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AUTHOR Sawicki, Gloria
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ABSTRACT

The instructor's reference manual constitutes one segment of a project to support and enhance the multicultural dimension of education and campus life at Queens College (New York). The manual contains summaries of four faculty development seminars on multicultural education, diversity, and use of authentic cultural materials in college instruction, especially in the foreign language classroom. They included panels, speakers, and group discussions related to specific languages (French, Italian, Spanish). Each seminar is outlined and its content is summarized. Samples of authentic cultural materials and suggested strategies for teaching culture and cross-cultural understanding in the foreign language classroom are included with the summaries. In addition, a partially annotated bibliography cites resources on multicultural education in the United States; cultures of the French-speaking, Italian-speaking, and Spanish-speaking communities; cultural diversity in Europe; classroom strategies for teaching language and culture; and developing cross-cultural understanding. (MSE)

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ED 360 853

Instructor's Reference Manual

Fall 1992

Teaching Foreign Languages in a
Multicultural Setting

A Ford Foundation
Diversity Initiative Project

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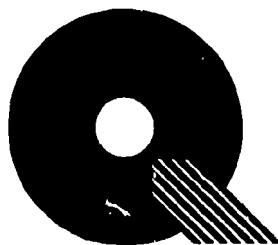
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Queens College of the City University of New York
Department of Romance Languages

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Queens College of the City University of New York
Department of Romance Languages

TEACHING FOREIGN LANGUAGES IN A MULTICULTURAL SETTING
A FORD FOUNDATION DIVERSITY INITIATIVE PROJECT

INSTRUCTOR'S REFERENCE MANUAL

PROJECT COORDINATOR: Gloria Sawicki

RESEARCH ASSISTANTS: Carolina Acevedo
Virginia Benayoun
Stella Boghosian
Jane Ford
Delfina Tersigni

FALL 1992

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I wish to express my deep appreciation to the many colleagues whose enthusiastic participation contributed so much to the success of this project. Special thanks go to Mike Jawdoszyn of the Learning Lab for his patient and expert guidance.

Finally, I am especially grateful to the five talented research assistants whose energy and dedication brought this project to a tangible conclusion in the form of this Instructor's Reference Manual.

MERCI! GRACIAS! GRAZIE! OBRIGADO!

G.S.

INTRODUCTION

This project began in the Spring of 1992 when, with the support of a Ford Foundation Diversity Initiative Grant, twenty-one members of the Department of Romance Languages attended the Northeast Conference on the Teaching of Foreign Languages that was held in New York City. The theme of the Conference was "Languages for a Multicultural World in Transition."

We returned from the Conference excited about the many new ideas, materials, and teaching strategies that were presented there and anxious to share what we had learned with each other, with other colleagues, and with our students. With additional support from the Ford Foundation, we were able to organize a faculty development project in the Fall of 1992.

Objectives. This project had three main objectives. The first was to explore the dimensions of diversity that we experience at Queens College, in the subjects we study and teach, in our student body, and within ourselves. Secondly, we wanted to develop some creative strategies for incorporating this diversity into our teaching. Our third goal was to share our experiences and discoveries with other colleagues at Queens College and on other CUNY campuses. With these objectives in mind, we designed the following three-part project.

Part I. Part I consisted of four faculty development seminars to which all members of the College community were invited. The first session was a panel discussion that focused on the evolution of multicultural education in the United States. The second was devoted to an exploration of the many dimensions of diversity that we experience at Queens College, with particular attention to the foreign language classroom. During the third and fourth sessions we examined a variety of cultural materials and explored ways of incorporating them into our courses.

PART I. TEACHING FOREIGN LANGUAGES IN A MULTICULTURAL SETTING

SESSION I. The Multicultural Society: Definitions, Issues, and Perspectives Wednesday, October 14, 1992

Panelists: Professor Lester Rosenthal
Professor David Cohen
Professor George Priestley

Moderator: Gloria Sawicki

SESSION II. Dimensions of Diversity in the Foreign Language Class Thursday, October 29, 1992

Panelists: Professor Anne Dobbs
Professor Edward Strug
Professor Hermann Haller

Moderator: Gloria Sawicki

Workshops: -Reflections on Diversity in the French Class
-Moderator: Jane Ford
-Reflections on Diversity in the Italian Class
-Moderator: Delfina Tersigni
-Reflections on Diversity in the Spanish Class
-Moderator: Carolina Acevedo

SESSION III. Authentic Materials for Teaching Language and Culture Thursday, November 12, 1992

Speakers: Ms Carolina Acevedo
Professor Ruth Bennett

Workshops: - Authentic Materials in the French Class
-Coordinators: Jane Ford
Virginia Benayoun
- Authentic Materials in the Italian Class
-Coordinator: Delfina Tersigni
- Authentic Materials in the Spanish Class
-Coordinators: Carolina Acevedo
Stella Boghosian

SESSION IV. Video as Cultural Document and Medium Wednesday, November 18, 1992

Speakers: Stella Boghosian, Video as Cultural Document
Norma Branson, Video as a Medium for Cross-
Cultural Communication
Virginia Benayoun, Adapting the Television News

Part II. Our second task was to examine and purchase print and video materials relevant to the cultures of the languages we teach. These materials serve both for teacher reference and for classroom use. The videotapes will be located in the Learning Lab (Kiely 226). Books and other materials will be available for consultation in the Department of Romance Languages (Kiely 243). Some of the books will eventually become part of the permanent collection in Rosenthal Library.

Part III. The third part of our project was to prepare and distribute this Instructor's Reference Manual. It includes summaries of the four seminars, samples of authentic cultural materials, strategies for teaching culture and cross-cultural understanding in the foreign language classroom, and an extensive reading list.

We look upon the work we have done so far as the beginning of an ongoing process of faculty and curriculum development. We welcome comments and suggestions from all sectors of the College community as we continue to explore the role of foreign language study in the development and improvement of cross-cultural communication and understanding.

THE MULTICULTURAL SOCIETY: DEFINITIONS, ISSUES, PERSPECTIVES

In a sense, foreign language departments have always been multicultural due to the many languages and cultures they represent and by virtue of the linguistic and cultural diversity of their faculties.

In recent years, however, we have witnessed the evolution of a new dimension of diversity at Queens College, that of its student body. Twenty years ago, this student body was relatively homogeneous. For example, most students enrolled in a typical elementary French or Spanish class were white, second or third generation New Yorkers of European background between the ages of 17 and 22.

Today, the composition of that same French or Spanish class is vastly different. Students are of diverse racial and ethnic backgrounds, and range in age from 17 to 68 and over. Many are recent immigrants or children of immigrants and speak many languages other than English. The instructor can no longer assume any common linguistic or cultural background as a reference point for teaching a new language and culture.

How can we, as foreign language educators, better understand and deal with the many dimensions of diversity that we encounter in our classrooms? To answer this question, we planned a series of four seminars devoted to the theme "Teaching Foreign Languages in a Multicultural Setting."

The first of these focused on an examination of multiculturalism in the United States from its origins to the specific context of the foreign language classroom. We invited three colleagues, all of whom have been deeply involved for many years in issues related to cultural diversity, to share with us their reflections on today's multicultural society.

I. Professor Lester Rosenthal was Education Director of the National Conference of Christians & Jews for fifteen years. He is a member of the Anti-Defamation League of B'nai B'rith and the Institute for Human Relations of the American-Jewish Committee. He presently teaches a graduate course in the Department of Secondary Education and Youth Services entitled "Education in a Multicultural Society".

Professor Rosenthal began by noting that we are all products of a multicultural society. Recalling his own experience growing up in New York, he stressed the vital role of the public schools in bringing people of different cultural backgrounds together. As a young man, watching a newsreel of the horrors of a Nazi concentration camp, he became painfully aware of the problems that may arise when diverse groups seek to coexist in one society.

Our speaker pointed out that multiculturalism began in this country as an educational movement. Its purpose was to help people learn to live in peace and harmony with their neighbors. Schools and educators thus acknowledged from the start their responsibility in promoting better communication and understanding between diverse cultural groups.

The three main goals of multicultural education in the U.S. are:

- 1) to recognize and teach the unique contributions that each cultural group has made to American society,
- 2) to help young people better understand their own and their neighbors' cultures,
- 3) to encourage the values of tolerance, respect and caring for one's neighbors, regardless of their heritage.

Professor Rosenthal then expanded his definition of multiculturalism by explaining what it is not. In the first place, it is not chauvinistic. It does not pretend that one group is better than another. Secondly, it is not fiction. It does not manufacture facts to build up one group over another for political or psychological purposes. Third, and most important, multiculturalism is not divisive. It does not promote hatred of other groups.

Professor Rosenthal concluded his remarks by evoking fond memories of a French teacher he once had, thus reminding us all of the special role of foreign language study in learning to appreciate another culture.

II. Professor David Cohen is the founder and director of the EMIE (Ethnic Materials Information Exchange) Collection in Rosenthal Library. He was recently honored by both the American and the New York Library Associations for his life-long work in promoting cultural understanding. In 1992, Queens College established an award in his honor. He currently teaches a course on "Multicultural Librarianship: Materials and Services" at the Graduate School of Library and Information Studies.

Professor Cohen began by tracing a brief history of the term "multicultural" over the last twenty-five years. He explained how the concept of "minority", prevalent in the 1960's, evolved into the notion of "multi-ethnic". Although dormant in the 1970's, the concept was revived under the name "multiculturalism" in the 1980's as a new wave of immigration swept across the country.

To reflect this subtle yet significant shift in the national perception of difference, Professor Cohen changed the title and focus of one of his courses from "Minority Materials and Services" to "Multicultural Librarianship: Materials and Services."

Professor Cohen emphasized the teacher's pivotal role in the creation of a better society. If we recognize, respect, and understand our students and their different backgrounds, we can instill those same attitudes in them. A better society depends not so much on "loving one's neighbors" as on knowing who they are and understanding what they stand for. Respect and understanding precede love.

Our speaker then referred to the book, Beyond the Melting Pot, by Daniel P. Moynihan and Nathan Glazer. Although first published in 1963, this scholarly dismantling of the melting pot theory remains relevant in today's society. He cited Derek Walcott, the recent recipient of the Nobel Prize for Literature, as an outstanding example of the multicultural experience. Of mixed heritage, Walcott considers each of his heritage cultures as distinct and equally valid.

Professor Cohen concluded by citing the efforts of the New York State Department of Education to develop a multicultural curriculum in social studies. While not perfect, the curriculum represents a sincere effort to recognize all those who have contributed to American culture. Its aim is to strengthen democracy in America. To do so, we must promote knowledge and understanding of the people who live in this democracy.

III. Professor George Priestley has been director of the Latin American Area Studies Program for many years. He is presently coordinating efforts to develop a Multicultural Center at Queens College. He hastens to clarify that his role in this project is that of a "facilitator" or "broker" rather than that of "initiator." This project is being funded by a Ford Foundation Diversity Initiative Grant and a Presidential Mini-grant for Innovative Teaching Projects.

Professor Priestley evoked his own multicultural background as he reflected on the term "multiculturalism." For him, this concept incorporates not only tolerance and respect, but change as well. He advises that we must not fear change and the conflict that often accompanies it because "out of conflict comes good." He illustrated this statement by referring to the recent student takeover of Powdermaker Hall. The idea for a Multicultural Center at Queens College grew out of the talks that took place during that conflict. Furthermore, the idea was initiated by students.

Our speaker then elaborated on his definition of multiculturalism as a concept that should "embrace the practice of tolerance" and "speak to the issue of social justice." He pointed out that we have an opportunity to create history and to deal with issues that unite the community. He cautioned that we should not dwell on the past since such looking back only serves to disunite us.

Professor Priestley then touched upon three topics that merit further reflection and discussion.

1. The impact of off-campus events on campus life and student relations. A poignant example was that of a young Korean student at Queens College whose mother discouraged him from associating with his Black and Hispanic friends after hearing about the tensions among these three groups during the Los Angeles riots.

2. The need for new curricula and materials dealing with multicultural issues.

3. Student involvement. Contrary to popular perception, most students do want to work to promote harmony on campus and in the community.

Professor Priestley ended his remarks by asserting his belief that many diverse cultures can indeed coexist harmoniously.

Conclusion. Additional issues were raised during the question and answer session that followed.

1. Library resources. Due to continued budget cuts, there is concern that the library may have difficulty providing the materials and services called for by new or revised curricula.

2. The Multicultural Center. Some question whether such a center would be able to address racial problems fairly and truthfully. All were urged to attend the upcoming forum during which the objectives, role, and focus of the Center would be discussed.

3. The Role of Educators. Educators have a unique opportunity to help promote knowledge, tolerance, respect, and understanding of different cultural groups.

4. The Role of the College. Queens College has a special mission to prepare future educators for the diversity they will encounter in their classes.

DIMENSIONS OF DIVERSITY IN THE FOREIGN LANGUAGE CLASS

The second faculty development seminar was held on Thursday, October 29, 1992. Three members of the Department of Romance Languages formed a panel to discuss the dimensions of diversity in the foreign language class. Professor Anne Dobbs looked at the cultural diversity of the student body, Professor Edward Strug considered the linguistic diversity of the learners, and Professor Hermann Haller explored the diversity of the target language and culture.

I. The Diversity of the Student Body. Professor Anne Dobbs began by defining the term culture as the way the mind is shaped by a given context. She went on to outline a socio-cultural profile of the student body at Queens College using demographic data contained in the 1989 Student Experience Survey compiled by the CUNY Office of Institutional Research and Analysis.

Gender. 62% of Queens College students are women and 38% are men. By comparison, 34% of full-time faculty are women and 66% are men.

Age. Students range in age from 17 years to 68 and over. The median age is 23.

Ethnicity. The racial/ethnic composition of the student body is: 10% Black, 63% White, 14% Asian/Pacific Islander, and 13% Hispanic.

National Origin/Country of Primary Identity.

28% of Queens College students were born outside the U.S. mainland. At least half of those who were born in the U.S. have one or both parents born outside the U.S. Of the more than 30 countries of primary identity cited by students, those with the largest representation are Italy (12%), Ireland (10.6%), Germany (7.5%), Poland (7.3%), Russia (5.6%), Greece (4.7%), Haiti (3.9%), Israel (3.9%), and Colombia (3.1%).

Language. 51% of our students speak a language in addition to English. 66 different languages are spoken on campus.

Religion. The religions represented on campus are Catholic (44%), Jewish (23%), Protestant (11%), Greek/Russian Orthodox (4%), Islam/Muslim (1%), Buddhism/Taoism (1%), Hindu (1%), and others (5%).

Family Status. 21% of our students are married, 6% are divorced, and 2% are separated. 18% are supporting children.

Financial Situation. 21% come from families whose total household income is under \$21,000. 55% are from families with a total household income above \$35,000. 69% of our students are employed. 24% work 35 or more hours per week.

What does all of this mean to the foreign language instructor?

First of all, such information can make us more aware of the diversity in our classes and help us to incorporate it into our lessons. The foreign language can thus become a medium and the foreign language classroom a forum for improved inter-cultural communication.

In addition, this data provides us with insights into the relationship between language and culture and the individual's perception of him or herself in relation to them. Professor Dobbs cited the example of a Korean student who considers himself Spanish because he grew up in Buenos Aires speaking Spanish. Many of us of mixed cultural heritage acknowledged a similar tendency to identify most closely with the culture of our dominant language.

Another factor of particular interest to foreign language teachers is the growing number of bilingual and bicultural students. The fact that many students have already mastered a second language can be useful in helping them to learn another language.

Professor Dobbs concluded her remarks by emphasizing the positive nature of diversity and by urging us all to seek more creative ways of integrating it into our individual classes.

II. The Linguistic Diversity of the Learners. Our next speaker, Professor Edward Strug, looked at the linguistic diversity of foreign language learners. They include those who speak more than one language and those whose native language is not English.

He began with figures illustrating the number of Spanish speakers in the United States (22,354,059 or 9% of the population), in New York State (2,214,000 or 12.3% of the population), and in New York City (24.4%). 13% of students at Queens College identify themselves as Hispanic. By contrast, 19% of the students in the Department of Romance Languages are Hispanic.

Professor Strug addressed the special case of bilingual and bicultural Spanish speakers who take Spanish courses. He pointed out the importance of distinguishing between elective and circumstantial bilinguals. Quoting an article by Guadalupe Valdés, he defined these as follows:

"Elective bilinguals are those individuals who choose to become bilingual and who seek out either formal classes or contexts in which they can acquire a foreign language, (...) and who continue to spend the greater part of their time in a society in which their first language is the majority or societal language. (...)

Circumstantial bilinguals, on the other hand, are individuals who, because of their circumstances, find that they must learn another language in order to survive. (...) Because of the movement of peoples and/or because of changes in political circumstances (e.g., immigration, conquest, shifting of borders, establishment of post-colonial states), these individuals find themselves in a context in which their ethnic language is not the majority, prestige or national language." (p. 38)

While the majority of students in our elementary Spanish courses fall into the first category, many students in intermediate-level courses and most of the students in advanced-level Spanish courses are circumstantial bilinguals. However, their proficiency in Spanish varies widely depending on such factors as:

- 1) how much formal schooling they have had in Spanish,
- 2) how long ago they left their native country, and
- 3) in what circumstances they continue to speak Spanish.

Professor Strug raised the question of how to deal with such diversity in a single class. Suggestions include placing students in different sections according to their language proficiency or assigning individualized writing tasks. He concluded by recommending that we consider the special needs of circumstantial bilinguals and explore ways of addressing this aspect of linguistic diversity in our classes.

III. The Diversity of the Target Language and Culture.

Professor Hermann Haller then discussed the diversity of the target language and culture using the example of Italian. He began by stating that Italy is a fundamentally plurilingual society due to the many dialects that are spoken there today alongside the standard Italian.

In addition to this bipolarity between the regional dialects and the national standard Italian, there is another dimension to the diversity of the Italian language. It is spoken as a heritage language by those who have emigrated to such countries as Canada and the United States. Since most of these people left Italy before the standard Italian became widespread, the languages they speak tend to be dialect derivatives and are mostly spoken, not written.

For those who wish to know more about the cultural and linguistic diversity of Italy, Professor Haller recommended the book by Tullio De Mauro entitled L'Italia delle Italie.

Professor Haller then discussed some of the implications of the diversity of the Italian language for those who teach it. First of all, he suggested that we think in terms of a tri-lingual context that includes Italian, the dialects, and English. Secondly, we must recognize the dialects as distinct languages that are different from, but not inferior to, the so-called "standard" Italian. And finally, we must try to combat the negative attitudes that students sometimes have towards their own dialect heritage.

Professor Haller concluded his remarks with some interesting curricular proposals:

1. A course on dialectology for teachers of Italian.
2. A special course in Italian for dialect speakers.
3. A course on dialect literature. The rich dialect literature aptly illustrates Italy's linguistic and cultural diversity.

IV. Follow-up Sessions. The Spanish, French, and Italian sections each held a follow-up session to discuss those aspects of diversity that are most pertinent to them. The following issues were found to be common to all three:

1. Linguistic Diversity of Faculty. Our faculty include both native and non-native speakers of French, Italian, Spanish, and Portuguese. We discussed how we relate to native and non-native students and how we interpret our role as culture bearers in the classroom.

2. Linguistic Diversity of Student Body. In almost every class we find students who are speakers of the target language or who speak other Romance languages together with native speakers of English and native speakers of languages other than English.

3. Diversity of Student Goals. Approximately half of the students in our basic language courses are satisfying the QC foreign language requirement. Other students in basic courses and those in upper level courses have diverse professional, academic, and personal reasons for studying foreign languages. We need to be more sensitive to these goals and revise our curriculum where possible to respond to them.

4. Teaching Culture and Cultural Understanding. How can we better prepare ourselves to teach culture and help our students to develop cultural awareness? What strategies can we use to incorporate culture into our language courses? How can we keep informed on the target culture(s)? How can we learn to deal with a diversified student body? Suggestions included conducting more faculty development workshops such as these, attending conferences like the Northeast Conference, and developing a course on teaching culture and cultural awareness.

The following observations were made in the individual language groups:

Italian. Many students of Italian are of Italian heritage and speak or understand a dialect. Instructors and students should consider this an asset and encourage comparative discussions. A question was raised about the degree to which knowledge of a dialect or another Romance language might enhance or inhibit acquisition of Italian. The possibility of conducting a research study was considered.

French. The ratio of native instructors and students to non-natives is relatively low. This increases the need for more and better information on contemporary French and francophone cultures in order to transmit accurate and current information to students.

Spanish. Diversity in the Spanish class is reflected first in the language itself in the form of phonetic and vocabulary differences between peninsular and Latin-American Spanish. In addition, we observe linguistic diversity among our students, many of whom are circumstantial bilinguals with varying degrees of proficiency in Spanish.

AUTHENTIC MATERIALS FOR TEACHING LANGUAGE AND CULTURE

The third faculty development workshop was held on Thursday, November 12, 1992. Two speakers discussed the use of authentic materials in the foreign language classroom. Ms. Carolina Acevedo reported on a workshop she attended at the Northeast Conference and Professor Ruth Bennett shared some useful information on where to find cultural materials and how to use them effectively.

What are authentic materials? Authentic materials are defined as anything that was printed or produced in the target language for the general public rather than for the language classroom. This includes magazines, newspapers, radio and television programs, music, advertisements, tickets (theatre, train, airline, movie, museum, etc.), coins, and stamps.

What is the rationale for using them? First, they bring students into direct contact with the target culture. Secondly, they present the language in real, everyday contexts. Third, they arouse students' interest and stimulate discussions on cultural comparisons and contrasts.

What are the objections to using authentic materials?

First, authentic materials can be difficult to find and can be quite costly. Secondly, it takes considerable time and skill to adapt them for classroom use. Finally, some instructors are reluctant to take class time away from grammar and skills development to devote to "culture."

What are the solutions?

In response to the first two objections, both speakers suggested that colleagues work together to find appropriate materials and adapt them for use in their classes. We could then begin to build a file of materials for each language that would be available to all instructors in the department. In fact, we have already begun such a file and hope to continue adding to it.

In response to the objection that there simply isn't enough class time to devote to "culture", both speakers stressed the fact that language and culture are not separate but interdependent and should be taught together. They offered many suggestions on how to incorporate cultural materials into language lessons. Following are a few examples.

1. Magazines. Among the many excellent sources of authentic materials suggested by Professor Bennett, the magazines such as Listo and Oye! in Spanish, and Encore! and Copains in French are particularly noteworthy. They are rich in information on contemporary popular culture and come with useful Teacher's Guides. Figures 1 and 2 illustrate the kinds of articles that they contain.

2. Television program guides. Figure 3 shows a TV program guide taken from a daily Italian newspaper. This can be used in a beginning language class to review numbers and the ways of telling time. It is also an excellent device for training students in skimming and scanning reading techniques. Finally, it can stimulate discussion on such topics as leisure activities, the impact of American television abroad, and the image of American culture transmitted through television.

3. Train schedules. Figure 4 shows the Nice-Paris train schedule. It can be used to review time and numbers, stimulate questions and answers on geography and ultimately lead to a discussion of the concept of vacation in different cultures. Who goes on vacation? Where do they generally go? At what time of year? For how long?

4. Developing cross-cultural awareness. One of the main goals of foreign language study is to learn about another culture and to communicate effectively in that culture. Several of the books suggested by Professor Bennett in her annotated bibliography (see page 22) deal with developing skills of cross-cultural awareness and communication.

One series in particular can be very useful for stimulating class discussions. They describe, in dialogue form, cultural encounters that may occur between Americans and native speakers of the target cultures. Students are asked to discuss and explain the cultural differences and misunderstandings depicted in the scenes. Examples from the Spanish volume, Encuentros culturales, and the French one, Rencontres culturelles, are provided in Figures 5 and 6. An Italian version, Incontri culturali, is also available.

INTERCAMBIOS

JÓVENES DE HOY

España	
El desempleo	83 %
El terrorismo	69 %
Las drogas	67 %
La sanidad	55 %
La amenaza de armas nucleares	45 %
Igualdad hombre-mujer	40 %
La delincuencia	38 %
La educación	20 %
Cooperación Sur-Sur	13 %
El racismo	

DRUGAS
60%

Estados Unidos	
Las drogas	56 %
El SIDA	50 %
El desempleo	38 %
La delincuencia y el crimen	26 %
El medio ambiente	24 %
Los desamparados	24 %
La amenaza de armas nucleares	18 %
La educación	15 %
La sanidad	7 %
El racismo	6 %

¿SABES...? el desempleo unemployment la sanidad health el SIDA AIDS
el medio ambiente environment el desamparados homeless person

NOVIEMBRE 1992

16

NOTICIAS

Nueva moneda en España

España tiene algunas monedas nuevas. El gobierno quiere que el



valor se corresponda al tamaño. Además, quiere que los ciegos las puedan identificar con el tacto.



La moneda

de 1 peseta es la más pequeña y ligera, la moneda de 5 pesetas tiene un borde liso,



la de 25

tiene un agujero en el medio y la de 50 tiene el borde ondulado.



Nuevas monedas españolas emitidas en 1991 y 1992

Calvin and Hobbes



ES DECIR... la costumbre: custom solo(a): alone
escoger: to choose convertirse: to become

Figure 1

LISTO • NOVIEMBRE 1992 • 15

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LA JEUNESSE D'AUJOURD'HUI

Le directeur du *Le Monde* américain vous écrit pour décider qui va être le président de l'Union française. Il promet de s'occuper des problèmes actuels. Mais qu'est-ce qu'il entend par la promesse d'aujourd'hui? Quelles sont les préoccupations et les emplois des jeunes américains et des jeunes français?

France

les risques de guerre	39%
le sida	46%
la drogue	33%
la faim dans le monde	31%
le chômage	29%
le racisme	28%
le danger des catastrophes nucléaires	15%
le non-respect des droits de l'homme	15%
l'environnement	15%
l'intégrisme religieux	11%

Source: Institut USA
pour l'Europe

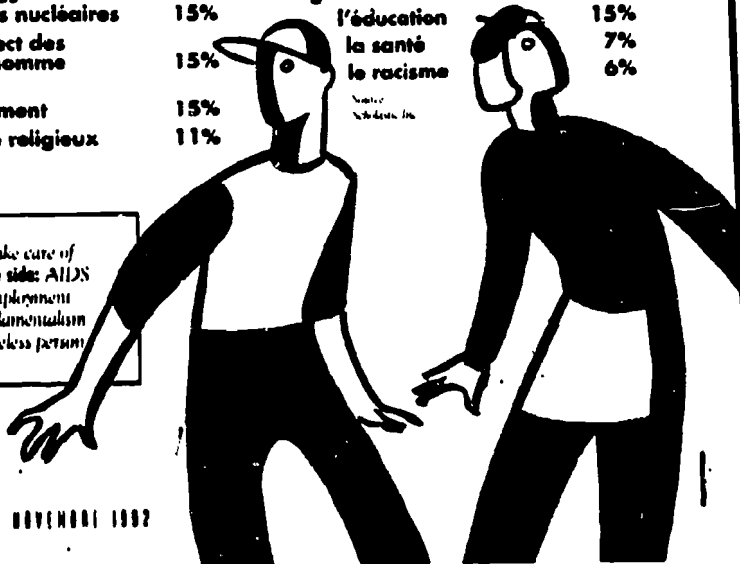
Etats-Unis

la drogue	56%
le sida	50%
le chômage/l'économie	38%
la criminalité	26%
les sans-abri	24%
l'environnement	23%
la menace d'une guerre nucléaire	18%
l'éducation	15%
la santé	7%
le racisme	6%

Sample
 Introduction

SAIS-TU...?

s'occuper de: to take care of
le guerre: war le sida: AIDS
le chômage: unemployment
l'intégrisme: fundamentalism
le sans-abri: homeless person
la santé: health



10 APRIL NOVEMBER 1982



Les ados sont too much!

Comme Bill et Ted ou Wayne et Garth on Amérique, les ados

français admettent les mots nouveaux et différents. Voici quelques expressions qu'ils emploient souvent:

C'est too much! It's too much!

C'est génial! It's great!

C'est d'enfer! It's hot!

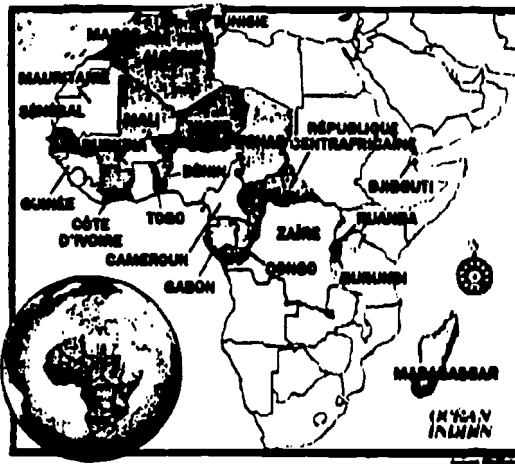
C'est canon! It's cool!

Hyper génial! Super great!

Valid, maintenant tu es

super branché! (Totally fly!)

8 COPIES NOVEMBER 1992



L'Afrique francophone

Le Sénégal est un pays d'Afrique occidentale. Et, comme dans 21 autres pays africains, on y parle français. Pourquoi?

Colonie française à partir de 1890, le Sénégal a obtenu son indépendance en 1960. Sa population se compose de plusieurs groupes ethniques tels que les Wolofs, les Peuls et les Toucouleurs. Chaque groupe possède sa propre langue et ses propres coutumes. Le français est devenu la langue commune. Et, bien que 80% des Sénégalais parlent wolof, le français est la langue officielle, utilisée par le gouvernement et à l'école.

LES CLÉS le tour: *round* autrefois: *days* / *times* / *times* *each/er* / *hour* parcourir: *travel*
 élever: *bring up* obtenir: *get* propre: *own* *by* / *own* *although*

november 1992 ENGINEER-3

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Figure 2

GIOVEDÌ 5 NOVEMBRE 1992

39

RAIUNO

- 6.50 Attualità: Unomattina. Nel corso del programma (7, 8, 9): Telegiornale Uno; (7.35): Economia.
- 10.00 Telegiornale Uno.
- 10.15 Sceneggiato: «Padri e figli» (4ª puntata). Nell'intervallo (11.00): Telegiornale Uno.
- 11.55 Che tempo fa.
- 12.00 Varietà: Servizio a domicilio. Con Giancarlo Magalli. Nell'intervallo (12.30): Telegiornale Uno.
- 13.30 Telegiornale Uno - Tre minuti di...
- 14.00 Varietà: Prove e provini a «Scommettiamo che...?». Spettacolo abbinato alla Lotteria Italia. Con Fabrizio Frizzi.
- 14.30 Attualità: Primissima.
- 14.45 Film: «Incredibile viaggio verso l'ignoto» (fantastico, Usa, 1975). Regia di John Hough. Con Eddie Albert, Ray Milland.
- 15.25 Cartoni animati: «Scooby doo e la scuola dei mostri».
- 17.55 Oggi al Parlamento.
- 18.00 Telegiornale Uno.
- 18.10 Attualità: Italia, istruzioni per l'uso. Regia di Renato Casali.
- 19.45 Varietà: Ci siamo? con Gigi Sabani.
- 20.00 Telegiornale Uno.
- 20.40 Varietà: Partita doppia. Di B. Broccoli, P. Taggi e M. Zavattini. Con Pippo Baudo.
- 23.00 Telegiornale Uno.
- 23.15 Speciale: Droga che fare?
- 24.00 Telegiornale Uno - Tempo - Parlamento.
- 0.40 Attualità: Mezzanotte e dintorni.
- 1.10 Film: «Il giocattolo» (dramma psicosociale, 1979). Regia di Giuliano Montaldo. Con Nino Manfredi.

RAIDUE

- 6.50 Varietà: Videocomic.
- 7.00 Telefilm e cartoni: Piccole grandi storie.
- 9.25 Attualità: Ristorante Italia.
- 9.40 Film: «Pugni, puppe e marinai» (commedia, Italia, 1961). Regia di Daniele D'Anza. Con Maurizio Arena, Ugo Tognazzi.
- 11.25 Telefilm: «Lassie».
- 11.50 Tg2 - Flash.
- 11.55 Varietà: I fatti vostri.
- 13.00 Tg2 - Ore Tredici.
- 13.30 Tg2 - Economia - Meteo 2.
- 13.45 Attualità: Cento chiavi per l'Europa. Proteggere i lavoratori.
- 13.50 Attualità: Segreti per voi.
- 14.00 Telefilm: «Quando si ama».
- 14.25 Sceneggiato: «Santa Barbara».
- 15.20 Attualità: Detto tra noi. La cronaca in diretta. Conducono Mita Medici e Piero Vigorelli.
- 17.00 Tg2.
- 17.05 Dal Parlamento.
- 17.10 Telefilm: «Un caso per due».
- 18.10 Tg2 - Sportsfera.
- 18.20 Telefilm: «Hunter». - Meteo 2.
- 19.15 Telefilm: «Beautiful».
- 19.45 Tg2 - Telegiornale - Lo sport.
- 20.30 Film: «Presunto colpevole» (drammatico, Usa, 1988). Regia di Peter Yates. Con Cher, Dennis Quaid.
- 22.35 Attualità: Cosa Nostra.
- 23.30 Tg2 Notte - Meteo.
- 23.45 Sport: Pallacanestro. Campionato europeo del Club.
- 0.45 Sport: Tennis. Internazionali di Francia.
- 3.30 Sport: Automobilismo. G.P. d'Australia di Formula 1 (prove).

RAITRE

- 11.50 Attualità: «Schegge» - (12.00) Tg3 - Da Milano.
- 12.10 Documenti: DSE - Il circolo delle 12 - DSE - Dottore in...
- 14.00 Tg Regionali. (14.30) Tg3 - Pomeriggio.
- 14.25 Musica: I concerti di Raitre.
- 15.15 DSE: La scuola si aggiorna.
- 15.45 Sport: Hockey - Calcio - Tennis da tavolo - Tennis.
- 17.20 Sport: Tg3 Derby. (17.30) Telefilm: «I mostri».
- 18.00 Documenti: Geo. (18.30): Blob cartoon.
- 18.00 Tg3 - Telegiornale - Tg regionali.
- 19.45 Telegiornale zero. (20.05): Blob di tutto di più.
- 20.20 Attualità: Una cartolina. Di Andrea Barbato.
- 20.30 Film: «Grida disperate» (drammatico, Usa, 1989).
- 22.30 Tg3 - Ventidue e trenta.
- 22.45 Attualità: Milano, Italia. Di Gad Lerner.
- 23.49 Documenti: Specialmente sul Tre.
- 0.30 Tg3 Nuovo giorno - Edicola - Meteo 3.
- 1.10 Film: «Voglio tornare a casa» (comm., Francia, 1989).

Quelli della notte

Nino Manfredi e Mariène Jobert in «Il giocattolo» (Raiuno, 1.10). Gérard Depardieu protagonista in «Voglio tornare a casa» (Raitre, 1.15) di Alain Resnais. «L'aquila a due teste» (Raiuno, 3.25) è un film del 1940, diretto da Jean Cocteau. Per l'automobilismo «Gran Premio d'Australia di Formula 1» (Raidue, 3.30). Vittorio De Sica in «Casinò de Paris» (Retequattro, 3.30).

Il Corriere della Sera.

Figure 3

Horaires du 2 Juin / 91
au 28 Sept. / 91.

SNCF

Nice - Paris

- Nice
- Cagnes-sur-Mer
- Antibes
- Juan-les-Pins
- Cannes
- Arles
- Avignon
- Orange
- Valence Ville
- Lyon
- Macon
- Dijon
- Paris

Cette firme ne comporte que les horaires pour les relations au début d'une journée • à destination des habitants •



Discussion

A **Antibio**
D **Diamet**

**NEW film TV: reservation
necessary**

452 Catalogue A

THE Coccolinas
Volare-His
Volare-restaurant
Zill-express
Restoration à la place
Bar
Horse ambulance

1. Introduction

Off Vite

References

Certains trains circulant rarement ne sont pas repris dans cette fiche

Services offerts dans les gares

	Information	Reservation	d	Paroctrain	Train + Auto	Buffer	Change
Antibes	82.89.50.50	82.89.89.93	•	•	•		
Aries	80.82.50.50	80.82.58.29	•	•	•		
Avignon	80.82.50.50	80.82.58.29	•	•		•	•
Cognac-sur-Mer	82.87.50.50	82.88.89.93	•		•		
Cannes	82.89.50.50	82.89.89.93	•	•	•	•	
Dijon-Ville	80.41.50.50	80.43.82.56	•	•			•
Juan-les-Pins	82.89.50.50	82.89.89.93	•	•	•		
Lyon-Part-Dieu	78.82.50.50	78.82.50.70	•	•	•		•
Lyon-Perrache	78.82.50.50	78.82.50.70	•	•	•	•	•
Maison-Ville	85.38.50.50	85.38.44.48	•	•	•	•	•
Marseille-St-Charles	81.08.50.50	81.08.84.12	•	•			
Nice-Ville	82.87.50.50	82.88.89.93	•	•		•	•
Orange	80.82.50.50	80.82.58.29	•	•			
Paris-Saint-Lazare	(1) 45.82.50.50	(1) 45.85.80.80	•			•	•
Valence Ville	78.41.50.50	78.41.68.77	•	•		•	

N° du train		0648/7	0604	210	700	0510	014	0000/7	0000/7	J02	0000/3	0000/7	0000/7	34	0004	3725	0000	0000	004	0000
Notes à consulter		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Nice-Ville	D					06.00		06.30	06.35	06.50		06.34	06.41			06.47	06.47	06.55		06.39
Cannes-Mer	D					06.11											06.57	06.05		
Antibes	D					06.19		06.53	06.53	07.14		06.50	06.56			06.02	06.06	06.14		06.42
Juan-les-Pins	D																06.10	06.18		
Cannes	D							07.06	07.06	07.25		06.01	06.07			06.15	06.22	06.30		06.56
Marseille-St-Charles	A					06.31	06.44	06.50	06.55		06.30	11.06	11.13			11.21	11.28	11.36		11.51
Aix	A							06.59	06.59		10.52						12.28			12.46
Arles	A 00.19							06.36	10.19	10.19		12.21	12.21		12.32	12.36	12.46	12.46		13.10
Orange	A							10.36				12.36	12.36		12.47	12.54				
Valence-Ville	A 01.28							10.37	11.29	11.32		13.33	13.33		13.39	13.45	13.50	13.50		14.20
Lyon-Perrache	A 02.33																		14.46	
Lyon-Part-Dieu	A								12.37			14.36	14.36		14.42		14.50	14.50	14.56	15.21
Maison-Ville	A								13.21						15.23		15.33	15.33		
Dijon-Ville	A 04.24	04.27	04.53	05.18					14.32					14.46	14.56		15.36	15.39		15.56
Paris-Gare-de-Lyon	A		07.46	08.52	07.58		13.36			13.50				15.36			16.18	16.18	17.04	19.21

Les trains circulent tous les jours ont leurs horaires indiqués en gras
Tous les trains effectuent des plans simples en 1^{re} et 2^e classe, quel indication contraire dans les notes.

Notes

1. Circule : jusqu'au 23 juin 91 : les lun et samedi partir du 30 juin 91 : tous les jours sauf les 3, 4, 6, 8, 10, 11, 12, 13, 15, 17, 18, 19, 20, 22, 24, 26, 28 et 27 sept 91.
2. Circule : du 30 juin au 2 sept 91 : les lun et dim- 2eCL.
3. ☒ M. attend certains jours.
4. Circule : jusqu'au 22 juin 91 : les lun/ven 2, 8, 16 et 23 sept 91- 2° - ϕ .
5. ϕ .
6. Circule : jusqu'au 22 juin 91 : tous les jours sauf les lun et dim/Circule du 23 juin au 1er sept 91 : tous les jours/ven 3, 4, 6, 7, 14, 21 et 28 sept 91- ϕ .
7. A.

8. ~~2°.~~
9. Ne prend pas de voyageurs pour Antibes et Cannes- 2°-6.
10. 2°-6.
11. Circule : du 9 au 20 sept 81 : tous les jours sauf les sams et dim- 2°-6-6.
12. Circule : jusqu'au 8 sept 81 et à partir du 21 sept 81 : tous les jours les 14 et 15 sept 81- 2°-6-6.
13. sup- 2°-6.
14. Circule : les 14, 27, 31 juil, 3, 18 et 31 août 81.

Notes : A Paris-Gare-de-Lyon, l'office de tourisme de Paris assure un service d'information touristique et de réservation hôtelière.

Figure 4

Nuevos amigos - San Juan, Puerto Rico

- Eduardo: Mamá, David y yo salimos. Vámonos, David. Aquí viene Julián, mi hermano mayor. Tú ya no lo conoces. Julián, éste es David García de Nueva York. Es sobrino de los Fernández. David, mi hermano, Julián Marín Baldillo.
- David: Mucho gusto.
- Julián: El gusto es mío. Y David y Eduardo, quiero presentarles a mi compadre Gregorio Vega.
- Gregorio: Mucho gusto.
- Julián: Gregorio piensa ir a Pennsylvania el mes que viene, ¿eh, compadre?
- Gregorio: Sí, David, así es que quiero invitarte a cenar con mi familia esta noche.
- David: Muchas gracias. Me gustaría mucho.
- Gregorio: Excelente. Tú vas también, ¿verdad, compadre?
- Julián: Con mucho gusto. Tu mamá siempre sirve una comida muy sabrosa.
- Eduardo: Claro, con razón. ¿No es ella comadre del mejor cocinero de San Juan, el del Restaurante ...Zaragoza?
- Gregorio: (Riendo) Es cierto. Y tú también tienes invitación para cenar con nosotros esta noche.
- Eduardo: Para disfrutar de la mejor comida puertorriqueña que hay, acepto con muchas gracias.
- Gregorio: Entonces, todos nos veremos esta noche, a las ocho.
- Eduardo: Está bien.
- Julián: De acuerdo. Ven, compadre. Vamos a llegar tarde.
- David: Hasta luego.

Why are they calling each other *compadre*?

- A. It is used only for very special or very close friends. (Turn to P. 59, A)
- B. It is another word for cousin. (Turn to p. 68, B)
- C. It is a word like *hombre* or *chico* that can be applied to everyone. (Turn to p. 80, C)
- D. It is a slang term something like "Tiger" in English. (Turn to p. 92, D)

-
- A. p. 59: Correct! *Compadre* or *comadre* generally indicates the formal relationship between the parents of a child and the godparents of that child. That is the very special relationship that exists between Gregorio's mother and the chef of the Zaragoza Restaurant. Sometimes these terms are also used for very, very close and special friends. This may be the case with Julián and Gregorio, or since Julián is Eduardo's older brother, he may have a child and Gregorio may be the godfather of Julián's child.
 - B. p. 68: *Compadre* is not another word for cousin. Besides, Julián would not be introducing his brother, Eduardo, to his own cousin. Try again.
 - C. p. 80: Only Julián and Gregorio are calling each other *compadre*, so it is not a word that can be used like *hombre* and *chico*. Besides, Eduardo says that Gregorio's mother is the *comadre* of the chef of the Zaragoza Restaurant, which implies a more formal relationship.
 - D. p. 92: *Compadre* is not a slang term but rather a very formal term in Spanish with a specific meaning. Also, in the conversation Eduardo says that Gregorio's mother is a *comadre*, and he probably would not be using a slang term about her. Try again for the answer.

Snyder, Barbara. *Encuentros culturales*. Lincolnwood, IL: National Textbook, 1975. Pp. 8, 59, 68, 80, 92.

Figure 5

Invité chez les Français - *Family life*

Diane, assistante d'anglais dans un lycée, parle ici avec l'assistant d'allemand, Franz. Rouen, France.

Franz: Nous sommes dans ce lycée depuis six mois, et je commence à mieux comprendre les Français.

Diane: Oui, moi aussi. Mais quand même, il y a une chose que je n'arrive pas à comprendre au sujet des Français.

Franz: Qu'est-ce que c'est que ça?

Diane: C'est que les Français n'invitent pas les étrangers à la maison. On t'a invité, toi?

Franz: Oui, mais une seule fois.

Why haven't the French invited Diane and Franz to their homes more often?

- A. The French, in general, are intimidated by teachers. (Turn to p. 53, A)
- B. The French do not particularly like Americans and Germans. (Turn to p. 55, B)
- C. The French rarely invite anyone except relatives to their homes. (Turn to p. 60, C)
- D. The French invite guests into their homes only after they have known them for about a year. (Turn to p. 66, D)

-
- A. p.53: There are probably people in every society who are somewhat intimidated by teachers, especially if their teachers have been authoritarian. Most people, however, realize that their "bad" impressions of particular teachers were established at an age when they were more mischievous and restless than they would like to admit. In any case, Franz and Diane's colleagues would not be intimidated by these two foreign teachers. Read the selection again and make another choice.
 - B. p.55: The French are usually quite tolerant of foreigners. Reread the conversation again and make another choice.
 - C. p.60: Correct! The French are very sociable with people they know well, but they rarely invite these friends into their home. They might meet friends at a café or meet at a convention place before going on to a movie together. The home is for the family, which often includes parents, grandparents, aunts, uncles, and cousins. For many French people, to apply the same attention to outsiders as to family members would be to diminish the closeness of the family. Foreigners are generally transitory, since they soon return to their home country. Furthermore, to invite someone to one's home is a very special occasion indeed, which takes many hours of preparation and considerable expense. Usually included are a meal with carefully prepared homemade dishes, three or four special wines, three or four cheeses, a delicious French cake or pastry for dessert, and the choice of cognac or scotch as *digestif*. Few people want to undertake such an elaborate affair for foreigners, or even friends. Finally, the French spend, on the average, considerably less on housing (much more on food and recreation) than Americans do. Therefore, the French may feel that Americans, many with their four- and five-bedroom homes, would be incapable of appreciating their more modest dwellings.
 - D. p.66: Friendship often does grow deeper because of shared experiences over an extended period of time. However, many friendships also grow quickly, in less than a year's time. Reread the conversation and choose again.

Levno, Arley W. *Rencontres culturelles*. Lincolnwood, IL: National Textbook, 1977. Pp. 1, 53, 55, 60, 66.

Figure 6

ANNOTATED BIBLIOGRAPHY OF CULTURAL MATERIALS

Bragger, Jeannette and Donald Rice. *Du tac au tac: Managing Conversations in French.* Boston: Heinle & Heinle, 1991, 2nd ed.

Unique and practical approach to facilitating conversation. Suitable for an intermediate or advanced course in conversation. Packaged with a cassette. Teacher's Edition available.

Brown, James W. *Vida moderna hispana: Authentic Interviews on Latin American Lifestyles and Culture for Intermediate Students of Spanish.* Lincolnwood, IL: National Textbook, 1992.

Broad spectrum of subjects and topics of interviews, followed by questions on the interviews, some vocabulary practice, and questions Para comentar. Can be used as reader for intermediate classes.

Chastain, Kenneth and Gail Guntermann. *Imaginate: Managing Conversations in Spanish.* Boston: Heinle & Heinle, 1991, 2nd ed.

See Bragger above.

Da que hablar. Gratis to any teacher of Spanish who requests it from: Spanish Education Office, 150 Fifth Avenue, Suite 918, New York, NY 10011.

Ten issues monthly. Contains brief articles from Spanish newspapers and magazines, an article about a city or section of Spain; an article about a Hispanic author, Pasatiempos, and more, each with an activity to test the student's absorption of the material.

Harrison, Phyllis A. *Behaving Brazilian: A Comparison of Brazilian and North American Social Behavior.* Newbury House, 1983.

In English. Useful as ancillary text for any beginning or intermediate course in Portuguese.

Labarca, Angela and Raquel Halty Pfaff. *Convocación de palabras: Lectura y redacción.* Boston: Heinle & Heinle, 1991.

A groundbreaking reading text divided into six topics with several selections by contemporary authors in each section. Each selection is preceded by biographical material on the author and pre-reading activities, including cultural information to facilitate the reading. Following the story, poem or letter are questions that dig deeply into the meaning of the selection and offer opportunities for both speaking and writing activities, working alone or in pairs or groups. See attached review from Hispania.

Luce, Louise Fiber. *The Spanish-Speaking World: An Anthology of Cross-Cultural Perspectives.* Lincolnwood, IL: National Textbook, 1992.

An anthology of articles in English on many facets of culture, but not necessarily covering the most important aspects of each area. More suitable for the instructor or for students' outside reading.

Noble, Judith and Jaime Lacasa. *The Hispanic Way: Aspects of Behavior, Attitudes, and Customs in the Spanish-Speaking World.* Lincolnwood, IL: Passport Books, a div. of National Textbook, 1993 printing.

In English, with pertinent vocabulary in Spanish, each of the 73 practical items in the book taking up a page or less. Useful for a course in culture, as an ancillary text for a conversation course, or for any beginning or intermediate language course.

Scholastic, Inc., 730 Broadway, New York, NY 10003. (212) 505-3705. Att.: Jacqueline Hall.

Small magazines in several languages, on two or three levels of difficulty. Colorful, filled with material on authentic popular culture. Too expensive for students to buy, but can be ordered in single subscriptions for department use.

Snyder, Barbara. *Encuentros culturales: Cross-cultural Mini-dramas.* Also available in French (*Rencontres culturelles*) and in Italian (*Incontri culturali*). Lincolnwood, IL: National Textbook, 1991 printing, publ. 1975.

Unique way of presenting some 50 cultural items, each in a conversation between a native speaker from some part of the target language's world and a speaker from the United States. The mini-drama is in the target language, with a question for the behavior described below it. Four possible reasons are given in English, each with a page reference after it. Students go to that page where they are told whether they are right or wrong and why, thus receiving a good deal of cultural information. Suitable for high beginners and intermediate language classes and conversation courses.

Prepared by Ruth L. Bennett

During the last of our conferences on multiculturalism, held on Wednesday, November 18, 1992, we focused on video as a cultural document and medium. Ms. Stella Boghosian's presentation demonstrated how video may serve as an excellent tool for teaching culture as well as language skills. Her presentation was based on a Northeast Conference workshop she attended by Fernando and Joaquín Soldevilla of the Hawken School in Ohio, Rick Altman's book *The Video Connection: Integrating Video Into Language Learning*, and her own experience. She addressed the following questions: A) why use video, B) what is available on video, C) guidelines for using video, and D) the types of activities that may be created.

A - Why use video?

- a) Authenticity
- b) Real speech representation
- c) Visual reinforcement
- d) Presentation of non-verbal aspects of language
- e) Value as a cultural vehicle
- f) Motivating potential

B - What is available on video?

- a) Feature films
- b) Television programs
- c) Documentaries
- d) Travelogues
- e) Prepared educational programs

C - Basic guidelines for using video:

1. Decide on specific learning objectives relating to language and culture.
2. Selection criteria:

- a) Choose authentic and meaningful materials.
- b) Preview videos before use or purchase.
- c) Choose materials appropriate for class level and course goals. Consider its cultural and linguistic potential.
- d) Relate the material to the students whenever possible.
- e) Choose topics that create interest, prompt reaction, encourage debate, and stimulate constructive communication.
- f) Vary your topics and video selections.
- g) Choose the video early and integrate it into the course curriculum.

3. Preparation:

- a) Preview all materials and prepare all activities well in advance.
 - b) Decide *when, where, and why* you are using this video.
 - c) Prepare pre-, during-, and post-viewing activities and exercises. Integrate these into the lesson plan or unit.
- Remember: The well-prepared instructor best prepares his students.

4. Timing your video material:

- a) Never put a film on and view non-stop. The video is not mere entertainment but a teaching tool.
- b) Break film into short segments; 5-10 minute segments are ideal.
- c) Vary *when* video materials are used. Do not use it in a predictable manner as regards time, day, or syllabus.

- a) Activities should be incorporated before, during, and after presenting the video.
- b) These should be varied and include individual and group work.
- c) Use the pause button often. Exercise full control and manipulate the material to suit the desired needs.
- d) Monitor students' comprehension throughout the session.

D - What kinds of activities can be created?

1. Pre-viewing activities:

- a) Targeted questions and answers, written or oral, to carefully focus the student on the upcoming material.
- b) Posing a key question to open a discussion or debate before introducing the material.
- c) Fill-ins, multiple choice, or a dialogue to present vocabulary in context.

2. During-viewing activities:

- a) The activity must be quick and not distract or interrupt viewing.
- b) Identifying pre-cued words, phrases, or situations.
- c) Help students to develop their observation and listening skills in order to answer the targeted questions.

3. Post-viewing activities:

- a) Written essay based on situation and vocabulary.
- b) True and False or multiple choice questions, written or oral.
- c) Propose group projects, such as:
 - creating a dialogue, and dramatizing it
 - using authentic materials in follow-up situations, such as: a map, train schedule, or menu.
 - creating a recipe
 - changing money abroad
 - making travel plans and itineraries
- d) Tests that cover receptive and productive skills.

Ms. Boghosian then went on to show how different types of video materials can be used to teach culture.

• **The feature film:** a) Ms. Boghosian demonstrated how a 5-minute segment from the Argentine film *The Official Story*, edited to illustrate daily High School routines in that country, can stimulate lively class discussion. b) One comical, climactic scene from the Spanish film *Women on the Verge of a Nervous Breakdown*, provides material for discussions on such topics as: chaos at its peak, filmmaking, and formerly-taboo subjects in contemporary Spanish society. Ms. Boghosian then showed how a simple lesson on a regional drink, *gazpacho*, can lead into a discussion of some of the more complex themes in the film.

• **Television:** This medium is a rich source of cultural information on a variety of subjects. A brief sampling included a talk show-cooking show, the news, documentaries, and commercials in the target language. a) One talk show episode featured career-oriented Spanish women and their increasingly important roles in both home and work. It was, curiously enough, accompanied by two commercials depicting women in their more traditional role as homemakers, under a strong maternal influence. b) Commercials are excellent little segments of

culture that can be very effective when properly used. The instructor needs to beware of pitfalls such as poorly enunciated phrases, slang, dialects, legalese, abbreviations, privileged references, and cultural in-jokes. A wonderfully creative activity is to show a commercial and a published advertisement of the same product, compare styles, and then, after showing another commercial, have the students create the "published" ad. Another activity, not limited to commercials of course, is to turn off the sound and have the students provide a script for the visuals.

- The prepared educational video: Fortunately, many publishers now offer a growing number of professionally prepared educational videos that relieve the instructor of the more time-consuming preparation tasks. These are designed for classroom use and come with carefully-prepared student workbooks, teacher's manuals and other materials. The instructor can then monitor student participation and can always expand, enhance, and develop further reinforcement.

- The personal video: Instructors can also create their own videos. The students will always be amused at seeing their teacher in the video. One example of a self-made video has the instructor walking through the house and identifying rooms and objects within them for the students, with occasional pauses to question, reinforce, or test them. Traveling, too, provides an opportunity to create a video about specific aspects of the target country and cultures that the instructor wishes to emphasize. Ms. Boghosian described a lesson on the city of Zaragoza in which the students learned to read a map of the city, give directions, and recognize various historical and cultural landmarks. The video she had made of the city enhanced the lesson by bringing Zaragoza to life in the classroom. And, finally, one may use video to record the students themselves in action. Examples of this use were presented next by Ms. Norma Branson.

Ms. Boghosian concluded with a quote from *The Video Connection* on the cultural as well as the linguistic value of video in the foreign language classroom:

The amount of information carried by video makes it an especially rich cultural vehicle.... a careful observer notes much more: the shops and shopping patterns, the methods of locomotion, the signs and posters, the clothing, the eating habits, and so forth. The inhabitant of the culture takes these for granted, but for the foreign language learner, video's images and sounds become an open book made up of chapter upon chapter of cultural information. Even the video programs themselves - their construction, scripting, and cinematography - provide special insight into a nation's cultural specificity.

Our second speaker, Norma Branson, described an experiment that she conducted this semester with her Spanish 112 class. After noticing that many students seemed bored by the traditional lab exercises, she decided to use video to record them speaking Spanish and then have them watch the videotape.

She tried to make the taping sessions as natural and spontaneous as possible by encouraging students to speak on any topic they wished, without worrying about accuracy. They were also encouraged to ask each other questions. Although never explicitly suggested, the topic of cultural diversity often came up naturally as students discussed their personal lives and backgrounds.

Ms. Branson discovered that there were many advantages to using video in this way. First of all, in addition to learning about the cultures of Spain and Latin America in their classroom discussions, students were now engaging in broader cross-cultural exchanges. Secondly, her students were using the target language creatively in authentic contexts. And finally, by viewing themselves and detecting their own errors in grammar and pronunciation, students were engaging in the reflective practice of self-correction and improvement.

Ms. Branson was very pleased with the results of this project and plans to continue using video next semester. She encouraged other colleagues to experiment with video in their own classes.

Virginia Benayoun then discussed the use of culturally authentic videos in the foreign language classroom, most specifically, news broadcasts from the target culture. Despite the difficulties inherent in using materials designed for native speakers, students can benefit from exposure to them in both the areas of language acquisition and cultural understanding.

Ms. Benayoun stressed that the effectiveness of news broadcasts from the target culture is determined more by the tasks assigned to the learners than by the level of language used in the tape. This led to the question of how best to incorporate authentic news videos into the foreign language classroom. What type of preparation is necessary and what tasks should be assigned in order to make these videos meaningful to our students?

In The Video Connection, an excellent guide to incorporating video into the curriculum, Rick Altman offers some suggestions. First of all, we should not expect total comprehension by our students, since these materials were designed for native audiences. Secondly, we shouldn't show an entire news broadcast at one time, but rather short selections accompanied by appropriate activities. Finally, we should carefully preview the news program before showing it to students, so that we can help them to focus their attention where necessary.

One very effective way of guiding students through a news broadcast is to review the general structure of a news story with them. Students can quickly learn to anticipate headlines and summaries, to listen for key words and repetitions, and to look for visual contextual clues. The sample outline shown below was presented at the Northeast conference by Margaret Ann Kassen and Michael Busges.

STRUCTURE OF A NEWS STORY

1. Summary/introduction
 - 1.1 Headlines
 - 1.2 Lead
2. Episode
 - 2.1 Events
 - 2.1.1 Previous information
 - 2.1.2 Antecedents
 - 2.1.3 Actual events
 - 2.1.4 Explanation
 - 2.2 Consequences/reactions
3. Comments

Van Dijk, T. A. (1983). Discourse analysis: Its development and application to the structure of news. Journal of Communication 33, 20-43.

Ms. Benayoun then discussed three advantages to using authentic news broadcasts in the foreign language class. These are motivation, language, and culture.

Motivation. One of the strongest arguments for using the news is its "energizing potential" (Altman). The currency of the topic tends to fascinate students and motivate them to understand what is being said.

Language. Television news broadcasts present a broad range of contemporary vocabulary and language usage in context. For example, the French use the acronyms CEE for EEC and l'O.N.U. for U.N. They also provide samples of different registers of speech. Students can hear and compare the language of the journalist with that of the people being interviewed.

Culture. Televised news is rich in cultural information. We can go beyond the news story itself and ask students to observe and comment on the gestures, facial expressions, images or dress. We can ask students how similar information might be presented on an American news program, thereby engaging them in cross-cultural comparisons and heightening their awareness and understanding of their own cultures.

Ms. Benayoun also discussed some of the tasks that could precede, accompany, and follow the news broadcast. Preparation activities could include reading a parallel article from a target language newspaper, thus providing students with the vocabulary and context necessary for understanding the broadcast. Activities that accompany the viewing of the broadcast could range from true/false questions based on the content, to identifying the sequence of events in the story. Follow-up activities could include classroom discussion, a reading on a related issue, or a comparison of U.S. and foreign viewpoints on the same event.

Ms. Benayoun concluded her presentation by reminding instructors that whatever video document they choose, their main responsibility is to guide students through it step by step. This can be done by outlining the structure of the story, preparing a variety of listening and viewing activities, and by developing cultural awareness strategies.

As part of this project, we previewed a number of commercially available videotapes in search of those most appropriate for use in our classes. The following videotapes were purchased with grant funds and are available for use in the Learning Lab (Kiely 226).

French:

French Alive! (Heinle & Heinle). This introductory-level video features native speakers in authentic cultural contexts: Paris, Geneva, Québec, Val d'Isère. Comes with tapescript and viewer's workbook.

The French Way. (Heinle & Heinle). Introduces viewers to the French-speaking regions of Québec and Louisiana. With tapescript and viewer's guide.

Italian:

In Italiano! This is the video component of a multi-media, introductory-level course on Italian language and culture. With instructor's annotated text.

Fodor's Italy 1992. This video guide to major Italian cities includes historical background as well as insights into contemporary Italian culture.

Portuguese:

Viagens as Terras de Portugal. A video guide to Portugal: its people, history, monuments, music, art, festivals, etc. In Portuguese.

Spanish:

Bilingual Americans. (1987). Explores the bilingual and bicultural nature of the U.S. with focus on the Hispanic, Asian and Italian ethnic groups. Narration in English and Spanish.

Spanish from Within. (Heinle & Heinle). Intermediate level. Features native speakers in authentic contexts: Spain, Colombia, Argentina, Costa Rica, U.S.A., Mexico.

Mosaico Cultural. (Heinle & Heinle). Features native speakers from Mexico, Spain, Puerto Rico, Bolivia, Costa Rica, U.S.A.

Spanish Alive! (Heinle & Heinle). Introductory level. Speakers from Spain, Central America, South America, U.S.A. With tapescript and viewer's guide.

Sources of Video Programming:

AGENCY FOR INSTRUCTIONAL TECHNOLOGY: P.O. Box A Bloomington, Indiana 47402-0120; (812)339-2203 or (800)457-4509. Develops video materials primarily for public schools.

ANNENBERG / CORPORATION FOR PUBLIC BROADCASTING PROJECT: 1111 16TH Street NW, Washington, D.C., 20036; (800)Learner or (202)955-5251.

CBS FOX VIDEO: 39000 7 Mile Road, Livonia, Michigan 48152; (313)591-1555. Distributors of the *Rassias* method videocassettes: Contact *French, Accent French*.

COLLEGE FILM CENTER: 322 South Michigan Avenue, Chicago, Ill. 60604-4382; (312)922-6621. Rental distributors for the International Film Bureau, Inc.

D.C. HEATH & COMPANY: 125 Spring Street, Lexington, Mass. 02173; (617)860-1530 or (800)235-3565.

DEMOCRACY IN COMMUNICATION: 124 Washington Place, New York, N.Y. 10014; (212)463-0108. Popular video and film from Latin America. Distributes selected broadcast television materials from Mexico, Brazil, Chile, Peru, Panama, Bolivia, Uruguay, El Salvador, and Nicaragua.

EDUCATIONAL VIDEO NETWORK: 1495 19th Street, Huntsville, Texas 77340; (800)762-0060. Provides 30-day previewing of videos.

EMC PUBLISHING: 300 York Avenue, Saint Paul, Minn. 55101; (612)771-1555.

FACETS MULTIMEDIA CENTER: 1517 West Fullerton Avenue, Chicago, Ill. 60614; (312)281-9075 or (800)331-6197. Distributes feature films, language tapes, and Berlitz language-learning tapes.

FACSEA: 972 Fifth Avenue, New York, N.Y. 10021; (212)570-4400. A department of the French Cultural Services.

FILMS FOR THE HUMANITIES AND SCIENCES, INC.: P.O. Box 2053, Princeton, N.J. 08543; (609)452-1128 or (800)257-5126. Well-made cultural documents.

FILMS INCORPORATED VIDEO: 1213 Wilmette Avenue, Wilmette, Ill. 60091 or 5547 Ravenswood Ave., Chicago, Ill. 60640; (312)256-3200 or (800)323-4222. Distributes the entire BBC series of language-learning methods. Materials available for all series from EMC Publishing.

GESSLER PUBLISHING CO., INC.: 900 Broadway, New York, N.Y. 10003; (212)673-3113. Distributes wide variety of French, German, and Spanish videos and programs, and also the Living Language video programs.

HACHETTE: 79 boulevard Saint-Germain, F-75288 Paris Cedex 06. Makers of French educational programs, *Avec Plaisir* and 97 *publicités* among them.

HATIER-DIDIER, U.S.A., INC.: 3160 "O" Street, NW, Washington, D.C. 20007; (202)333-4435. *Un Village dans Paris*, *Portraits*, among others.

HEINLE & HEINLE: 20 Park Plaza, Boston, Mass. 02116; (617)451-1940 or (800)237-0053. Wide variety and selection of educational materials.

HOUGHTON MIFFLIN COMPANY: One Beacon Street, Boston, Mass. 02108; (617)725-5000. Authentic Spanish programs from Radio Televisión Española.

INTERNATIONAL FILM BUREAU: 322 South Michigan Ave., Chicago, Ill. 60604-4382; (312)427-4545. One of the oldest educational audiovisual distributors.

JEM COMMUNICATIONS, INC.: P.O. Box 708, South Plainfield, N.J. 07080; (201)753-6100 or (800)338-4814. *France Panorama*, *Ecco l'Italia*, among others.

THE MEDIA GUILD: 11722 Sorrento Valley Road, Suite E, San Diego, Calif. 92121; (619)755-9191. French video programs from the BBC and Thames Television.

MIDDLEBURY COLLEGE: *La Télé des Français*, Middlebury College Language Schools, Middlebury, Vermont 05753; (802)388-3711, ext. 8688.

MOHAWK INSTRUCTIONAL CENTER: 6649 Lamar, Shawnee Mission, Kansas 66202; (913)384-6800. Distributes *Quoi de Neuf? Resources for the Teacher of French*.

NATIONAL FILM BOARD OF CANADA: 1251 Avenue of the Americas, New York, N.Y. 10020; (212)586-5131. French language feature length documentaries.

POLYGLOT PRODUCTIONS: 136 Brattle Street, Cambridge, Mass. 02138; (617)491-3541. Varied selection of programs.

PROJECT FOR INTERNATIONAL COMMUNICATION STUDIES (PICS): International Center, University of Iowa, Iowa City, Iowa 52242; (319)338-2338 or (800)ALL-CALL, ext. INTV. Wealth of program selection, wide and varied.

SCOLA: Creighton Telecommunications, California at 24th St. Omaha, Nebraska 68178.

TAMARELLE'S INTERNATIONAL FILMS, LTD.: 110 Cohasset Stage Road, Chico, Calif. 95926; (916)895-3429 or (800)356-3577 for orders. Feature-length films.

TRANS-WORLD FILMS, INC.: 332 Suth Michigan Ave., Chicago, Ill. 60604; (312)922-1530.

VEDETTE VISUALS: 4820 58th Avenue West, Tacoma, Washington 98466; (206)564-4960.

WORLD VIDEO: P.O. Box 30469, Knoxville, TN 37930; (615)691-9827.

Embassies, a source of educational materials and aid:

Argentina: 1600 New Hampshire Ave., NW Washington, D.C. 20009; (202)939-6400.

Bolivia: 3014 Massachusetts Ave., NW Washington, D.C. 20008; (202)483-4410.

Chile: 1732 Massachusetts Ave., NW Washington, D.C. 20036 (202)785-1746.

Colombia: 2118 Leroy Place, NW Washington, D.C. 20008; (202)387-8338.

Costa Rica: Suite 211, 1825 Connecticut Ave., NW Washington, D.C. 20009; (202)234-2945.

Ecuador: 2535 15th Street, NW Washington, D.C. 20009 (202)234-7200.

España: Suite 214, 2600 Virginia Ave., NW Washington D.C. 20037; (202)237-7172.

France: 4101 Reservoir Road, NW Washington, D.C. 20007

Italy: 1601 Fuller Street, NW Washington, D.C. 20009

Mexico: 2829 16th Street, NW Washington, D.C. 20009 (202)234-6000.

Peru: 1700 Massachusetts Ave., NW Washington, D.C. 20036 (202)833-9860.

Sources: Rick Altman, *The Video Connection*, Houghton Mifflin Co., Boston 1989.
Fernando and Joaquín Soldevilla, *Northeast Conference*, N.Y. 1992.

The following is a partially-annotated list of books and articles on multicultural education in the U.S.; the French, Spanish, and Italian-speaking cultures; European cultural diversity; and strategies for teaching culture and for developing cross-cultural awareness.

By no means exhaustive, this list constitutes a good starting point for anyone who wishes to study any of these topics further. It includes those works that were either consulted or recommended during the course of this project. Many have extensive bibliographies.

Many of the books can be found in the Queens College Library or in other CUNY libraries. Call numbers for most of these are provided for the reader's convenience.

An asterisk before an entry indicates a title that was acquired under the Ford Foundation Diversity Initiative Grant. These will be available for consultation in the Department of Romance Languages. Some will later become part of the permanent collection in Rosenthal Library.

Multicultural Education in the U.S.:

- *Adelman, Clifford. *Tourists in Our Own Land: Cultural Literacies and the College Curriculum*. U.S. Department of Education, Office of Educational Research and Improvement, October 1992. This report, based on a 14-year nation-wide study of the high school class of 1972, examines the cultural literacy of American college graduates.
- Appleton, Nicholas. *Cultural Pluralism in Education: Theoretical Foundations*. NY: Longman, 1983. Cultural pluralism in the schools: problems, definitions, ideals, and conflicts. QC: EMIE LC 3731.A78 1983.
- Aarons, Alfred C. *Linguistic-Cultural Differences and American Education*. North Miami Beach, FL: FL Reporter, 1969.
- Baker, Gwendolyn C. *Planning and Organizing for Multicultural Instruction*. Reading, MA: Addison-Wesley, 1983. Definitions, guidelines for teacher-preparation, curriculum development, teaching strategies (art, language arts, music, science, social sciences). QC: LC 1099.B 34 1983.
- Banks, James A. "Multicultural Literacy and Curriculum Reform." *Educational Horizons* 69, 3 (Spring 1991): 135-140.
- Banks, James A. and Cherry A. McGee Banks, eds. *Multicultural Education: Issues and Perspectives*. Boston, MA: Allyn & Bacon, 1989. Among the topics discussed: issues and concepts; social class and religion; gender; ethnicity and language; exceptionality; school reform. QC: LC 1099.3 .M85.
- Banks, James A. *Teaching Strategies for Ethnic Studies*. 5th Ed. Boston, MA: Allyn & Bacon, 1991. Concepts and strategies for incorporating ethnic studies into the total school curriculum. Chapters on major ethnic groups in U.S. with list of films and videotapes, and annotated bibliographies after each chapter. QC: E184.A1 B24 1991.
- Bennett, Christine I. *Comprehensive Multicultural Education*. Boston, MA: Allyn & Bacon, Inc., 1986. Topics include: the concept of culture; cultural diversity in the U.S.; the case for multicultural education; individual differences that affect teaching and learning; curriculum reform; teaching concepts and strategies. QC: EMIE LC 1099.3 .B46 1986.
- Carroll, Thomas G., and Jean J. Schensul. "Cultural Diversity and American Education: Visions of the Future." *Education and Urban Society* 27, 4 (Aug. 1990). Entire issue devoted to this topic. Includes nine articles.

- Chace, William M. "The Real Challenge in Multiculturalism." *The Education Digest* 56, 9 (1991): 34-36.
- Cohen, David, and Suzanne Li. "Beyond the Melting Pot: School Library Media Center Resources for Dealing with the World of Difference." *Bookmark* 50, 1 (Fall 1991). The impact of the new multicultural curriculum on school library resources in New York State. Annotated selected bibliography.
- Cohen, David, and Monroe D. Cohen. *Resources for Valuing Diversity: The Louis Armstrong Middle School (I.S. 227 Q) Multicultural Collection*. Flushing, NY: Queens College of CUNY, Center for Improvement of Education, 1990. A 71-page catalog of multicultural materials that reflect the school's diverse population.
- Cooper, Robert L. *Language Planning and Social Change*. NY: Cambridge University Press, 1989. QC: P 40.5 L35 C67 1989.
- Crichlow, Warren, Susan Goodwin, Gaya Shakes, and Ellen Swartz. "Multicultural Ways of Knowing: Implications for Practice." *Journal of Education* 172, 2 (1990): 101-117.
- Foner, Nancy, ed. *New Immigrants in New York*. NY: Columbia University Press, 1987. Changing immigration patterns, policy, and how they affect New York's economy: Dominicans, Haitians, Vincentians/Grenadians, Jamaicans, Koreans, Chinese, & Soviet Jews. QC: F 128.9 A1N38 1987.
- Glazer, Nathan, and Daniel Patrick Moynihan. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Second Edition, Cambridge, MA: M.I.T. Press, 1970. A scholarly dismantling of the melting pot theory. QC: F 128.9 A1G55 1970.
- Gollnick, Donna M., Frank H. Klassen, and Joost Yff. *Multicultural Education and Ethnic Studies in the U.S.: An Analysis and Annotated Bibliography of Selected ERIC Documents*. American Association of Colleges for Teacher Education, ERIC Clearinghouse on Teacher Education, Feb. 1976. QC: EMIE 2 5818 U5 G64.
- Guidelines for Creating Positive Sexual and Racial Images in Educational Materials*. NY: MacMillan Publishers, 1975. QC: EMIE LB 2851 .R63 1975.
- Giroux, Henry, and Peter McLaren, eds. *Critical Pedagogy, the State, and Cultural Struggle*. Albany, NY: SUNY Press, 1989. Collection of articles on teacher improvement and school reform. QC: LC 191.4 .C75 1989.
- Gordon, Edmund W. "Human Diversity and Pluralism." *Educational Psychologist* 26, 2 (1991): 99-108.
- Hacker, Andrew. *Two Nations: Black and White, Separates, Hostile, Unequal*. NY: Scribners, 1992. The polarization of black and white perceptions of life in America. QC: E 185.615 .H23 1992.
- Herman, Judith, ed. *The Schools and Group Identity: Education for a New Pluralism*. Institute on Pluralism and Group Identity, 1974. What is ethnic identity? Curriculum as promoter of pluralism. QC: EMIE LC 3731 H4.
- Hill, Patrick J. "Multiculturalism: The Crucial Philosophical and Organizational Issues." *Change* 23, 4 (July/Aug.1991): 38-47.
- Hunter, James Davison. *Culture Wars: The Struggle to Define America*. NY: Basicbooks, 1991. Includes chapter on multiculturalism and university curriculum. QC: EMIE E 169.12 477 1991.
- Hunter, William A., ed. *Multicultural Education through Competency-Based Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. Viewed from Black, Spanish-Speaking, and Native American perspectives. QC: EMIE LC 1099 .M84 1974.
- Joiner, Elizabeth G. *The Older Foreign Language Learner: A Challenge for Colleges and Universities*. Washington, D.C.: Center for Applied Linguistics, 1981.

- Jordan, C. "Translating Culture: From Ethnographic Information to Educational Program." *Anthropology and Education Quarterly* 16 (1985): 105-123.
- Jordan, C., and R. G. Tharp. "Culture and Education." A. J. Marsella, R. G. Tharp, and T. Ciborowski, eds. *Perspectives in Cross-Cultural Psychology*. NY: Academic Press, 1979. Brooklyn College: GN 502 .P47.
- Ladson-Billings, Gloria. "Beyond Multicultural Illiteracy." *Journal of Negro Education* 60, 2 (Spring 1991): 147-157.
- Larke, P. J. "Cultural Diversity Awareness Inventory: Assessing the Sensitivity of Preservice Teachers." *Action Teacher Education* 12 (Fall 1990): 23-30. Includes extensive bibliography.
- Longstreet, Wilma S. *Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms*. NY: Teacher College Press, 1978. Verbal and non-verbal communication, orientation modes, social value patterns, intellectual modes, suggestions for teacher research of ethnic diversity. QC: EMIE LC 3731 .L66.
- Mann, Arthur. *The One and the Many: Reflections on the American Identity*. Chicago, IL: University of Chicago Press, 1979. Discusses the role of diversity throughout American history. QC: EMIE E184 A1 M28.
- McCarthy, Cameron. "Multicultural Education, Minority Identities, Textbooks, and the Challenge of Curriculum Reform." *Journal of Education* 172, 2 (1990): 118-129.
- McKay, Sandra Lee, and S.C. Wong, eds. *Language Diversity: Problem or Resource?* Cambridge: Newbury House, 1988. Among the topics discussed: language as a resource; a historical perspective on language diversity in U.S.; the educational implications of language diversity. QC: EMIE P119.315 .L34
- Mullen, Edward J. "Cultural Diversity and the Foreign Language Program: Foreign Language Departments and the New Multiculturalism." *ADFL Bulletin* 23, 2 (1992): 29-33. The central role of foreign languages and literatures in expanding notions of cultural diversity.
- Newmeyer, Frederick J., ed. *Linguistics: The Cambridge Survey: IV Language: The Socio-Cultural Context*. Cambridge, MA: Cambridge University Press, 1988. Collection of articles on the socio-cultural context of language. QC: P121 .L567 v. 4 1988.
- Nieto, Sonia. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. NY: Longman, 1992. Intercultural education in the U.S.; case studies and a 16-page bibliography.
- Nostrand, Howard Lee. "Language Learning and the Perils of Pluralism." *The Canadian Modern Language Review* 45, 4 (May 1989): 703-714.
- O'Connor, Terence. "Cultural Voice and Strategies for Multicultural Education." *Journal of Education* 171, 2 (Spring 1989): 57-74.
- Postman, Neil, and Charles Weingartner. *Teaching as a Subversive Activity*. NY: Delacorte Press, 1969. The role of educators in helping students to become independent, critical-thinking adults. QC: LA 217 P6.
- Pusch, Margaret D., ed. *Multicultural Education: A Cross-cultural Training Approach*. Yarmouth, ME: Intercultural Press, 1979. A comprehensive manual for the training of teachers in multicultural education and its implementation in the classroom. Brooklyn College: LC 1099 .M82.
- Rahim, Aminur. "Multiculturalism or Ethnic Hegemony: A critique of Multicultural Education in Toronto." *Journal of Ethnic Studies* 18, 3 (Fall 1990): 29-46. Although the focus is on Toronto, the article is quite applicable to the American education system. Five models for studying multiculturalism: 1) Education of the culturally different. 2) Cultural understanding. 3) Education for cultural pluralism. 4) Bicultural education. 5) Multicultural education.

Ravitch, Diane. "Diversity and Democracy: Multicultural Education in America." *American Educator* (Spring 1990): 16-20, 46-48.

Richardson, Richard C. Jr., and Elizabeth Fisk Skinner. *Achieving Quality and Diversity: Universities in a Multicultural Society*. NY: American Council on Education, MacMillan Publishing Co., 1991. Includes a chapter on the diversity of the CUNY student body, with Brooklyn College as an example. QC: EMIE LC 3727 R52 1991.

Schlesinger, Arthur Jr.. *The Disuniting of America*. NY: W.W. Norton & Co., 1992. A provocative discussion of how ethnic historians are creating intellectual ghettos, fragmenting society and undermining the ideal of political unity. Raises the question of whether cultural diversity and national unity are compatible or mutually exclusive. QC: E184.A1 S44 1992.

Schlesinger, Arthur Jr., and Robert Cottrol. "The Disuniting of America: What We All Stand to Lose if Multicultural Education Takes the Wrong Approach ... and Ideas About How to Do It Right." *American Educator* 15, 3 (1991): 12-33.

Sleeter, Christine E. "Multicultural Education as a Form of Resistance to Oppression." *Journal of Education* 171, 3 (1989): 51-71.

Sleeter, Christine, and Carl A. Grant. "An Analysis of Multicultural Education in the United States." *Harvard Educational Review* 57, 4 (Nov. 1987): 421-444. Includes extensive bibliography.

*Stehli, Jean-Sebastian. "L'Amérique sous terrorisme culturel." *Le Point* 984 (July 27, 1991): 65-66. Trends of multiculturalism and political correctness as seen by a French journalist.

Thiederman, Sondra. *Profiting in America's Multicultural Marketplace: How to Do Business Across Cultural Lines*. Lexington Books, 1991. A practical guide for conducting business in a multicultural environment: techniques for identifying and eliminating stereotypes and ethnocentrism; guidelines for interpreting the needs and behavior of others; strategies for minimizing linguistic and cultural barriers. Madgar Evers: HF 5718 T457 1991.

Time Magazine. April 13, 1992. pp. 51-60. "Campus of the Future." Cover stories on education in the U.S. "By the year 2000, American colleges and universities will be lean and mean, service oriented and science minded, multicultural and increasingly diverse."

Wong, Frank F. "Diversity and Community: Right Objectives and Wrong Arguments." *Change* 23, 4 (July/Aug. 1991): 48-54.

Wurzel, Jaime S. *Toward Multiculturalism: A Reader in Multicultural Education*. Yarmouth, ME: Intercultural Press, 1988. Nineteen articles that examine a variety of cultures to illuminate both the dynamics of multiculturalism worldwide and the nature and challenges of multiculturalism in the U.S. Brooklyn College: LC 1099 .T68 1988.

Wurzel, Jaime S. and William Holt. "Teaching Aids for Multicultural Education." *Communication Education* 40, 3 (July 1991): 286-291. Excellent bibliography on multicultural education.

The Cultures of the French-speaking World:

Ardagh, John. *France Today*. New York: Penguin, 1988. In French: *Ces Drôles de Français*. This British journalist gives a thorough up to date survey of contemporary France: people, daily life, government, institutions, etc.

Bernstein, Richard. *Fragile Glory: Portrait of France and the French*. New York: Alfred Knopf, 1990. Perceptive view of contemporary France by an American journalist who served as N.Y. Times Paris correspondent, 1984-1987. QC: DC 34 .B494 1990.

- Bonn, Charles, ed. *Anthologie de la littérature algérienne 1950-1987*. Excerpts of important works by Algerian authors, poets and dramatists in historical and cultural contexts.
- Carroll, Raymonde. *Evidences invisibles: Américains et français au quotidien*. Paris: Seuil, 1987. In English: *Cultural Misunderstandings: the French American Experience*. Chicago, IL: University of Chicago Press, 1988. QC: E183 .8 .F8 C26 1988.
- Cordellies, Serge, ed. *L'Etat de la France, 1992*. Paris: éditions la Découverte, 1992. Completely revised 4th edition gives a social, economic, and political panorama of contemporary France through 185 different articles by 120 specialists; includes 11 articles on French-speaking countries outside France.
- Cotentin-Ray, G. *Les Grandes étapes de la civilisation française*. Paris: Bordas, 1991. A chronological history of French civilization from prehistoric times to the present.
- Hall, Edward T., and Mildred Hall. *Understanding Cultural Differences: Germans, French, and Americans*. Yarmouth, ME.: Intercultural, 1990. Defines key cross-cultural concepts regarding time, space, and context to help put the three cultures under study into a meaningful framework and help the international businessperson to analyze other cultures. QC: HD 31.H229 1990.
- Joubert, Jean-Louis, ed. *Littérature Francophone: Anthologie*. Paris: Nathan, 1992.
- Kesteloot, Lilyan. *Les Ecrivains noirs de langue française: Naissance d'une littérature*. 3 ed. Bruxelles: Université libre de Bruxelles, Institut de sociologie, 1965. In-depth, authoritative survey of the literature of black writers of the French-speaking world. QC: PQ 3897 K4 1965 & 1971.
- Kimmel, Alain. *Vous avez dit France? Pour comprendre la société française actuelle*. Paris: Hachette, 1992. Excerpts from various French publications on contemporary French society.
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