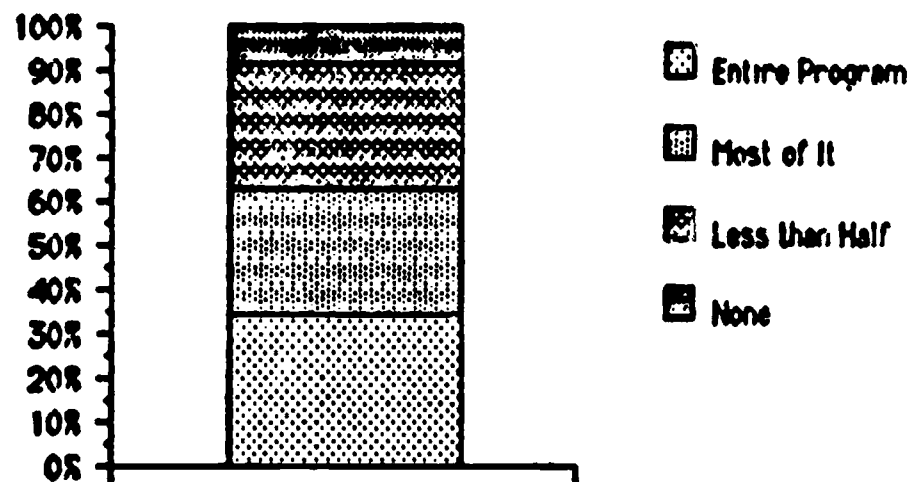
**2b. Receive in 1988-89 - "Do you expect to receive...by satellite dish during 1988-89 academic year?"**

	response	percent
yes	84	79.25
no/blank	22	20.75

## Part Two: Television Program Usage

105 responses evaluated

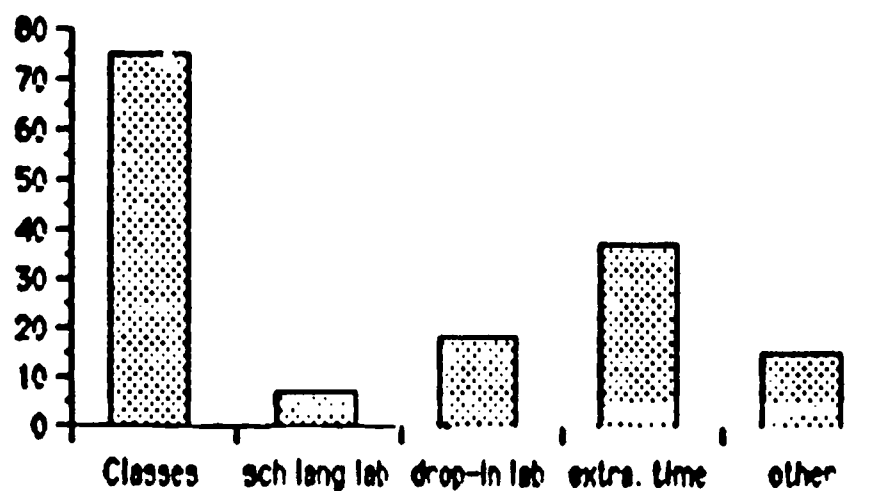
**3a. How much used** - "How much do you typically use the television program during the course of a month?"



3a How much used responses

entire	33
most	27
less than half	28
none	8

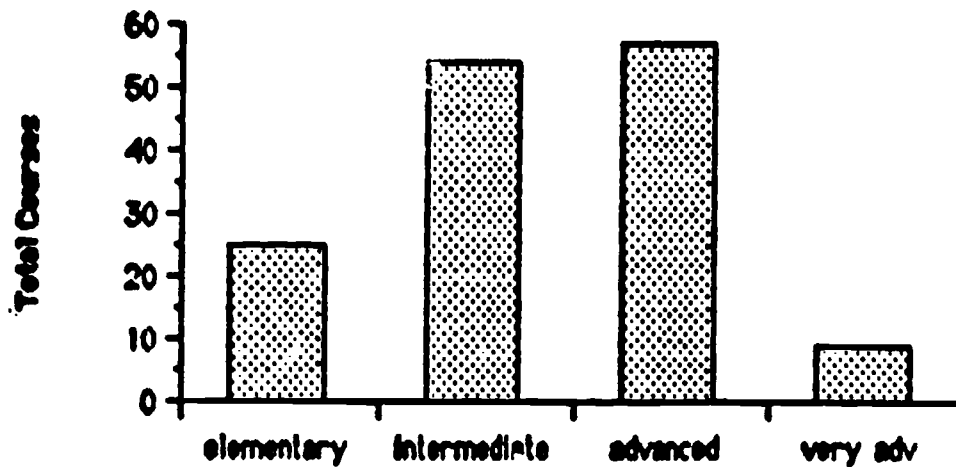
**3b. Where used**- Respondents indicated they used the program as follows:



### 3b. Where used responses percent

Classes	75	70.75
sch. long lab	7	6.60
drop-in lab	18	16.98
extra. time	37	34.91
other	15	14.15

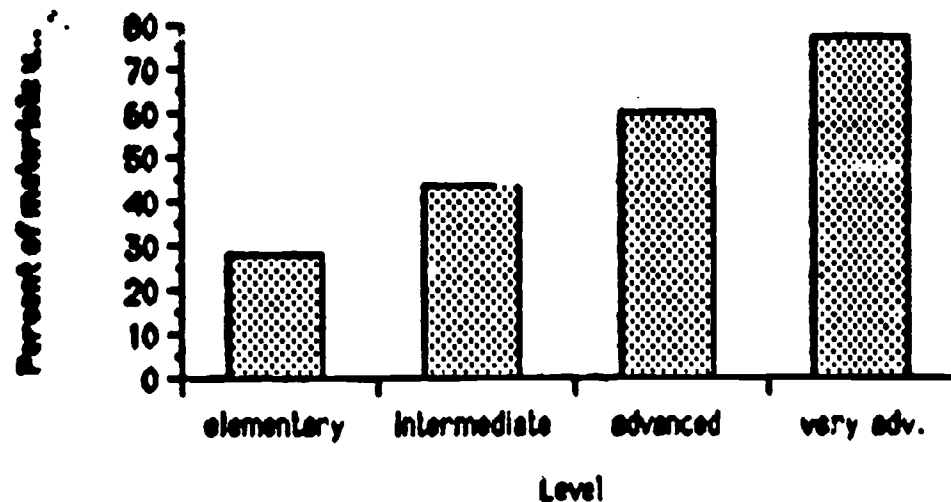
**3c. Classes used - "In what courses do you use the television program?"** Respondents indicated program was used at the following levels:



### 3c. Class level used

	I	II	III	total
elementary	22	3	0	25
intermediate	31	19	4	54
advanced	20	25	12	57
very adv.	1	6	2	9

**3d. Percentage used** - Respondents were asked the percentage of a program they use at various course levels. The following graph shows the average amount respondents indicated at each level:



**3d. Percent used**

level	percent
elementary	28.07
intermediate	43.49
advanced	60.10
very adv.	77.00

## Part Three: Remote Bulletin Board System

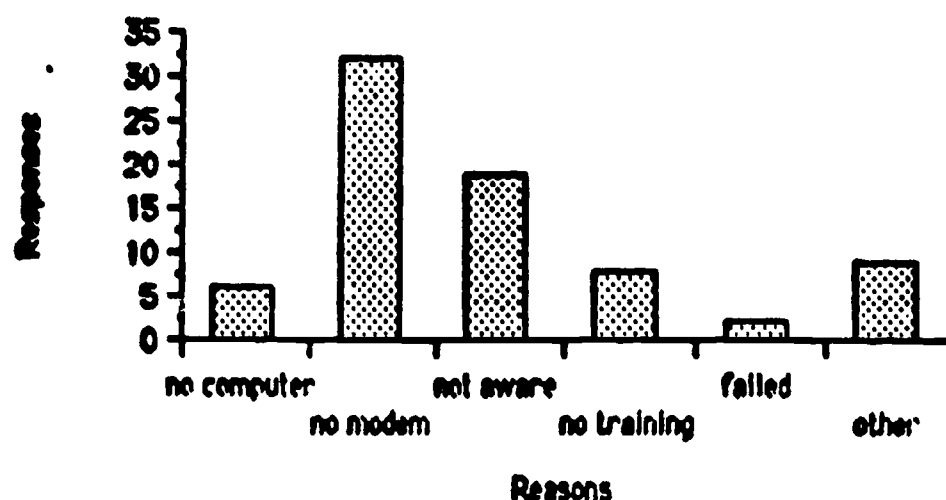
106 responses evaluated

**4a. Use RBBS?** - "Do you or your institution use the [RBBS] to access pedagogical materials?"

**4a. Use RBBS** response percent

yes	20	18.87
m	72	67.92

**4b. Why not? - Respondents who are not using the RBBS indicated the following reasons:**



**4b. Reasons Why? responses percent\***

no computer	6	8.33
no modem	32	44.44
not aware	19	26.39
no training	8	11.11
failed	2	2.78
other	9	12.50

\* percentage of those answering "no" to 4a

**4d. Preferred Format - Respondents who are not currently using the RBBS indicated the following preferred ways of receiving pedagogical materials:**

**4d Preferred format response percent\***

rbbs	11	15.28
diskette	17	23.61
compuserve	1	1.39

\* percentage of those answering "no" to 4a.

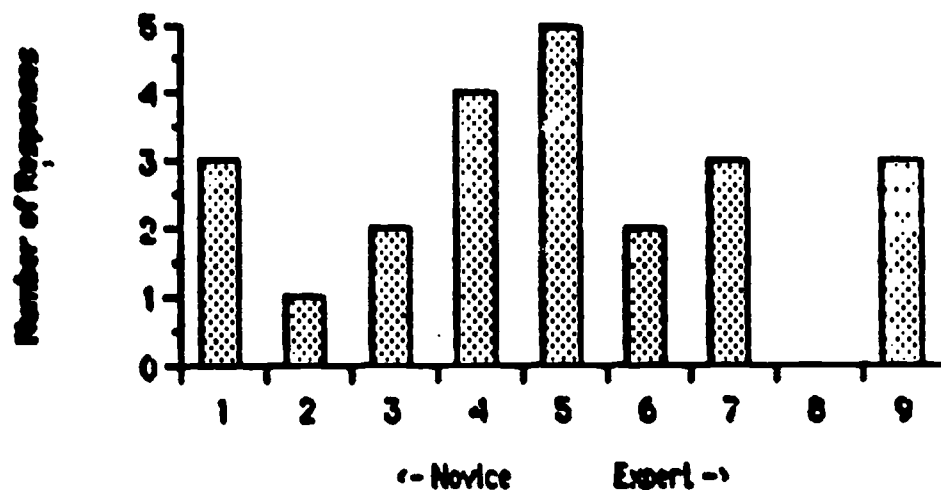
29 responses evaluated

**5a. Who accesses RBBS? - Who at the respondent's site actually calls the bulletin board?**

**5a. Who accesses? responses**

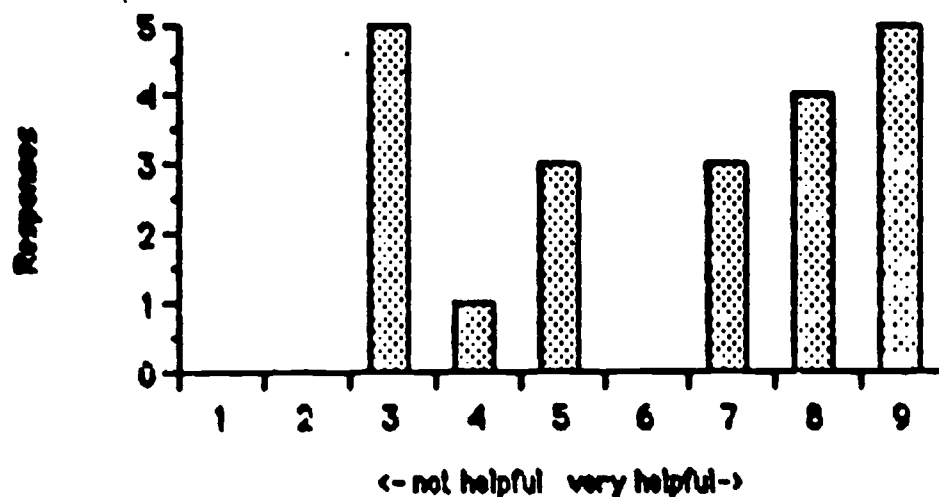
self	17
other	10

### 5a. Self-evaluation of computer skills



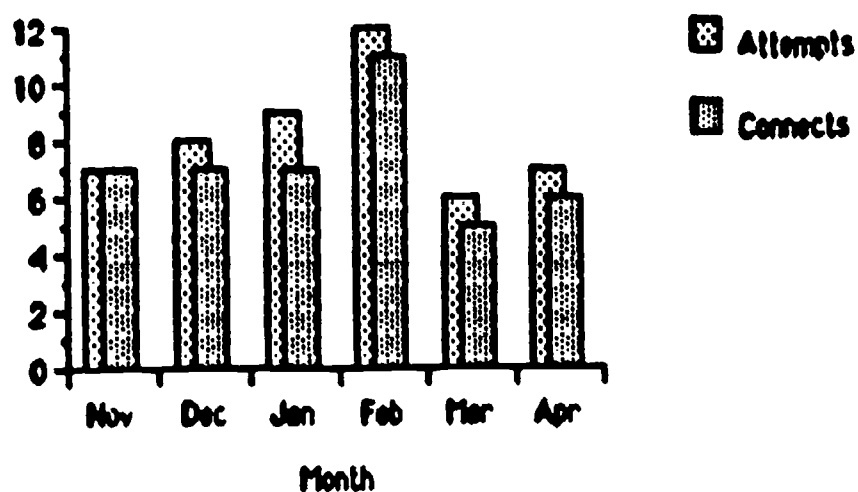
**6a. RBBS directions** - Respondents were asked to evaluate the difficulty of the RBBS access instructions that appeared in the France-TV bulletin.

### 6a. RBBS Directions Evaluation

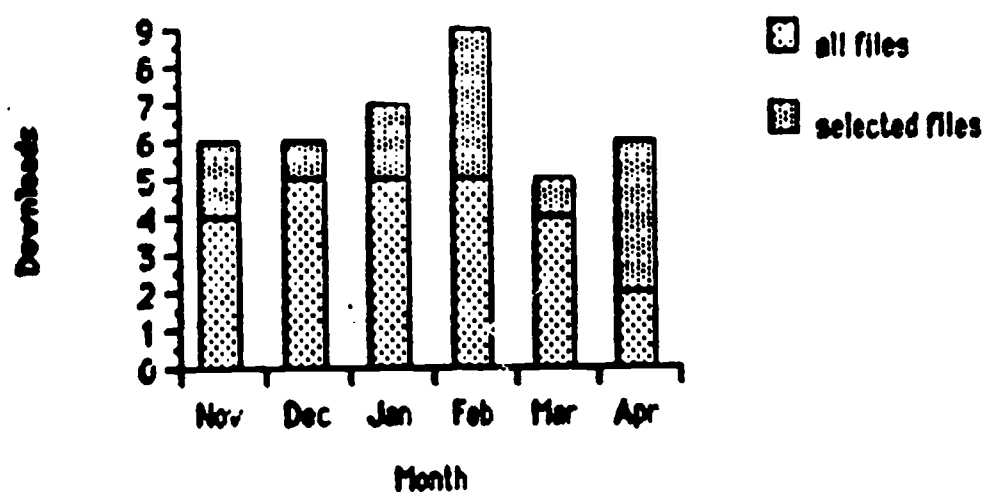


**6b. RBBS Activity** - Respondents were asked to indicate the number of times each month they performed various activities on the RBBS. A majority of respondents, however, simply checked the blanks on the questionnaire rather than giving an exact number of occurrences. This question, therefore, has been evaluated as "yes/no" instead of quantitative as originally intended.

### 6b. a-b Attempted/Connected with RBBS during Month



### 6b. c-d Downloaded Files during Month



### 6b. RBBS Activity by Month

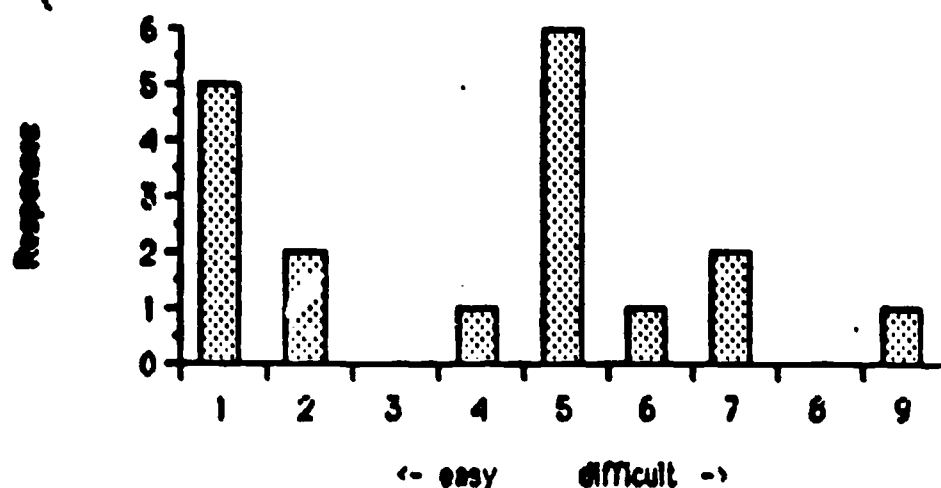
	attempts	connects	downloads	all	selected
Nov	7	7	5	4	
Dec	8	7	7	5	
Jan	9	7	7	5	
Feb	12	11	11	5	
Mar	6	5	5	4	
Apr	7	6	6	2	

**6c. RBBS problems -** Respondents indicated they had encountered the following problems in working with the RBBS.

### 6c. RBBS Problems responses

Busy	7
Just Rings	5
Noise on Line	1
Directions	5
No Download	2
Other	2

**6e. RBBS difficulty** - Respondents were asked to rate on a scale of 1 to 9 the difficulty of accessing the RBBS:



**6f. Preferred Format** - Respondents who have used the RBBS indicated the following preferred ways of receiving pedagogical materials:

**6f. Preferred format response percent\***

rbbs	14	70
diskette	7	35
compuserve	2	10

\* percent of those responding "no" to question 4a  
Responses total more than 100% due to respondents' confusion regarding which questions they should answer.

### Part Three: Pedagogical Materials

33 responses evaluated

**7a. Proportion used** - "What proportion of the pedagogical materials do you typically use during a month?"

**7a. Proportion responses**

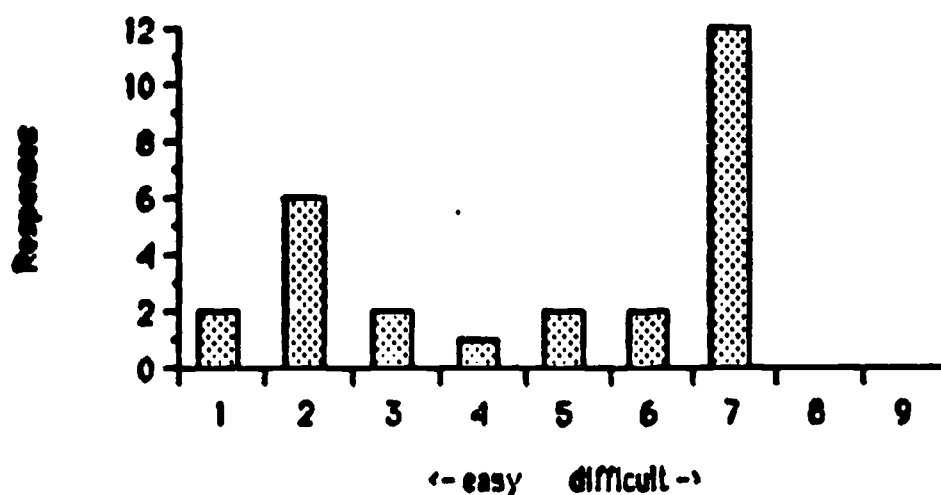
all	0
most	2
less half	15

119



**7b. Materials comprehension - Respondents were asked to rate the ease of reading and understanding the pedagogical materials.**

### 7b. Evaluation of Pedagogical Material Difficulty



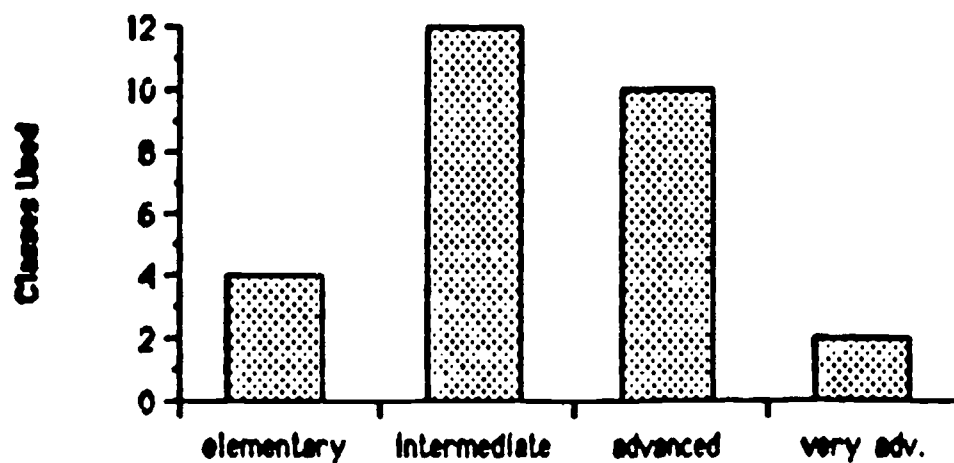
**7c. Where Used? - Respondents indicated that they used pedagogical materials in the following:**

### 7c. Where used responses

Classes	17
sch long lab	1
drop-in lab	1
extra. time	4
other	1

**7d. Courses Used - Respondents use pedagogical materials in courses they rate as being of the following difficulty:**

### 7d. Course Level of Difficulty

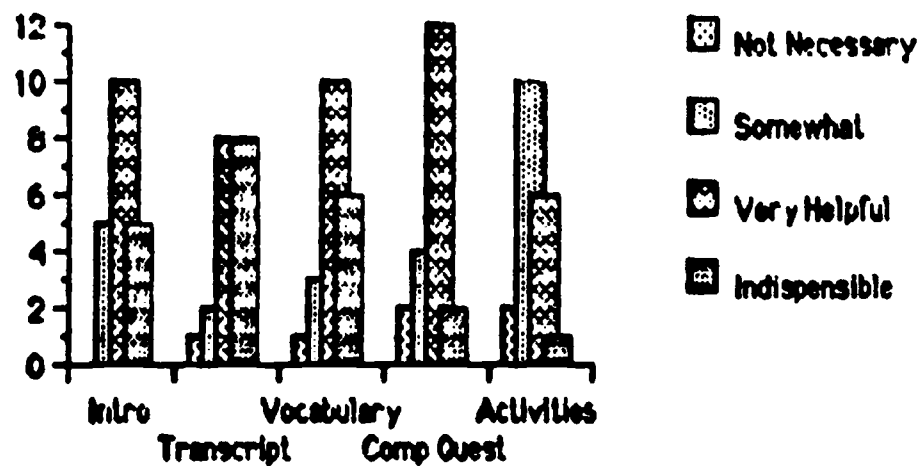


### 7d. Course Level of Difficulty

	I	II	III	total
elementary	4	0	0	4
intermediate	7	4	1	12
advanced	4	4	2	10
very adv.	0	2	0	2

**7e. Material Utility** - Respondents evaluated various types of pedagogical materials as being the following degrees of utility:

### 7e. Material Utility



### 7e. Material Utility

	Indispens.	V. Helpful	SW Helpful	Not Ness
Intro	5	10	5	0
Transcript	8	8	2	1
Vocabulary	6	10	3	1
Comp Quest	2	12	4	2
Activities	1	6	10	2