Dear Colleagues,

AATF is on the move in promoting French!

First, congratulations to Judy Johannessen (MN) and the eleven student lauréats who were guests of the French government for the festivities involved with the *Coupé du Monde* activities. Appreciation is expressed to the Regional Representatives for their involvement in the selection process: Geraldine O’Neill (Region I); Joyce Beckwith (Region II); Robert Ludwig (Region III); Rosanne Simon (Region IV); Lee Bradley (Region V); Mary Jo Neilton (Region VI); Judy Johannessen (Region VII); Helen Lorenz (Region VIII); Vincent Morissette (Region IX); and to the Director of the National French Contest, Sid Teitelbaum.

Who can ever forget the exciting AATF meeting in Montreal? We enjoyed listening to Roch Carrier and his many insights about himself and other people; we made new friends and met new colleagues; we learned new strategies and new information; we developed new themes, and we enjoyed *la camaraderie du Congrès*. Everywhere, there were new ideas for the promotion of French: there was the *Commission for the Promotion of French*, headed by Jacqueline Donnelly (MI) and Raymond Comeau (MA); there was *La Fête Nationale de la Francophonie*, spearheaded by Margot Steinhart (IL) and Jacqueline Thomas (TX), which will be a week-long, highly publicized celebration of French throughout the U.S., involving, we hope, every teacher of French in every school, and in every college and university, in every chapter, and in every region! I hope that you have started planning for this event which will take place November 4-10, 1998. Many thanks to all who participated in the Montreal meeting, to all who presented, and to all of the exhibitors! If you missed this convention, you can look forward to attending the next annual convention to be held July 11-14, 1999 in St. Louis, Missouri!

Although there may be some storm clouds on the horizon in various locales and situations concerning enrollments in French, the Executive Council of AATF has undertaken many initiatives to make French more visible and more exciting to our students, their parents, administrators on school and university levels, and to the general public. The Executive Council unanimously adopted a Policy Statement on K-12 Foreign Language Programs, a summary of which follows (for the full text, see page 22):

"...Students, parents, guidance counselors, and administrators need to be aware that a longer period of study is useful in developing proficiency in any language. However, while a K-12 program is an ideal for some students, it is not always feasible in terms of developing student interests, school budgets, or teacher availability. The implementation of a single foreign language K-12 policy poses a great threat to existing foreign language programs... We urge anyone planning to institute an extended language program to support multilingualism in the U.S. by offering choice in the language(s) to be taught, providing students with information on which to base that selection, and instituting multiple entry points for students who want to begin a second foreign language or switch entirely to a different language."

The AATF FLES* Commission, headed by Gladys Lipton (MD) and Lena Lucietto (LA) recommends that French FLES* programs of Sequential FLES, FLEX, or immersion be started in the early grades widely, wherever possible. A new book (1998) published by National Textbook Company/Contemporary Publishers, entitled *Celebration of FLES*, with royalties coming to the AATF, can be a resource for French teachers on all levels in planning FLES* programs. Where there are constraints about starting Sequential FLES, FLEX, or immersion programs, other creative ways should be developed to help create a French presence in elementary schools, such as French clubs, French aerobics for children and parents, French soccer, mini courses taught by high school or college students, etc. Fortunately, we now have some very helpful and convincing research which can assist in planning programs that work and that help to promote French. The important research on the positive results of the 1998 AP French examination demonstrated that the earlier students started their study of French, the higher their grades on the AP examination. Please contact the FLES Commission chairs for further information and assistance.

Another new initiative is the mobilization of retired teachers of French. We think that there are many retired teachers who worked in the schools or universities who would be pleased to be asked to help with the promotion of French activities. A national program, headed by Joanna Crane (AL) has been unanimously approved by the Executive Council. More details are available through chapter presidents and regional representatives and in the next issue of the *National Bulletin*. If you are interested in this program, or if you know somebody who would like to help, please contact your chapter president.

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I am pleased to announce the creation of four new Commissions on various school and university levels devoted to identifying the needs and concerns of French teachers, finding creative ways to provide assistance, creating special projects, and recruiting new members on the various levels. The new Commissions will deal with: (1) the Middle Schools; (2) the High Schools; (3) the Community Colleges; and (4) the Universities and Colleges. They will be working closely with many of the existing Commissions, including the Articulation Commission, chaired by Thomas Cox (CA) and Judy Johannessen (MN) and the FLES Commission mentioned earlier. If you are interested in working actively or one of the new Commissions, please let me know, and I will forward your request to the appropriate Commission Chairs who will be named shortly.

All teachers of French are encouraged to work at getting students excited about learning French on all school and university levels! I encourage all teachers of French to contact National Headquarters for all the helpful promotional materials available, at very low cost: the two promotional videos, the promotional flyers to enliven your French classroom, and the appealing motivational items which can be used as prizes, rewards, and incentives for French students' outstanding performance in French.

Using the “ingo” of Public Relations, promotion of French starts in the French classroom with an enthusiastic teacher and an effective academic program which meets the needs and interests of ALL students. In other words, we have to have an “excellent product.” Promotion of French goes beyond the classroom to the rest of the school (to the administrators, the guidance counselors, the deans, the provosts, etc.), to the school community (e.g., courses in French at football games or exhibits at local libraries), and well beyond that to the local community, the Chambers of Commerce, the local and state fairs, the PTA’s, etc. In addition to our scholarship and our knowledge of French language and cultures, what we need for the promotion of French are the three “Vs”: la visibilité, la vitalité, et la vivacité”

Bien cordialement.

Gladys Lipton
President, AATF

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AATF SMALL GRANT AWARDS CONTINUED FOR 1998-1999

At the Montreal Convention, the Executive Council again renewed the AATF Small Grants program to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is $5000, with the maximum award being $500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs—or less if the Chapter treasury cannot meet the challenge—must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by March 1, 1999: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought; INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the National Bulletin: 1989, 1990, 1991, 1992, 1993, 1995, 1997, and 1994 (Nov. issue), 1996 (Sept. issue). However, new types of projects will also be given full consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for La Fête Nationale de la Francophonie are particularly encouraged. All requests will be acknowledged and results will be announced by the end of March 1999.

Jayne Abrate
Executive Director

Volume 24 Number 1 AATF NATIONAL BULLETIN

September 1998

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Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

Deadlines for submissions of materials to the National Bulletin: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.
AATF RECEIVES IMPORTANT GIFT

Retired AATF member Walter J. Jensen has given a gift of IBM stocks valued at over $12,000 to AATF. The stocks are not to be sold but rather have been placed in the Endowment Fund. Professor Jensen has stated that he hopes his gift will encourage other AATF members to make contributions to the Endowment Fund.

Professor Jensen, a California native, received his B.A. in Political Science from UCLA and also studied at Berkeley where he completed a French major under Professor Alice Habis-Reutinger. He received an NDEA scholarship to spend an academic year at Penn State University. He continued his graduate studies at the University of Massachusetts in Amherst and at Assumption College in Worcester, Massachusetts receiving an M.A. in French Language and Literature. He taught French at Westfield State College in Westfield, Massachusetts, holding the rank of Associate Professor at the time of his retirement.

A member of AATF for over forty years, Professor Jensen was active in the Western Massachusetts Chapter as Secretary-Treasurer for two years and as President for two years. Several times he served as Chapter Delegate to AATF annual national conventions.

Since his retirement to Florida, he has remained active as presider of a French Conversation Club that meets twice monthly.

AATF is not the only beneficiary of Professor Jensen’s generosity. He established a substantial scholarship fund with Phi Beta Kappa to award an annual year-long scholarship for French study in France. He has also made substantial gifts to the French Institute in Worcester, Massachusetts.

AATF is most grateful to Professor Jensen for his generous gift and hopes, as he does, that it will inspire other members to make gifts—large or small—to the Endowment Fund as well as to the Fund for the Future of the AATF. President Gladys Lipton has said "This gift is particularly timely, as there is a growing crisis in the teaching of French across the country, and we must make every effort to improve the situation .... we are planning a Fête Nationale de la Francophonie to make the public and the school decision-makers aware of the many benefits of studying French in this global society. We are hoping to reach EVERY teacher of French in this national effort, providing them with all kinds of support materials which will help them improve the role and status of French in their local schools and communities. The AATF is comprised of 10,000 members currently, and if they all participate in this effort, we hope to be able to turn the situation around!"

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future exists to support initiatives approved by the Executive Council which serve to promote the cause of French studies across the U.S. In upcoming issues you will read about numerous projects that are under development for promoting French, for increasing professional development opportunities for French teachers, and for establishing new means of communication.

Please consider making a donation to the AATF Fund for the Future. Any amount is significant. We are nearly 10,000 members strong, and if every member donated only $1, we would have $10,000 to devote to scholarships and the development of pro-
motional materials and activities.

Mr. Walter Jensen has just set an example with his generous gift to the AATF. As you return your dues invoice this fall, make a contribution to the Fund for the Future. A contribution made in 1998 is deductible on your 1998 income tax return.

Members can contribute any amount to the Fund. Those giving $25 or more enter into the following categories: Contributing members ($25-49); Sustaining members ($50-99); Patrons ($100-499); Sponsors ($500-999); Benefactors ($1000 and above). A complete list of contributors to the Fund for the Future will be published in the November National Bulletin.

JUMPSTREET TOURS
$1000 SCHOLARSHIPS

During the recent AATF convention in Montreal, Jumpstreet Tours, Inc., located in Montreal, organized 90-minute bus tours of Montreal for attendees and their families. A $10 fee was charged to register for the tours, and all proceeds will go toward scholarships for an AATF member to return to Quebec during the summer of 1999 to study. We are pleased to announce that two $1000 scholarships will be available. Details regarding the application process and selection criteria are still being finalized. Please watch the November and January issues of the National Bulletin for more information and an application form. The AATF would like to thank Jumpstreet Tours and Mark Clarke for this generous support for French teachers. The application deadline will be February 28, 1999.

1999 AATF SUMMER SCHOLARSHIPS
PRELIMINARY ANNOUNCEMENT

For the past three years, the AATF Summer Institute was held in Lyon. The French Cultural Services provided scholarships which covered room, board, local travel, and programming for a three to four-week séjour d’immersion in France during the month of July. The AATF, with support from Indiana University, also provided the services of an accompanying mentor and a $300 stipend per participant to help defray travel costs. Participants must agree to participate in all Summer Institute activities and produce a pedagogical project which will later become available to other teachers as part of the AATF Lending Library.

In addition, the Université de Montréal has provided at least one scholarship for the past several years, and we hope that this will continue as well.

At this time we are unable to confirm the exact dates, location, conditions, or number of scholarships but wish to inform interested members that more details and application materials will appear in the November National Bulletin. They will also be posted on the AATF Web site [http://aaff.utsa.edu] as soon as they are available. Note that the application deadline for both scholarships is February 5, 1999.

1999 AATF CONVENTION
ST. LOUIS, MISSOURI
JULY 11-14, 1999
MARRIOTT PAVILION HOTEL
MESSAGE FROM THE EXECUTIVE DIRECTOR

Jayne Abrate

As this year winds down following the successful convention in Montreal, we look forward to the 1999 convention in St. Louis and Paris in the year 2000. The dates for the 1999 convention have been set—July 11-14 at the Marriott Pavilion Hotel. The convention is a wonderful opportunity to get new ideas for the classroom, hear sessions in French, speak French with colleagues, and re-energize yourself for the upcoming school year. Those of you who are the only French teacher in your school or who feel particularly overwhelmed by the presence of Spanish in your school can come to the AATF convention to find a place where French predominates, where others are confronting the same enrollment difficulties as you, and where colleagues are reporting on their successes both in and out of the classroom. Since the convention ends on July 14, a post-conference excursion is being planned to allow congressists to participate in Bastille Day festivities, probably in St. Genevieve, Missouri. (See Charles Ballesi’s article on the French influence around St. Louis on page 31) St. Louis is also a great place to bring the family for a mid-America vacation! A call for papers appears on page 21 of this issue. Check the AATF Web site for information on the convention starting in December at [http://aaf.utsa.edu/].

The AATF Executive Council, in particular President Gladys Lipton and myself, represents your concerns nationally. I attended the JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages and International Studies) board meeting in January and delegate assembly in May. Meeting with representatives of the other major language associations is an important way to compare notes, find more efficient ways to do business, and to speak to national issues of concern to language teachers. Precoding the delegate assembly in May, I participated in the visits to Capitol Hill and was able to speak to one of my Senators, Senator Richard Durbin, as well as the legislative aides to Senator Carol Moseley-Braun and Representative Glenn Poshard. My fellow delegates also spread out to speak with their Senators and Representatives in favor of increased funding for education and for foreign language education, in particular, as well as increased support for professional development for language teachers.

The National Standards in Foreign Language Education Collaborative Board also met twice during the past year. Funds from the sale of the original National Standards document are being used to develop language-specific adaptations of the generic document for French, German, Spanish and Portuguese, Italian, Russian, Classics, Japanese, and Chinese. The language-specific documents will be published together with the original and should be ready for dissemination to the public at the ACTFL convention in Chicago in November. The Collaborative will now turn its attention to implementation of the standards as well as participation in the development of national teacher standards, both entry-level and accomplished, and the training of future teachers.

One big change that members will notice this fall is the new format for the dues renewal invoice which you should receive in late September or early October. The invoice will now be a full page in size which allows us to include more information on dues categories, sufficient space for telephone numbers and e-mail addresses, as well as a questionnaire on the back. From time to time we will use this space to gather data which will be of use to us as we request outside funding for special projects and to provide data on important issues such as enrollment trends in French or teacher needs. Please take the time to fill out this first questionnaire on Internet access, even (or especially) if you do not use the Internet regularly. Furthermore, the 1998 membership directory will include e-mail addresses for the first time.

If you do not already check the AATF Web site regularly, please do so. We continue to use this award-winning Web site [http://aaf.utsa.edu/] to post information of interest to members, particularly announcements which involve deadlines which it is not possible to include in the French Review or the National Bulletin. Application forms, order forms for materials, and the most recent information on the year's convention are among the items you will find. Chapters that have Web pages can have their pages linked to the main AATF site by contacting Webmaster Townsend Bowling [bowling@texas.net]. The Promotion Commission has set up a discussion forum for programs in difficulty, and in coming months you will see other forums of particular interest to French teachers.

Plan now to participate in the Fête Nationale de la Francophonie, November 4-10, 1999. In order to make this a national event, each region, AATF chapter, school, and individual teacher needs to plan now for activities, events, and celebrations to generate interest in la Francophonie and the study of French.

Belonging to your professional organization is crucial. The AATF has nearly 10,000 members, a figure which astonishes our counterparts in other countries, but we do not reach all French teachers in the U.S. The AATF is the only national voice specifically for French teachers, and a role for national events such as Le Grand Concours or the Fête Nationale de la Francophonie can occur only because of our well-developed network of French teachers. Please encourage your colleagues to join us, to add their voices to yours as we seek to strengthen the place of French studies in the school curriculum, to implement National Standards for the teaching of French, and to develop new programs and initiatives to promote the French language and French-speaking cultures. Other teachers across the country are facing the same issues and problems; learn about their successes so that we do not duplicate our efforts and can better present the importance of French studies to the public and our potential students.

Jayne Abrate
Executive Director
E-mail: [abrate@slu.edu]

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON CULTURAL COMPETENCE


AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE


Prices are subject to change without notice.
Dr. Charles J. Balesi, a teacher at the Sayre Language Academy in Chicago and Chevalier in the Ordre des Palmes Académiques, has been awarded annually the "Prize of the Souvenir Français" during a ceremony at the New York Consulate General of France. The award was bestowed by Mr. Christian Bickert, President of Souvenir Français. The award was made not only for Dr. Balesi's book *The Time of the French in the Heart of North America, 1673-1818*, but also for his efforts on behalf of the dissemination of knowledge about the French historical roots in North America, the preservation of French culture and historical sites, and the defense of Francophonie. In particular, in 1993 Dr. Balesi founded the French Heritage Relief Committee in response to the catastrophic Mississippi River flood in order to provide funds for the repair of the bell given by King Louis XV to the Church of Kaskaskia in Illinois and to buy the historic Amoureaux House in Ste. Genevieve, Missouri, that was later officially given to the State of Missouri by the Ambassador of France.

The *Souvenir Français* is a national French society founded in 1872 and is based in Paris with several chapters around the world. It operates under the auspices of the President of the French Republic and an Honorary Board including the Prime Minister and several ministers of the French government.

Dr. Sandy Jean McIntyre II, Past-President of the Maryland Chapter of AATF and Distinguished Professor Emeritus of Foreign Languages, has been honored for his fifty years of teaching and international service at Morgan State University by the inauguration of the "Dr. Sandy Jean McIntyre II International Award." He now wears the International Sash created especially for his award.

Dr. McIntyre was appointed to his teaching position in 1948 and, since 1959, has been Director of Morgan's Fulbright Program, which is internationally recognized for its success. Dr. McIntyre was himself a Fulbright Scholar to France, as well as to Israel, Senegal, Mali, Gambia, and Liberia. He is Honorary Consul of the Republic of Senegal (Ret.), former Honorary Consul of the Republic of Haiti, former Visiting Proctor of the Consular Corps College and International Consular Academy, and Past-Chairman and President of the Consular Corps of Baltimore and the Association of Foreign Consuls in Maryland. He holds numerous awards and international distinctions. He has been decorated by the French government as Chevalier and Officer in the Ordre des Palmes Académiques. In addition, he was appointed to the IIE Fulbright Advisory Commission and an IIE Guest Lecturer and Consultant.

The Dr. Sandy Jean McIntyre II International Award Sash, designed and tailored specifically for this award, is inspired by the diplomatic sash customarily worn for formal occasions by ambassadors, consuls, and other dignitaries. It is of red satin, accented with a traditional rosette and blue, white, yellow, and green ribbons, representing the flags of the United States of America, France, Senegal, and other countries with which Dr. McIntyre has had contact in his diplomatic and academic careers. In the center front of the sash, there is featured a specially commissioned gold medal (struck by Charles Nusinov and Sons) which features a world map enclosed by laurel wreaths and the name of this award.

Dr. Albert Valdman, Rudy Professor of French and Italian and Rudy Professor of Linguistics at Indiana University-Bloomington and former President of AATF has recently received several important awards. Holder of the ranks of Chevalier and Officier in the Ordre des Palmes Académiques, Dr. Valdman has been promoted to Commandeur, the highest rank in the order.

Rebecca Valette, ancienne présidente de l'IAATF, a été décorée lors du Banquet d'honneur de l'IAATF à Montréal de l'Ordre National du Mérite par Jean-Paul Rivereon, Consul Général Adjoint du Consulat de France à Montréal. Le texte de ses remarques suit:

"Rebecca Valette, tous vos collègues et amis, réunis ici ce soir, connaissent beaucoup mieux que moi le brillant parcours de votre longue carrière professionnelle, et je ne pourrai que rappeler quelques faits saillants dans le temps dont je dispose. C'est à l'Université du Colorado, d'où vous avez reçu votre doctorat en littérature française, que vous avez commencé votre
carrière d'enseignante. Pendant deux ans à l'Université de la Floride du Sud vous vous êtes spécialisée dans les méthodes d'évaluation. Depuis 1965 vous êtes professeur à Boston College où vous avez développé le laboratoire de langues, coordonné le programme de français, et formé des professeurs de français.

Vous êtes connue pour vos textes de pédagogie qui ont été utilisés par des professeurs non seulement ici présents mais partout dans le monde parce qu'ils ont été traduits en français, en allemand, et en japonais.

Avant votre mari vous êtes l'auteur d'un grand nombre de manuels fort connus qui incorporent les nouvelles méthodes et technologies et qui ont permis la revitalisation du français aussi bien au niveau secondaire qu'au niveau universitaire.

Après avoir été active au sein d'organisations professionnelles comme, bien sûr, l'AATF, vous en êtes devenue successivement Vice-Présidente pendant six ans et Présidente. Pendant votre mandat, vous avez assuré le succès de congrès nationaux à Strasbourg, à San Diego, et à Québec.

Vous avez participé à l'élaboration de la vidéo "Le français m'ouvre le monde" et à toutes les activités promotionnelles qui en ont découlé.

Toutes ces activités que je viens de mentionner ne représentent cependant qu'une faible partie des contributions que vous avez apportées au développement et à la promotion de la langue et de la culture françaises.

Le fait est que l'amour du français n'a pas toujours été au centre de vos préoccupations puisque vous avez été élevée dans un foyer où on parlait allemand et que vous vous êtes d'abord intéressée aux études scientifiques.

Il aura fallu une série d'accidents fortuits pour que vous retrouviez le droit chemin lorsque vous avez décidé d'explorer le monde et de mettre à profit la possibilité d'une bourse d'études en France. C'est là où votre amour pour la langue et la culture française est transformé en passion grâce aux trichements d'un jeune Français qui s'est mis à votre service.

Madame, c'est en reconnaissance de tous vos mérites, du dévouement que vous avez toujours porté à votre vocation d'enseignante de français, à la rigueur professionnelle dont vous avez toujours fait preuve, et à la dignité avec laquelle vous avez mené toutes vos activités, que le gouvernement français vous décerne aujourd'hui l'Ordre du Mérite».


**Projet bibliothèque**

Comment? Une bibliothèque sans livres? Impossible! Ça ne se peut pas! Il faut faire quelque chose - qu'est-ce que nous pouvons faire?

Sœur, quelle était l'expression utilisée lorsque Margaret Parsons, professeur de French at John Jay High School (Katonah, New York) révélait son idée à un projet pour le Westchester Chapter of the AATF, Margar- net had spent three weeks during the previous summer in Senegal, traveling with a group interested in exploring the country and meeting the local populace. As she related her adventures it was obvious that this trip had been not only educational but also inspirational. When her group visited the town of Sédhiou (population 23,000) the principal of the high school proudly took them on a tour of the school and its new library. While impressed with the facilities, Margaret was troubled by the empty shelves in the library. New shelves, but no books — this cannot continue! And thus the project began to take shape. Why not try to fill these shelves? Why not invite members of the Westchester chapter to contribute books from their personal collections to help to fill these shelves and to share the wonderful world of French literature with these young scholars?

And so Projet bibliothèque was born. A letter went out to Chapter members, inviting them to peruse their shelves for books which, while still valuable, they would not need in the future. A small committee volunteered to be "collectors," accepting contributions which were either deposited with them or which they personally collected. The French Clubs from Rye Country Day School and the Hackley School both offered to hold fund raisers and to use the money raised to purchase books for the school. AATF National Headquarters gave a matching grant of $350 to the Chapter to help pay for the shipping costs. The U.S. Postal Service which has a special rate for books being sent to Africa willingly supplied the shipping bags and labels. Finally, on May 2, 162 pounds of books packed in 5 mailing bags were tagged and delivered to the post office, ready for their long ocean voyage and their final home in Sédhiou.

It is hoped that this was only the first of what will be several shipments as the project continues in the fall semester. A letter will go to members in September reminding them of the double benefit of contributing books no longer being used—clean shelves and grateful readers. The collectors are ready and willing to pick up the books and to bag them for shipment. And the students and teachers of Sédhiou are eager to read everything they receive. Bonne lecture!

Committee of "collectors" (l. to r.): Margaret Parsons, John Jay High School (NY); Geraldine O'Neill, Pace University (NY); Norma Mealy, Rye Country Day School (NY)

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Check out the AATF Web:
http://aaf.utsa.edu/
Commission for the Promotion of French Hotline:
http://aaf.utsa.edu/hotline/hotline_welc.htm
Coming in mid-September: A New French Review Web site:
http://www.montana.edu/wwwaaf/FRENCH_REVIEW/
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LA FÊTE NATIONALE DE LA FRANCOPHONIE: TWO WAYS TO WIN PRIZES

Essay competition

An essay competition is being organized by the committee responsible for orchestrating celebrations of La Fête Nationale de la Francophonie. Teachers of French are invited to have their students write a 500-word essay, in English, on the following topic: “Speaking French means membership in the extended Francophone family: diverse, dispersed, but linked by language.” The co-chairs of the committee, Margot Steinhardt and Jacki Thomas, hope that students doing research for their essay will discover the wealth of opportunities available to speakers of French to communicate with peoples from around the world. Winners will be announced in time for them to be recognized in their communities during the week-long celebrations of la Francophonie, November 4-10, 1999. Prizes will be awarded for students from middle school and from senior high school. Teachers should attach to student’s essay a separate piece of paper with the following information: name and age of student, name and address of school, and name and phone number of French teacher. The essays should be postmarked no later than December 31, 1998 and mailed to Dr. Jacqueline Thomas, Campus Box 162, Texas A&M University-Kingsville, Kingsville, Texas 78363.

Francophone Bowl

Steinhart and Thomas are also planning a Francophone Bowl. In four issues of the National Bulletin beginning November 1998 they will print ten questions in the series “What do you know about Francophone countries?” All correct answers will be entered into a raffle and the prize-winning entries will be drawn on November 4, 1999, the first day of La Fête Nationale de la Francophonie. Students should send their answers on a postcard, in clear handwriting or printed, to Dr. Jacqueline Thomas, 200 Walden, Portland, TX 78374.

AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for $7.50 name. Group correspondence is available for $7.50/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: Bureau de Correspondance Scolaire, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; FAX: (618) 453-5733.
VUES DU CONGRÈS 1998 À MONTRÉAL

Déjeuner offert au Conseil Exécutif par le Ministère des Affaires Internationales du Québec: (de gauche à droite) Huguette Lachapelle, Présidente de l'Association Québécoise des Professeurs de Français; Jayne Abrate, Secrétaire générale de l'AATF; Michel Robitaille, MRIQ; Gladys Lipton, Présidente de l'AATF; Monique Lebrun, Université du Québec à Montréal; et Albert Valdman, Président sortant de l'AATF.

Banquet d'honneur où se retrouvent (de gauche à droite) Bob Lipton; Présidente Gladys Lipton; et Philippe Barbaud, Université du Québec à Montréal.

Membres honoraires de l'AATF, nommés en 1997 et honorés à Montréal (de gauche à droite): Fred Jenkins, ancien Secrétaire général de l'AATF; Rebecca Valette, ancienne Présidente de l'AATF; et Bernard Morseau, ancien Attaché linguistique auprès du Consulat de France à San Francisco.

Manifestation Rue St. Denis lors du Festival Juste Pour Rire
LE CONGRÈS 1998

Plus de 800 personnes étaient au rendez-vous à l'hôtel Reine Elizabeth à Montréal pour le 71e Congrès Annuel de l'AATF, tous réunis dans le cadre amical et réjouissant de la deuxième ville francophone au monde—11 ateliers, 147 sessions, 8 réunions de Commissions, 55 kiosques dans le salon des expositions. Le déjeuner d'ouverture aussi bien que le banquet d'honneur ont rassemblé chacun plus de 200 participants qui ont profité de l'occasion pour se retrouver entre amis, goûter une cuisine montréalaise exquise, et parler des thèmes évoqués lors des sessions.

Nos partenaires et collègues québécois et canadiens ont partagé leurs expériences et ont suggéré de nombreuses voies de collaboration éventuelle pour la promotion et l'enseignement du français. Sept associations québécoises ou canadiennes de professeurs de français sont intervenues lors des sessions afin de parler de leurs objectifs et des projets en cours. Deux invités d'honneur québécois ont donné des sessions: Mme Camille Marchand du Ministère de l'Éducation du Québec et Philippe Babaud de l'Université du Québec à Montréal, et, bien sûr, Roch Carrier qui a présenté la session d'ouverture.

Le Ministère des Relations Internationales du Québec a soutenu notre congrès de plusieurs façons, avec un déjeuner offert au Conseil Exécutif présidé par Michel Robitaille, avec une magnifique exposition de photos du Québec ainsi que des affiches qui en ont été tirées offertes à chaque congressiste, et des prix de présence distribués au déjeuner par M. Bernard Denault. De plus, ils nous ont assuré de leur soutien pour l'organisation de la Fête Nationale de la Francophonie. Nous voudrions les remercier aussi bien que Louise Morin et Marie-Claude Delisle qui ont collaboré à l'organisation de ces événements.

Il ne faut certainement pas oublier la contribution de nos collègues français. Malgré les difficultés entraînées par le fait que le Canada ne relève pas de leur autorité, les Services Culturels étaient bien représentés par Olivier Bouin, Attaché Culturel et Scientifique, et Fabrice Jaumont, Attaché Linguistique, au Consulat de France à Boston. Les Services Culturels ont également co-sponsoriés avec l'AATF la réception qui a égayé l'ouverture des expositions jeudi soir. M. Jaumont a présenté une session sur les accents de la francophonie et a contribué la cassette incluse dans la malette du congressiste.


Vendredi les congressistes ont pu participer à plusieurs sorties, des visites de la ville tout le long de la journée organisées par Jumptreestours (voir l'annonce à la page 3), une soirée cabaret offerte par Claudia Hommel, et des excursions pérenne, dîner au bord de la rivière, et vol au-dessus de Montréal organisées par Prométhée.

Dimanche et lundi, de nombreux congressistes ont profité des excursions post-congrés à Chicoutimi, organisée par l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi; à Québec, organisée par Prométhée; et à St. Pierre et Miquelon, organisée par le Francoforum.

En visitant le site Web de l’AATF [http://aaf.utsa.edu/], vous pouvez toujours consulter le programme du congrès, regarder les photos prises pendant les événements, et vous renseigner auprès des exposants qui ont des liens à partir de notre site. Les pages consacrées au congrès de Montréal resteront jusqu'à la mise en place de celles pour le congrès de 1999 à St. Louis.

AAFT NAMES TWO NEW HONORARY MEMBERS

At the AATF Awards Banquet on July 25 during the annual convention in Montreal, two new honorary members were welcomed to the AATF. In addition, three recipients from the 1997 Nashville convention were formally recognized (see photos, p. 8).

Jacques Pécheur receiving his award from President Gladys Lipton.

Jacques Pécheur has served since 1984 as Editor-in-chief of the review Le Français dans le Monde, arguably the most pedagogically-oriented professional journal in the field of French studies. A signal feature of FDM under his tutelage is the adjunction of two annual thematic issues in which specific issues in the description of French language and culture are presented with pedagogical applications.

In addition to his editorial duties, Jacques Pécheur has participated in a wide variety of activities whose objective is to introduce teachers of French to current issues in culture and civilization. He has lectured and given workshops in professional meetings in countries from Uganda to Poland and from the U.S. to Brazil.

Jacques is well known to many American teachers due to his participation in workshops organized by the Alliance Francaise and his frequent presence at the Northeast Conference. He has attended numerous AATF conventions and served on the Local Committee for the 1996 Lyon meeting.

In addition, 1997 recipients Rebecca Valette, Fred M. Jenkins, and Bernard Moreau received official certificates of honorary membership. We would like to welcome all five of these very deserving individuals to honorary membership in the AATF as well as thank Bernard Petitt and Albert Valdman for their letters of nomination for this year’s candidates.
THREE WINNERS OF TEACHING AWARDS ANNOUNCED

AATF is pleased to announce the following winners of the National Awards for Excellence in Teaching French for 1998. At the Elementary School Level, Julie Maddox of Latonia Elementary School, Covington, KY; for the Secondary School Level, Nancy Gadbols of the High School of Science & Technology, Springfield, MA; and for the Post-Secondary Level, Bonnie Adair-Hauck, University of Pittsburgh (PA). No award was made at the Middle School Level. Congratulations to all three for their outstanding work!

Julie Maddox teaches French in the Covington Independent School System (KY). She received the B.A. in French with highest honors from the University of Louisville and the M.A.T. as well as a Rank I in Gifted Education from Northern Kentucky University. Ms. Maddox teaches grades four through six at Latonia Elementary School and night classes at Northern Kentucky University. In 1990 she received an ACTFL scholarship to study the teaching of foreign languages to children and in 1991 a similar scholarship from NEH to study in Georgia and Quebec. Ms. Maddox has also studied at the Centre International des Langues in Brittany, worked in a hospital in Montpellier, France, and studied French Antillian culture in Guadeloupe. In 1996 she won the Kentucky Project Recognition Award for a WWII unit on France she constructed from materials obtained on a 1994 NEH scholarship to Caen, France. In 1995 she was selected by the Kentucky Department of Education to be the teacher of the year for the Covington School System. Ms. Maddox has served on the Board of Directors of the Alliance Française of Cincinnati and was treasurer for the AATF Kentucky Chapter. She is a member of Delta Kappa Gamma, a national women educators’ organization.

Nancy J. Gadbols received her M.A. in French literature from UMass, Amherst in 1973 and has been a constant learner since that time. She has been in the Springfield (MA) Public Schools for 13 years and is currently at the High School of Science and Technology where she delights in using the Internet to enhance classroom learning.

Nancy Gadbols
Nancy and her students are featured in the National Standards video produced in cooperation with ACTFL and Heinle & Heinle, soon to be released.

She recently completed a 6-year term on the Board of Directors of the Massachusetts Foreign Language Association and was the co-chair of the Western MA Collaborative of Foreign Language Teachers.

Professionally, she attends conferences sponsored by ACTFL, MaFLA, Northeast Conference, as well as AATF, where she has presented on long block scheduling, creative ways to present issues of diversity, and on the National Standards.

Her summer work has included seminars on curriculum issues and technology, thanks to grants from the National Foreign Language Resource Center at Iowa State University as well as the University of Hawaii. She has also done several NEH institutes on Canada and France in the 19th century.

She enjoys escorting students to France as well as to Broadway and has just returned from her 14th trip to see Les Misérables. She resides in Southampton, MA with her husband, Jack, and three sons.

Bonnie Adair-Hauck (Ph.D. University of Pittsburgh) has taught French at both the high school and college levels. She is presently teaching graduate courses in foreign language theory and methodology at the University of Pittsburgh. During the 1980s she taught elementary through advanced-level French courses at La Roche College where she designed a Modern Language Oral Proficiency Certificate Program for non-language majors which stimulated a 50% increase in student enrollment in French. During the 1990s she has concentrated her efforts in the area of foreign language teaching and research. Her research interests, which are grounded in a Vygotskian approach to language development, include classroom discourse analysis, the benefits of a story-based approach to language learning, and authentic assessment. Recent publications include: "Meaning-Making through a Story-Based Approach," "Practical Whole Language Activities for University and Secondary Students," "A Story-Based Approach to Teach French Grammar," "Authentic Assessment and Secondary Language Learning," "Investigating the S0PI (Simulated Oral Proficiency Interview) as an Assessment Tool for Secondary Language Oral Proficiency," and "Developing French Immersion Programs for Secondary Learners." Her article, "Méthode d'enseignement des langues étrangères à l'intérieur de la zone de développement proximal," which was co-authored with Richard Donato, was selected by La Revue Canadienne des Langues Vivantes to be included in their special 50th anniversary edition. The Northeast Conference Board selected her article on "Meaning-Making through a Story-Based Approach" to address the Communication Standards for the new National Standards on Foreign Language Learning. Dr. Adair-Hauck is presently working on a two-year research project with colleagues from Carnegie-Mellon University on Evaluating the Integration of Technology into the French Curriculum.

Bonnie Adair-Hauck
Dr. Adair-Hauck has received grants from the National Endowment for the Humanities, the Pennsylvania Humanities Council, and the U.S. Department of Education which have enabled her to design collaborative projects for AATF elementary-secondary teachers and their students. These projects have included research studies to investigate issues such as a creative approach to teach French grammar or syntax, feasible formats for authentic assessment, and language learning anxiety and oral proficiency performance. She has also collaborated with Pennsylvania French teachers to design French Immersion Programs, including a FLES French Summer Camp. Presently, she is collaborating on an ACTFL/U.S. Department of Education research project regarding the assessment of the National Standards for Foreign Language Learning.

Dr. Adair-Hauck is currently President of the Pennsylvania State Modern Language Association. She served as President of AATF’s Western Pennsylvania Chapter (1990-93) and has served as an executive board member for numerous professional organizations.
The four chapters of Region I held several successful meetings during the 1997-1998 school year. If participation by the membership is a measure of success, President Deana Schiffer, Nassau Chapter, organized a lecture presented by Dr. Leonore Ganschow and Ms. Elke Schneider of Miami University (OH) on "Teaching All Students: From Research to Reality" jointly with the local chapter of AATSP. Over 90 teachers attended, all eager to expand their understanding of this important topic as an increasing number of children with learning difficulties appear in their classes. President Adrienne Greenbaum, Suffolk Chapter, sought to explore Francophone resources in her region by planning a visit to a former forge with a French heritage for the fall and a winter luncheon at a local French restaurant, where the French chef delighted and entertained participants as they dined. The Metropolitan Chapter, under the guidance of its President, Michel Broquet, and with the help of an active Executive Council, planned three meetings with three successes. The fall choice highlighted student exchanges and trips abroad, a popular topic which attracted over 40 attendees at the Alliance Française. M. le Sénateur André Maman, Secrétaires des Français à l’étranger, was the luncheon speaker at the annual GALA in March, sharing observations about France and the European Union as they move to monetary solidarity. Pace University (Manhattan) hosted the third well-attended meeting in late April focusing on the use of technology in the foreign language classroom. The Westchester Chapter, led by Co-presidents Geraldine O’Neill and Jackie Vetter, hosted a discussion at the fall meeting by M. Yann Thibaut from the SCULE (formerly BCLE) of the French Embassy. M. Thibaut explained the workings of the SCULE and how it aid an helpful teachers in recruiting and retaining students. A successful winter meeting focused on the role of the Middle School in developing strong French programs, a topic which attracted many new members. The Westchester Chapter was also the recipient of an AATF Small Grant Award to help finance its "Projet bibliothèque" (see page 6 of this issue). Finally the Cercle littéraire, begun some four years ago under the direction of then President Gisèle Carruth, is flourishing. Titles are selected, read, and discussed every two months by the more than 13 participants and have included works by Albert Camus, Maryse Condé, René Despentes, Gabrielle Roy, and André Malraux. The diversity of topics and stable interest suggests that the several chapters of Region I are working to support the membership at all levels. Félicitations! Two members of Region I were awarded summer scholarships to Lyon: Laura Wuerdeman of Pearl River, NY, and Charles Gysel of Staten Island, NY spent four weeks in this gastronomic capital of France studying the language and developing a project which they plan to use in the classroom upon their return. Jonathan Keuffman was the Region's "Coupe du Monde" winner for the trip to France, an unforgettable experience for all of the lucky eleven.

Chapeau à tous!

Save October 3, 1998, for le Deuxième Congrès Régional de la Grosse Pomme! A second regional conference is being organized to take place at the Pace University campus in Pleasantville, NY. Jointly sponsored by the Dyson College of Arts and Sciences (PAE) and the SCULE of the Ambassade de France, this conference will be the first of its kind to be held on the Pleasantville campus. The program will focus on Technology in the Foreign Language Classroom, la Francophonie, le Français des Affaires, and la Promotion du Français. Participants will have ample opportunity to learn through hands-on experiences in the several finely appointed computer classrooms on the campus. A representative of TV5 will discuss ways to use TV5 in the classroom. Professor Thomas Speak, Lehman College, CUNY, has promised an interactive demonstration of distance learning. David Graham, President of NYSAFLT, has agreed to present la musique québécoise as he uses it in the class. Experts on Haitian, North African, and Québec literature will discuss the latest studies in these areas. Jayne Abrate, Executive Director of AATF, will lead participants through a program on using the Web to plan activities for and about Québec, and several meetings will focus on the upcoming Fête de la Francophonie, developing scenarios to meet standards requirements, and advertising for French. For further information contact: [mod.lang.tech@fsmail.pace.edu] or [geonell@ibm.net]. The $30 registration fee will include all programs, lunch, entertainment, and bus transportation in the Pace (Manhattan) campus. EN AVANT AVEC LE FRANÇAIS!

Geraldine O’Neill
Region I Representative

REGION II: FRENCH CONSUL HOSTS RECEPTION FOR AATF OFFICERS

On May 26, Mr. Maurice Portieche, Consul Général de France in Boston hosted a reception for officers and other active AATF members in the New England Region. Mr. Portieche took this opportunity to announce the creation of "France Boston," the French Web Pages for the New England Region which links all the regional chapters and state associations and offers the latest up-to-date information on cultural events, professional development opportunities, and addresses and information of all the officers of each AATF chapter in the region. The home address of France Boston is [http://www.franceboston.org]. Region II Representative Joyce Beckwith thanked the Consul for the collaboration between AATF and the French Cultural Services, specifically their sponsorship of technology workshops for the last 2 years, theCoupe du Monde trip, the summer scholarships to France and to St. Pierre et Miquelon, and their participation in the immersion sessions which are offered around the region.

Septième Congrès Régional: 30 avril-1 mai 1999

Marquez vos calendriers! The 7th New England Regional Conference will be held on April 30th and May 1st at the Holiday Inn of Worcester, MA. The theme of the conference is Le Français: un pari sur l’avenir. The Conference will open on Friday morning with six 3-hour workshops. Forty concurrent sessions are planned as well as a plenary session on "Europe 2000" and a table ronde on "Nouvelles Technologies." Hosted by the Eastern MA Chapter, this conference will hopefully attract not only many of our New England members but also members from Region I (Greater NY) and Region III (NY state). Worcester is very centrally located on the Mass Pike or Route 495. It has its own small airport but is less than an hour from Logan Airport in Boston. Speaking of airports, Air France, who recently reopened their Paris-Boston route, has promised several round-trip tickets for the tombola. Letters asking for session or workshop proposals will be mailed to many AATF members in and out of the region with a return deadline of October 15. Anyone interested in presenting a session or workshop may contact the Regional Conference Committee at our new Web site: [http://www.franceboston.org/AATF99.html] for further information on the program. Conference chairs are Christian deRobert, Education Director of the French Library and Cultural Center, and Lison Baseilles-Bitoun, current President of the Eastern MA Chapter.

Region II: Chapter News

Eastern MA: Besides hosting the Spring Regional Conference, this active chapter has some exciting plans. The will sponsor a full-day French Immersion workshop on
October 29 at the Publick House in Sturbridge to kick off the 33rd Annual MaFLA Conference which begins this next day. National President Gladys Lipton will give a 2-hour workshop on FLES* for Superintendents and Curriculum Directors entitled "Reaching the Decision Makers." There are over 25 French sessions, including the Eastern MA Annual Meeting where Dr. Raymond Comeau, Co-Chair of the Commission for the Promotion of French will speak on the "Promotion Hotline," Gladys Lipton will speak on "La Fête Nationale de la Francophonie," and Fabrice Jaumont, Attaché linguistique at the FCS, will speak on new technology initiatives. Former AATF Vice-President Michèle Shockey will present a 2-hour workshop on MaFLA on "Connecting with Language: Interdisciplinary Ideas to Enhance Your Program" and will join Richard Ladd to do an AP Seminar. Richard's AP book has just been published. The chapter is also planning a visit to the Monet exhibit, opening in September at the Museum of Fine Arts, and a Saturday morning Immersion for first-year French teachers. L'Air du Temps, the Francophone music festival run by former Chapter President Brian Thompson, is scheduled from November 6-15. Brian is also a member of the Commission for the Promotion of French along with Regional Rep Joyce Beckwith, Janel Lafond-Paquin, and Richard Ladd, who will be answering the e-mail "Hotline." Congratulations to Rebecca Vallette on her recent award from the French government which she received in Montreal. Chapter Treasurer Rosanna Moakley participated in the Montreal Leadership Seminar. 1997 Summer Scholarship recipients Maureen Bemani and Barbara Eaton reported on their Lyon projects in Montreal. Chapter Secretary Valerie Stutter who heads "The French Traveler" escorted her first group of teachers to Paris and Lyon for a 3-week summer program which was so successful that she is planning to do two trips next year. *Coupe du Monde* winner, Jon Eddy (Newton South High School; Teacher: Phyllis Follett) will enter Harvard in the Fall with a double major in computer science and French. Brookline High School (Teacher: Rosemary Pearson) and Boston Latin (Teacher: Elaine Woodward) had runners up. Contest Administrator Janet Wohlers, who was ranked second in the overall Concours for enrollment, continues to do a sensational job.

**Western MA:** BRAVO to Nancy Gadbois (Springfield High School of Science & Technology) on being awarded the AATF Excellence in Teaching Award-Secondary Level at Montreal. A dinner in Nancy's honor was given by the region at the Montréalais Restaurant in the Queen Elizabeth Hotel. Nancy also presented a workshop at the Leadership Seminar on recruiting French students and was recruited herself for both the Commission for the Promotion of French and the Task Force on Strategic Planning! Joining Nancy for a session on the "Power of the Web" was Rita Oleksak. Rita also gave a session with Dan Battisti on cooperative learning. KUDOS to Secretary-Treasurer Gislèe Zachary for receiving the Treasurer of the Year award. Raymond Ourand (Westfield State) has assumed the responsibilities of Acting President. Contest Administrator Claire Stiffer also attended the Congrès in Montreal. Bess Harrington has joined the 99 Regional Conference Steering Committee and will chair exhibits. Congratulations to Summer Scholarship Winner Paula Christian.

**Rhode Island:** Pat Hayes' 4-year term as President ended in May, and the new President is Ken Rogers (URI). Thank you, Pat, for such dedicated service to your chapter and to our region. Chapter activities include an Internet workshop on September 19 at LaSalle Academy (sponsored by FCS) and joint meetings with RIFLA in December and May. RI was thrilled to have a Grand Concours semifinalist for the Coupe du Monde trip. Contest Administrator Paul Upole did an amazing job with last-minute interviews. Merci!

**Maine:** Congratulations to President Irène Marchenay who presented "Multiple Intelligences in the French Classroom" at the FLAME Conference last spring. Her workshop won the "Best of Maine" and will be presented at MaFLA in October and at the Regional Conference in the spring. Irène is also Contest Administrator for Maine.

**New Hampshire:** A large delegation attended the Congrès in Montreal including President Pam Knapp, Contest Administrator Sandi Anderson, and former officers Julia Dutton, Felice Carr, and Margaret Longford who presented a session on "Rémis Tremblay's Franco-American Civil War Novel Un Revenant." Their meeting with Olivier Boulin, Attaché culturel at the FCS in Boston, at the Luncheon was informative, and they were able to discuss upcoming joint projects. New Hampshire is now looking for a new place to host their annual Concours Awards Night. Happily, they have so many winners and such a huge turnout of students and parents that they have outgrown all facilities in Nashua and might be forced to move north to the state capital in Concord. President Knapp's enthusiastic Newsletter is to be commended, and Contest Administrator Sandi Anderson, who runs both NH and VT, deserves a medal!

**Vermont:** President Isabelle Kaplan is pleased that this chapter is finally coming together. There has been more interest recently since the chapter decided to focus on high school teachers and their professional development. A full-day meeting on "Adapting to the Standards" is scheduled in the fall, and Western MA members Nancy Gadbois and Rita Oleksak will give a workshop on the topic. Former Lyon Scholarship winner Barbara Andres has agreed to become the new Treasurer. Congratulations to Lauren Fleckers who won a Summer Scholarship to Lyon.

**Connecticut:** CHAPEAU to Tom Betts who was named Contest Administrator of the Year. This Chapter has not been able to take advantage of funding offered by the FCS in Boston because they are considered part of Greater New York by the FCS. Hopefully, this will change. Attaché culturel Olivier Boulin of the FCS and AATF Regional Rep Joyce Beckwith are writing an official proposal so that Connecticut can be placed in the New England Region (where it belongs, geographically, historically, and intellectually!) and in the future receive funding and participate in the AATF/FCS partnership which has been so fruitful for chapters in la Nouvelle Angleterre.

**MERCI à Fabrice Jaumont!**

Fabrice Jaumont, Attaché linguistique at the FCS in Boston will leave his post (the end of his service militaire) in December, and AATF members throughout the region will be sorry to see him go. Fabrice is responsible for setting up the "France Boston" Web site and also the Regional Conference Web site. He has given many workshops around the region on the Internet and on "Accents de la Francophonie," the text and cassette of which were in the Montreal malette pédagogique. Fabrice was also responsible for the generous funding by the FCS of two years of technology workshop which were given by all the chapters. Fabrice has been working closely with the Regional Conference Steering Committee on the program and entertainment and promises to remain in the Boston area and stay active with AATF. We certainly hope so. His participation in Chapter and State Conferences has been greatly appreciated, and his technological "know-how" and enthusiasm for AATF projects will surely be missed. Bonne Chance, Fabrice, et reviens nous voir!

Rendez-vous le 30 avril à Worcester, MA pour notre 7ème Congrès Régional! Venez tous nombreux!

Joyce Beckwith
Region II Representative
CHAPTER NEWS

CHICAGO/NORTHERN ILLINOIS CHAPTER

On March 21, 175 students from nine local high schools representing 11 Frenchophone countries of Europe, North America, the Caribbean, Africa, and Asia participated in a hugely successful all-day Francofête at Glenbrook South High School in Glenview, a northwest suburb of Chicago. Chapter executive council members Daniel Doak of the host school and Mary Lou Jenks of Morton East High School, along with Janet Kosonen of Warren Township High School and a dedicated committee, organized the event which included flag- and poster-decorated "pavilions" highlighting food, artifacts, music, and clothing of the various countries; a soccer shoot-out; a trivia contest; and a luncheon after which we were entertained by the Midway Ramblers Cajun Band.

The soccer shoot out was a foretaste of the May 2 spring program on the Coupe du Monde at Cyanro's Bistro on Chicago's near-north side. Featured speakers were Brazilian native Assir da Silva, Communications Manager for Commonwealth Edison, Chicago, whose presentation "FIFA, Football and France '98" was everything you wanted to know about soccer but were (perhaps) afraid to ask; and Didier Rousselière, Attaché Cultural Adjoint with the Services Culturales de Chicago whose "Ce soir, on vous met le feu" regaled us with his soccer experiences, particularly concerning the Olympique de Marseille club (his favorite). It ended up that the two speakers represented, respectively, the defending and eventual new Coupe champions. Pfauitls go to Rosalee Gentile, our incoming president, and her stellar committee for the fascinating program.

Prix du Chapitre at that meeting were awarded to Margot M. Steinhart, Barrington Middle and High Schools, for her outstanding teaching and many activities with the AATF; and Mary Ellen McGoey, Acting Chair of Modern Languages and Literatures at Northeastern Illinois University, whose fine work has made her school one of the prime resources for business French.

On October 23, along with representatives of the AATG and AATSP, and in collaboration with the Art Institute of Chicago, the chapter will hold its fall meeting in the form of a symposium. The three French workshops will focus on Mary Cassatt, Power Point and the beaux arts, and Impressionism. The symposium will be followed by a visit to the Cassatt exhibit at the Art Institute.

On October 27 the chapter is sponsoring Ionesco's Les Chaises, performed by la Compagnie Claude Beaucclair, Inter-Europe Spectacles, at Dominican University in River Forest.

Last but not least, French Contest administrator and executive council member Ted Haldeeman of Homewood-Flossmoor High School was awarded the Palmes Académiques for his outstanding work with the Contest and overall dedication to the promotion of French. The ceremony took place May 23 at the close of the Distribution des Prix at Dominican University.

John C. Tomme

MARYLAND CHAPTER

Members of the Maryland Chapter Executive Committee for the past academic year who will continue to serve the chapter during 1998-99 are: Carleen Leggett, President; Marya Zeigler, Vice-President; Lorna Wingate, Secretary-Treasurer; Sandye McIntyre II, Past-President. Two of these officers—Dr. Leggett and Dr. McIntyre presented a session and served as delegates at the Congrès in Montreal.

Among chapter activities since the last report were a Soirée Francophone Dramatique et Dansante; a workshop presented in cooperation with the Maryland Foreign Language Association; an Internet workshop for teachers of French; a Soirée de Théâtre; and the annual banquet and awards ceremonies.

The Soirée Francophone featured a French comedy—Comme Deux Tourtereaux—written by Dr. McIntyre and acted by French major alumni of Morgan State University. A senior member of the African dance troupe Sankofa, Brenda Brown, led a group of dancers in the presentation of authentic French West African music and dancing, in which the audience also participated. The program was dedicated to Dr. McIntyre, who has completed fifty years of teaching at Morgan State. The first public announcement was also made, during the program, of the decoration by the French government of Dr. Leggett, who has been named a Chevalier in the Ordre des Palmes Académiques.

The Atelier d'Automne has as its focus "les films dans la classe de français" and featured a lecture by Martha Horohoe of the Mersburg Academy. A workshop on "Surfing the Net" was designed to provide Internet resources to teachers of French.

Members of the chapter attended together a presentation of Beckett's La Dernière Bande at Goucher College. The annual luncheon and awards ceremonies were held at the Restaurant Jeannier and honored state, regional, and national winners of the Grand Concours, which continues to enjoy great success in the Maryland Chapter under the leadership of Ms. Wingate, Contest Administrator.

Carleen Leggett
President

NEW HAMPSHIRE CHAPTER

New Hampshire's enrollment numbers in AATF remain high; we have approximately 160 members from the elementary, secondary, and university levels. We would like to thank all who have joined over the past year, and we are sure that you have come to realize what a wonderful organization you are part of!

At last fall's annual meeting, Pamela Knapp was elected to serve another two-year term as President. Louise Gosselin, Secretary, was also reelected. Two new officers were elected: Paul Jacques, teacher at Bishop Guertin High School in Nashua, is the Vice-President, and Jim Lambert, teacher at ConVal High School in Peterborough, is the Treasurer. We would like to thank Felice Carr, who served as Vice-President for two years, and Susan Smith, who served as Treasurer for four years, for all their hard work and dedication. (Susan was voted "New Hampshire Foreign Language Teacher of the Year" in 1996-97.)

During the meeting, Louise Gosselin presented an extremely interesting and entertaining session on Senegal where she had visited the previous summer. Three of the officers wore authentic Senegalese clothing during this lively activity, complete with music and artifacts from the country. It is hoped that Louise will repeat this session at next spring's Regional Conference in Boston.

Once again, the Grand Concours was an incredible success in our chapter, due in great part to the hard work and organization of our Directrice, Sandie Anderson. Sandie, a teacher at Hanover High School, has served in her role as Contest Administrator for many years and is really an expert at encouraging teachers to enroll their students. In May, our ninety-seven top scorers were honored at a banquet at the Highlander
In Manchester. Excitement was at an all-time high this year, since—for the first time—all of these state winners (top three places) were also national winners! The students and their parents, siblings, grandparents, and teachers, enjoyed an excellent meal before being called to receive the many prizes they were awarded. Sandie worked closely with Banquet Organizer Michelle Cotnoir, teacher at Hopkinton High School and longtime AATF member and former officer, to make sure that all our winners came away from the evening’s ceremony with many fine prizes. Michelle does an unbelievable job of finding agencies and companies to donate items which the students always appreciate!

Also during the Banquet, three seniors received their awards in the chapter’s third annual “Prixx” competition. One grand winner and two runners-up—all of whom plan to continue their study of French in college—were honored guests and accepted their prizes with great enthusiasm. We are deeply grateful to Keene State College Professor Margaret Langford and her committee for the work they have continued to do to reward deserving students in such a fine manner! We would also like to congratulate Margaret on her recent “EDialogue” award for Excellence in World Language Teaching.

Our chapter was well represented at the recent National Convention in Montreal. Joining me as official delegates were Past-President Julia Dutton, Past Vice-President Felice Carr, Grand Concours Administrator Sandie Anderson, and Professor Margaret Langford. We also saw Diane Nichols, a member of the “Prixx” committee and may have nissed other members who attended. What a wonderful conference this was!

Looking ahead to the future we are excited about a new Web page which we are in the process of constructing thanks to the Services Culturels et Scientifiques de Boston. Their site [http://www.franceboston.com] will provide a link to all chapters in our region. I am also looking into offering an atelier, perhaps in conjunction with the Vermont chapter, which will be financially supported by the Services Culturels.

Of course, the big news is the Régional Conference scheduled for next spring. We hope to see many of our members there!

We also hope to see many of you at our annual meeting in Portsmouth (during the NHAWLT Conference) on November 6, 1998.

Pamela Knapp
President

Officers and executive board members of Eastern MA Chapter with Consul: (from left to right) Christian de Robert (seated), Director, French Library and Cultural Center; Phyllis Follett, Coupe du Monde winning teacher; Lison Baselis-Bilou, Chapter President; Carole Prospère, board member; Maurice Portiche, French Consul; Valerie Sutter, Chapter Secretary; Joyce Beckwith, Region 11 Representative; Michel Berjor, Chapter Vice-President; Rosanna Moackley, Chapter Treasurer; Christiane Fabricant, board member; Brian Thompson, Chapter Past-President.

**AATF LENDING LIBRARY HOLDINGS UPDATED**

Projects from the AATF Summer Institute Program are available for loan from National Headquarters to AATF members. Brief descriptions of these projects and the materials they contain are available upon request. In some instances, we have been able to provide review comments from users and evaluators.

These projects reflect the experiences of colleagues during their one-month programs which were subsidized by the French Cultural Services and the AATF. The units incorporate slides, videos, audio cassettes, readings, teacher guides, suggested student activities, and authentic documents. Developed by French teachers for use with their own students, these materials are appropriate for instruction at a variety of levels.

1) A member may request a maximum of two projects using a special order form available on the AATF Web site or by request from National Headquarters.

2) Projects may be kept for up to two weeks.

3) Enclose two checks per project: one for $5 to help defray postage and the other a refundable deposit of $25 which will be returned when we receive the project (in good condition and in a timely manner).

4) If the project is available, it will be shipped to the member via UPS or US priority mail within a week of receipt of the request. If the project is on loan, we will establish a waiting list and inform the member making the request.

5) Projects are to be returned to headquarters via UPS or US priority mail. Upon receipt of the project in good condition, the deposit check will be returned.

6) Borrowers who do not return projects in their entirety or in a timely manner will forfeit some or all of the $25 deposit (all in the case of missing documents; up to 50% for significantly late return).

A complete list of projects and an order form are available from the AATF Web site [http://aatf.utsa.edu] or may be requested from AATF Lending Library, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [brather@siu.edu].

What’s New in the French Review?

Vol. 72, No. 1 (October 1998)

In this issue, notice these articles of interest:

- “The Postcard Project: A Proposal for Teaching Writing” (Susan Rava)
- “Situating French Language Teaching and Learning in the Age of the Internet” (Christine Gaspar)
- “La Littérature maghrébine d’expression française au carrefour des cultures et des langues” (Najib Redouane)
- “Regarder la France: une réflexion bibliographique” (Edward Knox)

...As well as articles on topics ranging from Truffaut to l’Affaire Touvier, analyses of the year in poetry, prose, and theatre, and, of course, “La Vie des mots.”
TIMELINE OF EVENTS FOR AN ACTIVE FRENCH PROGRAM
PROPOSED BY THE AATF COMMISSION
FOR THE PROMOTION OF FRENCH

A good French course is strengthened by an active extracurricular program. These ideas are proposed to help new French teachers organize the school year. 

Bonne Année!

August
Rethink and refine classroom rules and performance objectives; prepare for distribution.

Create a warm and welcoming classroom with posters, French signs, flags to capture the students’ interest from day one.

September
On successive Mondays, present a variety of songs, from "Frère Jacques" to MC Solaar, which can be sung as warm-ups during the week.

First meeting of the French Club to elect officers.

Organize future French tutors from advanced students and/or members of the Société Honorare de Français.

Send informational letter to parents highlighting the activities of the school year and congratulating them on their child’s excellent choice of language which will prove to be a pleasure to speak and an asset to future careers. To simplify the process, have each student address the envelope, insert, and seal the letter. Collect and send the letters to parents.

Set the date for a French dinner in November at a local restaurant (Salad, main course, dessert, unlimited bread and punch). Announce price and date to students.

Consider organizing a French Immersion Day or after school program for second semester in collaboration with other schools.

Put all events of the year on the school calendar.

October
Have students sell suckers on campus with French flags or words written on them.

Offer pen pals, conventional or e-mail, to students. If possible, partner your class with a French class in a French-speaking country for exchange of pictures, music, and letters.

November
French dinner, usually the second week of the month at the end of fall sports season. Insist that students dress up for the affair, and review good table manners ahead of time. Take a camera and submit pictures to the yearbook as well as display in the classroom.

Announce summer programs like Nacel, Concordia Language Camp, or your own French trip. Offer a parent’s informational meeting for interested parties. Students who have a goal to use French are great motivators for others to study a language because they reinforce how much fun it is to use the language.

December
Announce French Holiday Cards which are due the second week of December. Students must make two original cards with envelopes, featuring a simply holiday message in French that you supply. Send these cards to school board members, administrators, and, most importantly, custodians and lunch ladies. This activity creates goodwill and visibility for the French program.

Have a Petit Déjeuner de Noël in the cafeteria or in the classroom, juice and croissants. Take pictures and display in class.

Begin to sing French Christmas songs, if permitted. "Vive le vent" and "Rudolph" are still politically correct!

Order exams for the National French Contest.

Set date with an elementary school for a week of French lessons to be given by advanced French students.

January
With profits from the candy sale, buy or have students make a cake for La Fête des Rois. Decorate a Burger King crown and honor the student who found the bean in the cake. (Beans don’t break teeth like trinkets do). Take pictures and submit to PR agent of the school district and the yearbook.

Set date for the Mardi Gras party. Contact parents to help serve. Distribute recipes to be made by the school kitchen or teams of students. Suggested menu: Cajun chicken casserole, French and corn bread, salad, and Mardi Gras cake with a bean inside. This party can be during the lunch hour if time allows, after school, or in class. The menu can be adjusted accordingly. Friends are invited to attend as well as administrators and counselors. Find silly gifts or make certificates for homework pass, free pass to the school store, sit where you want in the classroom for the day, etc. Give students a numbered ticket which is placed into a hat for the drawing. Masks are encouraged, and Cajun music is played.

Send a newsletter to parents as well as administrators and counselors announcing the exciting activities planned for second semester.

February
Begin to review for the National French Contest by teaching geography and culture which your textbook might not cover. Give samples of multiple choice grammar and listening comprehension questions.

Valentine card project similar to Christmas cards. Offer romantic sayings. After submitting the cards for a grade, students can send them to friends.

If other students are not doing so, carnations can be sold for a dollar and delivered to students on Valentine’s Day with a message of their choice. This is a high visibility activity, and students like playing Cupid.

Play French love songs this month, and reinforce how French is the language of love!

Organize with Foreign Language Department "Foreign Language Week" with posters, messages in the various languages broadcast on the PA system which encourage enrollment in a foreign language. Language students can be sent in teams to the middle schools to encourage election of a foreign language by presenting a short skit or music in each language. I emphasize collaboration with colleagues because it is not divisive.

Prepare curriculum for elementary school lessons. Advanced students take a week off from class to teach French to the little ones. They are responsible for contacting the elementary teacher to coordinate lessons, writing lesson plans, and creating visuals. These materials are submitted in advance for review by the French teacher. Students who do not want to participate are given a research theme of their choice to do during the week. This activity is very popular and offers a break in the routine. Students need only a week or two to prepare their work out of class. Teams of two or three work well for a given class.

March
National French Contest.
Organize French potluck for advanced students at a student’s home. Invite French speakers to attend. Students must speak French. This works best if the ratio of guests to students is close to equal. Provide menu suggestions and recipes. French students enjoy being the waiters for the event.

Invite community members who use French professionally to speak to students. Former students who have lived abroad are particularly effective.

This is the moment when students sign up for language... make sure your students and your program are highly visible!

April
Feature 15 minutes of a French film per day to combat the pre-vacation blues, or study and sing popular French songs.
Identify new members of the Société Honoraire de Français, and invite new and current members and their parents to an initiation ceremony in May.

Ask students to prepare a picture album of their spring vacation to present in class. Kids love to share pictures, and it makes a happy return to school time.

May

Teach pétanque, and participate in a tournament during class one sunny day or after school. This provides a needed break and communicates how fun French can be. Plastic beach sets can be purchased at a modest price. Some students already own them.

A Coupe du Monde soccer tournament between languages could be organized with "Olympic medals" as prizes.

Organize a picnic, Les Folies du Printemps. Have a waiters' race balancing 2-liter plastic soda bottles on trays, pétanque tournaments, mousses au chocolat eating contests, count the bean in the jar (in French), and a French tricycle Tour de France contest.

Honor the new members of the French honor society plus high-achieving French I students at the French Honor Society initiation ceremony. This event is held in the evening. Each new member is presented a long-stem carnation as his or her name is called. There is a short oath recited by all, and a French song is played. I like "Hommages" by Yves Dutel. I have the French and English text side by side in the program and dedicate the song to the parents in appreciation of the support they have given during the year. Petits fours, strawberries dipped in chocolate, and punch are served on a lovely table with candleslight. The whole event takes only 30 minutes which the parents and students appreciate!

At the Honors Assembly, recognize the first, second, and third place winners in the National French Contest at each level, in addition, create a French Language Book Award to be given to the outstanding advanced French student.

If a student has lived in a French-speaking country for a month, demonstrated a high interest in French, and has given back to the community by tutoring or teaching in an elementary school, I have created a French Language Practicum Award which honors the students' practical application of the language. A certificate is given at the Honors Assembly.

June

To students who have maintained an A throughout the year, send a certificate to their home congratulating them. Take a deep breath and relax after a job well done!

Promotional Tips

1. As a matter of course, constantly sell your program to administrators and counselors. Share with them each activity you do and the success students are enjoying. Your enthusiasm will remain in their minds and communicate the message that the French program is alive and well.

2. Cultivate the yearbook advisor and staff. Be aware of your students who work for the yearbook or school paper, and encourage as many articles as possible featuring activities during the school year.

3. Keep a camera in the classroom and take candid shots of those fun things that happen spontaneously. Display photos on the bulletin board near the door. You will find students bringing their friends in to admire the shots. Many future French students are attracted to the program in this way.

4. Travel often to the administration building to share with the PR person and the superintendent information about the French program.

5. This is no time for modesty; crow about your successes!

6. Decorate the area outside your classroom with posters and catchy slogans.

7. Feed the counselors cakes and delights your students make. Invite them to all activities. Constantly reinforce how French is a valuable language for business. Give examples from your community of businesses with offices and plants in France.

8. Don't forget that the parents who used to do science projects for their kids in elementary school are still on hand to be boosters for your program. At parent conferences, note any signs of willingness to participate in cooking, transportation, accounting, etc.

9. At parent conferences, have samples of student's work and sample lessons. During the conference promote your program and the enthusiasm you have for French!

10. Get an exercise video in French from Canada (same VCR system) and offer aerobics in class from time to time. The kids love it and start repeating instructions in French.

Note: This is just the first draft of ideas for the French school year. Please don't hesitate to offer more suggestions to: Jackie Donnelly, Box 250, Maratwata, MI 49434; e-mail: [j Jackie.donnell@sothouse.com].

NEH ANNUAL REPORT NOW AVAILABLE

The National Endowment for the Humanities 32nd Annual Report is now available. It contains brief descriptions of Endowment programs as well as a complete listing of all Endowment grants, entered by the division and program in which they were funded, for fiscal year 1997 (October 1, 1996 through September 30, 1997).

The report describes humanities projects that advanced American scholarship and that reached millions of Americans. These include a traveling exhibit, companion book, and public programming examining the history and legacy of the California Gold Rush on the occasion of its Sesquicentennial. Other initiatives promoted humanities radio programming and major funding for the critically acclaimed PBS series, "Liberty! The American Revolution."

Additionally, in answer to the call for quality humanities content on the Internet, NEH partnered with MCI to provide EDSITEMent, a Web site that offers scholars, teachers, students, and parents a link to the Internet's most promising humanities sites (including the AATF Web site [http://aaf.utsa.edu]). "Teaching with Technology" grants have made possible such innovations as a CD-ROM on art and life in Africa and a digital archive of community life during the Civil War.

You may view or download the report by visiting the Web site [http://www.neh.gov]. If you would like a hard copy (free while supplies last), write or e-mail: NEH 1997 Annual Report, Room 401, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; e-mail: [info@neh.gov].

SPECIAL ISSUE OF THE FRENCH REVIEW

To celebrate the meeting of the AATF in Paris in July of the millennium 2000, the French Review will devote the May 2000 issue to Paris, the City of Light. Articles should be scholarly but not exceedingly specialized and might touch on subjects ranging from Paris in literature to the teaching of Paris; Paris in film, the culture of Paris, or other topics of an interdisciplinary nature. Authors should consult the Guide for Authors at the end of each issue of the Review for formal considerations. The deadline for submission will be August 1, 1999. Send manuscripts to the Editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.
LE GRAND CONCOURS ADDS NEW DIVISIONS

One of the major reasons for the success of Le Grand Concours is our response to the needs of classroom teachers. Nothing is static. Nothing is “business as usual.” If change is needed, we change.

Example: After many years of a secondary school contest, FLES teachers demanded equal rights. AATF Response: A FLES Contest

Example: With the introduction of the middle school concept, teachers demanded their own contest. AATF Response: Level 01

Example: So many American students studying abroad were not being served. AATF Response: Children of overseas-based American personnel are eligible for Le Grand Concours.

Example: Students whose teachers did not join AATF (yes, there remain a few) were being disenfranchised and not permitted to compete. AATF Response: All students are eligible to compete.

And on and on. AATF has been quick to respond.

Recently, we have started receiving letters, calls, and e-mail messages regarding a change in school scheduling. This change, referred to by many names the most common of which is modular or block scheduling, eliminated several hundred students from consideration.

AATF Response: Division D and E, effective with the 1998 Grand Concours.

Essentially, here is how it will work. Look at the following three examples:

School 1 (all year);
French 1: Sept., 1998 - June, 1999
French 2: Sept., 1999 - June, 2000

School 2: (2 semesters per year)
French 2: Feb., 1999 - June, 1999

School 3: (Trimester)
French 2: April, 1999 - June, 1999

Eligibility for a given level of Le Grand Concours becomes a problem in Schools 2 and 3. In School 2, a student completes his/her "French 1" by January and is in the second month of French 2 when the Concours is administered in March. In School 3, a student completes his/her "French 1" by December and is not enrolled in a French course when the Concours is administered in March.

While impromptu "home remedies" have been applied, teachers have asked for basic national guidelines.

We are pleased to respond. While full details will be sent and interpreted for your Contest Administrators who will place your students, the following guidelines will prevail:

School 1: Division A - as before
Division B - as before
Division C - as before

School 2:
Division D
Division E

Students will compete on an equitable basis with other students within the same division.

Our guiding principle, from the outset: FAIRNESS to all students.

Sid Teitelbaum
Director, Le Grand Concours

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NEW AATF PROMOTIONAL ITEMS

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<td>_______</td>
<td>Bumper Stickers: Forward with French @ 2 for $1.00</td>
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<td>Notepads: Le Français en Amérique du Nord (1/2 sheet, 50 sheets) @ $1.50 each</td>
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<td>Mouse pads: Ici on parle français! (red and gold on blue) @ $5.00 each</td>
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<td>Bic Clic Pens: American Association of Teachers of French / Forward with French (black &amp; red) @ 6 for $3.00; 10 for $5.00</td>
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<td>Ball-point Pens: American Association of Teachers of French (engraved in script on blue marbelized pen) @ $8.00 each (discounts for quantities)</td>
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<td>Mugs: American Association of Teachers of French with Logo @ $6.00 each</td>
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<td>Pins: AATF enamel pins @ $4.00 each (discounts for quantities)</td>
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<td>Bags: Le Français m’ouvre le monde @ $10.00 each (navy blue nylon zippered bag with white printing and white canvas handles; portfolio size (while supplies last)</td>
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All prices include postage and handling.

Name: ____________________________________________ Total enclosed: __________

Address: ________________________________________

City/State/Zip: _________________________________ Telephone: ______________________

Mail to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.
PRIX D'ÉTUDES LITTÉRAIRES MAURICE CARÈME

Le prix d'une valeur de trente mille francs belges sera décerné tous les deux ans. Il sera remis en mai 1990 dans le cadre des manifestations du Centenaire de la Naissance de Maurice Carème.

Les candidatures seront présentées au plus tard le 15 novembre précédant la remise du prix. Aucune condition de nationalité, d'âge, de sexe, d'études n'est imposée.

Les textes sur Maurice Carème et son œuvre devront être envoyés en cinq exemplaires, qui ne seront pas retournés, à l'adresse de la Fondation Maurice Carème, établissement d'utilité publique, avenue Neillie Melba, 14 - 1070 Bruxelles en même temps que la candidature, au plus tard le 15 novembre 1998 (la date de la poste faisant foi de la date de l'envoi). Une fiche bibliographique sera jointe et comportera un curriculum vitae complet du candidat.

Les textes devront être présentés en langue française. Dans l'hypothèse où les travaux seraient réalisés dans une autre langue, le texte original devra être produit. L'identité complète du traducteur devra être communiquée.

Une autorisation en faveur de la Fondation Maurice Carème quant à la reproduction en tout ou en partie des textes présentés devra être jointe. Sauf en cas de simples citations, l'auteur sera avisé de l'utilisation de ses textes.

Les essais, études, analyses, mémoires, thèses, etc. devront comporter un minimum de 50 pages de 60 lignes de 60 caractères ou l'équivalent. La reproduction des textes de Maurice Carème ne pourra représenter qu'un maximum de 20%.

Dans l'hypothèse où le texte n'aurait pas été organisé une œuvre originale—est une thèse ou un mémoire universitaire ou similaire, une attestation signée, sur papier libre, devra être jointe reprenant le nom de l'établissement, le cycle d'études suivi, le nom du rédactaire, et la mention obtenue.

Le jury sera composé de droit des administrateurs de la Fondation Maurice Carème et de quatre personnalités désignées par la Fondation Maurice Carème. Le lauréat sera membre du jury du concours suivant. Les décisions du jury sont souveraines. La participation au concours implique l'acceptation sans réserve de cette volonté.

Dans l'hypothèse où le jury estimait que la qualité des travaux ne justifie pas la récompense attribuée, il pourra ne pas accorder celui-ci. Les manuscrits ne seront pas renvoyés aux candidats.

IN MEMORIAM

Dora Shatzberg Bashour, an exceptionally gifted teacher of French in Hunter College High School and in Hunter College in New York City until her retirement, died on February 9, 1998 at age 96.

Dora Bashour attended Hunter College High School but did not begin her studies in the French language until her college days at Hunter under the supervision of Claudine Gray, then Head of the French Department there (1920's on). During her four short college years she proved to be an apt and enthusiastic scholar and soon after her graduation in 1923 she was able to obtain her license to teach French from New York State and New York City. For a few years she taught French at Hunter College High School and briefly at one of the city high schools before finding her rightful place at Hunter College as substitute, assistant instructor, instructor and assistant professor in 1960 until her retirement in 1965.

During her long career, not only did she manage to teach classes at Hunter, but also she was an active member and one-time president of the Anciennes élèves de Hunter College, an active member and committee head and one-time president of the Metropolitan Chapter of the American Association of Teachers of French, and an active member and committee head for the Société des Professeurs de français en Amérique.

Her French was impeccable even before she had an opportunity to go to France. Her remarkable ability to hear and reproduce the sounds and niceties of French speech and her extraordinary gift of being able to teach others to do the same were soon recognized and appreciated by other institutions of learning. Her reputation as a phonetician was firmly established. She accepted teaching positions for summer courses at Penn State University.

Long before the era of language laboratories, Dora Bashour was using old-fashioned records and recording devices in her classroom. In 1959 she suggested and organized the very successful language laboratory at Hunter College which is still in use today.

Her classes were always fun. They were stimulating and inspiring. Dora Bashour became a mentor for many of her students who, in turn, became French teachers in this city and in other cities of the region and the nation. New York City owes a special debt of gratitude to Dora Bashour for, during most of this century, practically every high school in the city profited by having a French teacher who had been a student of Dora Bashour. Her good work goes on; it did not stop with her death.

CENTENIAL STEPHEN A. FREEMAN FETED

A few days before his 100th birthday on May 9, 1998 a gathering of Middlebury College dignitaries was held at the residence of Dr. Stephen A. Freeman in Shard Viña, Salisbury, Vermont in honor of his birthday and in recognition of his critical role spanning more than six decades in the life and academic affairs of Middlebury College.

In 1925 when Dr. Freeman joined the Middlebury College French faculty and became Dean of the French Summer School, the traditional method of teaching modern languages stressed grammar and reading. However, many language pedagogues were espousing a new method, one which encouraged speaking the language. At Middlebury College, this innovative method was employed exclusively, and Middlebury College was the first summer school where advanced students were required to speak the language both in the classroom and out. This immersion idea was a fundamental requirement and something very new for the time.

As Director of the Language Schools at Middlebury College for 24 years, Dr. Freeman contributed to the enormous growth in Middlebury's expertise and reputation in language pedagogy. The Language Schools that he helped create attracted students who came to Middlebury College to gain fluency by using the spoken language in the classroom. Not only high school teachers, but college teachers, who taught beginning language levels, were surprised to come to Middlebury College and to find languages taught differently.

Dr. Freeman, a life member of the American Association of Teachers of French and AATF national president from 1940-1944, was twice decorated by the French government with the title of Chevalier de la Légion d'honneur and Commandeur dans l'Ordre des Palmes Académiques. In 1993 the Middlebury College Board of Trustees voted to name the College International Center in his honor.

Stephen Freeman is a Middlebury Legend in his lifetime.

Louise P. Terry
Immediate Past-President
Suffolk (NY) AATF Chapter
LE CARREFOUR CULTUREL

AATF
COMMISSION ON CULTURAL COMPETENCE

Marie-Christine Koop and Sharon Rapp
Co-Chairs

The AATF National Commission on Cultural Competence is alive and well!

We invite you to consider taking an active part in one of its committees

The Commission was officially created in 1993, and its original objective was to define various stages of cultural competence in a report that was expected to evolve within the broad framework presented. Under the leadership of Howard Notirand, later assisted by Allan Grundstrom, the Commission produced a document entitled Acquiring Cross-cultural Competence: Four Stages for Students of French, edited by Avan Singerman (National Textbook Company, 1996). This report is available from National Textbook Company. It includes various components: understanding culture; a cultural competence chart articulated around seven categories of cultural knowledge and applied to various French-speaking societies (France, North America, Sub-Saharan Africa, the Caribbean, North Africa), at four levels of competence; special consideration for grades 9-12 and K-8; testing cultural competence; and bibliographies.

As a follow-up to this more theoretical first volume, Jayne Abrate and Rosalie Vermette are currently editing a second volume which will contain practical applications to develop cultural competence in the classroom. In 1997, Marie-Christine Koop organized a research seminar in France for college teachers who would then prepare a volume of scholarly articles on contemporary French society, thus enabling colleagues at all levels to update their knowledge of current events and trends in France. This third volume should appear in late 1999. The next step, still under consideration, will be the preparation of a fourth, more attractive volume with illustrations which will serve (1) as a practical reference manual for teachers at all levels and (2) as a textbook for advanced courses in French culture.

In January 1998, Marie-Christine Koop and Sharon Rapp were named co-chairs of the Commission. Our charges were to restructure the Commission and to prepare a set of objectives. At the first stage, we contacted former Commission members and AATF members who had been active in the area of culture in order to share our objectives with them and elicit their input and participation. We invited the individuals who had responded to our call to attend a closed session organized at the AATF convention in Montreal. Following this preliminary work, we were able to establish a basic structure for the Commission, and the current subcommittees have been formed as follows:

- Dissemination of cultural activities for the classroom
- Organization of workshops and seminars on the teaching of culture (in the U.S. and abroad)
- Research and study groups on French culture
- Cultural content of national exams and standardized tests
- Revising and updating the Commission cultural guidelines
- Providing updates on special topics and current issues (conference sessions, articles, annotated bibliographies)

COMMISSION LONG-TERM OBJECTIVES

These are preliminary objectives which will evolve as work progresses.

A. PRACTICAL TASKS

1. Articles in the National Bulletin
   a. A regular column on the work of the Commission, entitled "Le carrefour culturel" will appear in every issue of the AATF National Bulletin. It will include announcements of interest to members, resources for presenting culture in the classroom, and progress reports.
   b. Classroom activities around culture (culture capsule on a particular theme, presentation of a film, applications of a Web site, etc.) will be published in each issue of the National Bulletin


The current Commission Web site will be updated and will contain announcements published in the AATF National Bulletin, resources for teaching culture, opportunities for teachers, and references to documents prepared by the Commission.

3. Sessions at conventions and workshops
   a. Organization of sessions and workshops at conferences (AATF, ACTFL, regional and state conventions) to present current issues in France and other French-speaking countries.
   b. Organization of workshops for teachers, seminars and stays in French-speaking countries with scholarships and/or grants.

B. RESEARCH AND STUDY GROUPS

1. Programs and research in the area of French culture

A committee will research the universities which offer doctoral programs in French studies (society and cultures rather than literature) and contact various organizations outside AATF which are specialized in French culture.

2. Cultural content of standardized tests and national exams

A committee will study the content of national exams such as the Grand Concours and Advanced Placement, even state exams leading to teacher certification, and see what the Commission can do to increase the cultural competence of these tests through suggestions to organizers.

3. Implementation of the Commission goals to develop cultural competence

Another committee will study ways for the Commission to further implement the objectives stated in the first volume published by NTC in 1996.

C. PUBLICATIONS

1. Volumes prepared by the Commission
   - first volume on the work of the Commission published in 1996 by NTC
   - second volume currently edited by Jayne Abrate and Rosalie Vermette; practical classroom applications (in progress)
   - third volume (follow-up to the 1997 summer seminar in France): articles on various aspects of contemporary France with an estimated publication date for late 1999
   - textbook-style manual for teachers and advanced students of French (under consideration).

2. Collection of cultural units
Preparation of flyers, booklets, or folders: presenting films, presenting contemporary songs, classroom applications of Web sites, etc.

We want to inform AATF members that the primary objective of this Commission will be to provide a forum for practical applications of a wide variety of approaches to the teaching of culture.

We will hold a special session of the Commission at the ACTFL convention in Chicago on Sunday, November 22, 1998. Sharon Rapp will present another session at the upcoming Central States Conference.

In the November issue of the National Bulletin, you will find an article entitled "Culture et Internet: présentation critique de sites francophones (I)." If you would like to contribute to the Commission with announcements, cultural resources, or classroom applications, please contact Marie-Christine Koop at [koop@unt.edu] or write: Dept. of Foreign Languages, University of North Texas, Denton, TX 76203-1127.

If you would like to become an active member of the Commission, please contact Sharon Rapp at [sbrapp@juno.com] or at Conway Senior High School, 2300 Prince Street, Conway, AR 72032.

Marie-Christine Koop
University of North Texas
Sharon Rapp
Conway Senior High School (AR)

Roch Carrier’s Le Chandail

The New York office of the National Film Board of Canada has made special arrangements to make this 11-minute award-winning animated film available to our members for the one-time-only price of $50.00 U.S., including shipping. The video normally sells for $99.00.

The video may be ordered from:
National Film Board of Canada
Library
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
Telephone: (800) 542-2164; FAX: (201) 652-1973

Credit cards and purchase orders are acceptable. This unique offer is valid for AATF members only and lasts until December 31, 1998.

Order Form
NOW AVAILABLE!
Fête Nationale de la Francophonie

- T-shirts (black with gold logo design)
- Cycling caps (white & black with gold logo design)

In addition to promoting the Fête, these items make great prizes!

Please indicate quantity and size for T-shirts below:

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Postage & handling ($3 for first T-shirt, $1 for each additional T-shirt;
$1 for first cap; $.50 for each additional cap;
inquire for larger quantities)

Total enclosed:__________________________

(15% discount on purchases of 10 or more items.)

Smaller sizes (Adult S or M, Child’s XL) are available for orders of 15 or more shirts. Please allow 6 weeks for special orders.

Name ________________________________

Address ______________________________

Daytime phone: _________________________

Mail to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

NEW AATF PROMOTIONAL VIDEO
FORWARD WITH FRENCH

The AATF has produced a 10-minute video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, a journalist, a doctor, and a businessman. A condensed version of the video was produced by the Western New York AATF Chapter, this video shows why French is still the language to learn in today’s global marketplace. $15.00 (member)/$18.00 (non-member). See order form on page 27.

1998 AWARD WINNERS
MONTREAL ANNUAL CONVENTION

AATF Teacher of the Year
Elementary Level - Julie Maddox (KY)
Secondary Level - Nancy Gadosbois (MA)
Post-Secondary Level - Bonnie Adair-Hauck (PA)

Best Treasurer
Emily Wagner - Philadelphia Chapter
Gisèle Zachary - Western Massachusetts Chapter

National French Contest Administrator of the Year
Thomas Betts (CT)
Tucky Roger (OK)

Dorothy Ludwig Memorial Scholarship Winners
Karen Kozlowski (NJ)
Jennifer Lambert (VA)
Ann Phillips (FL)
Chris Popowski (IL)
**CALL FOR PRESENTATIONS**  
*72nd Annual Meeting*  
American Association of Teachers of French  
July 11-14, 1999, Marriott Pavilion Hotel, St. Louis, Missouri

- This completed application must be postmarked by **December 3, 1998**.
- You will be notified by February 12, 1999 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interactions are strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send **five copies** (Do not fax or e-mail) to **Dr. Gladys Lipton, UMBC-MLL, Acad. IV-146, Baltimore, MD 21250**.
- Inquiries only: **FAX: (301) 230-2652; e-mail: lipton@umbc2.umbc.edu**

**PLEASE TYPE ALL INFORMATION.**

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**Type of Presentation:**  
- Presentation  
- Workshop  
- Round table discussion  
- Commission (Circle one: Open / Closed)  
- Other (Please specify.)

**Title of Presentation:**

**Anticipated Audience:**
- FLES*  
- Middle School  
- High School  
- College/University  
- All

**Length of Presentation:**  
- 30 min.  
- 60 min.  
- 75 min.  
- 3 hrs.

**Audio-visual needs:**
- VCR/Monitor*  
- Computer*  
- Overhead projector  
- Slide projector  
- Audio cassette player  
- Other (Please specify.)

*Requests for more expensive equipment (VCR/computer/other) will require a fee. Please refer inquiries to Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu

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

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee. Include (a) content, (b) procedures, and (c) benefits to audience.

**Date: __________________Signature: __________________**
FULBRIGHT TEACHER EXCHANGE PROGRAM DEADLINE NEARS

Sponsored by the U.S. Information Agency, the Fulbright Teacher Exchange Program arranges direct one-to-one exchanges. In most cases, both teachers secure a leave of absence with pay from their home institutions and then teach classrooms for the school year. The program is open to educators from K-12 schools, two-year colleges, and teacher training institutions.

General eligibility requirements are:

- U.S. citizenship
- Fluency in English
- Bachelor's degree or higher
- Be in at least third year of full-time teaching
- Hold a current full-time position

In addition to the general eligibility requirements, the applicant must also meet country specific subject and level requirements detailed in the application. There is no age limit. Educators with families are encouraged to apply and bring their families along on the exchange.

Most exchanges occur for an academic year. Argentina, Brazil, Mexico, and Morocco offer short-term exchanges. Denmark offers a one-way assignment for which there is no exchange partner. The U.S. teacher secures a leave of absence without pay and receives a maintenance allowance from the Danish American Fulbright Commission. In addition to the teacher exchanges, there are short-term administrative exchange opportunities in Canada, Colombia, and the United Kingdom. The program also offers an eight-week seminar in Italy for teachers of Latin, Greek, or the Classics.

The application deadline is October 15, 1998. The Fulbright Teacher Exchange Program strives to reflect the ethnic diversity of the U.S. teaching population. All country programs are tentative, subject to the availability of funds.

AATF POLICY STATEMENT ON K-12 FOREIGN LANGUAGE PROGRAMS

The American Association of Teachers of French believes that all children in our country should be competent in English as well as in other languages. The United States has a long tradition of fostering a multilingual perspective which is vital to our achieving success in a global economy. Research has shown that young children learn languages more easily and more quickly than older students, and proficiency in a language and the culture(s) in which it is spoken can best be attained when second language study begins as early as possible.

In a multilingual world the United States must nurture our linguistically diverse population. French and English are the official languages of Canada, our largest trading partner. In the European community, political leaders have adopted an official policy mandating the teaching of two languages in addition to the national language of each member country. Throughout the world, most people use several languages in daily life. Educated persons have mastery of such languages of international communication as English, French, German, and Spanish.

Children and their families choose a language to study for many reasons, including their ethnic heritage, career plans, regional influences, and a multitude of personal factors. The American Association of Teachers of French believes that the selection of which language to study in the early grades should not be imposed on children and that they should have more than one choice. Students and their parents should receive information about the languages offered. Allowing students and parents to make informed decisions and providing them with a choice of diverse languages is essential to forming a well-educated citizenry, capable of competing in the world marketplace. The implementation of a single foreign language K-12 policy poses a great threat to existing foreign language programs. The national foreign language standards urge a longer period of study, but do not specifically mandate a K-12 sequence in one language.

Many leading industrial nations do not mandate K-12 instruction in a single second language. Most offer extended sequences beginning in elementary, middle school, or junior high school, and usually have students begin a third language after having studied a second one for three to four years. Not only should students be offered a choice in the language they are to study for several years, but they should be strongly encouraged to begin a third language in high school. The study of one language greatly facilitates the achievement of competence in others.

The benefits of learning another language and its culture(s) go far beyond gaining linguistic proficiency and encompass developing a better understanding of other peoples' ways of life as well as a deeper understanding of one's own culture and language. We urge anyone planning to institute an extended foreign language program to support multilingualism in the United States by offering choice in the languages to be studied and by providing students with information upon which to base their selection as well as multiple entry points for students who want to begin a second foreign language or switch to an entirely different language.

Unanimously approved by the AATF Executive Council, July 22, 1998. If you would like a copy of this statement on AATF letterhead, please contact National Headquarters.

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To receive an application, please telephone 1-800-726-0479, e-mail: [fulbright@grad.usda.gov], or mail this form to:

Fulbright Teacher Exchange Program
Attention: FCS
600 Maryland Avenue, S.W.
Suite 320
Washington, D.C. 20024-2529
Application available at our website:
[http://www.grad.usda.gov/international/ftep.html]

Name ________________________________
Address ______________________________
State ______ Zip ________ Number of Applications ______
How did you hear about the Program? ___________________________________________

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22
POSSIBLE SCENARIOS FOR LA FÊTE DE LA FRANCOPHONIE 99

The Fête de la Francophonie will soon be upon us. November 1999 may appear a long way off, but it is none too soon to start planning for the national event. Don’t panic, though! You don’t have to start from scratch. Two chapters in Region IX have already experimented with formats that are described below and that could help you devise your own scenarios. For further information, you may contact the chapter itself or the Region IX Web page.

Vincent Morissette
Region IX Representative

Journée de la Francophonie
WA/ AK/BC Chapter
7 February 1998

Seventy-four students from eight schools in our chapter attended this inaugural Francophone Immersion day at Decatur High School, Federal Way, WA. The program opened with a parade of nations where each school carried a flag or coat of arms of the Francophone countries it adopted for study and briefly described the flag or coat of arms. Greetings from our superintendent were followed by a pledge, administered by the executive director of the Alliance française from Seattle, which participants promised to speak French as much as possible during the day’s activities. Then students selected three courses from 15 possibilities presented by the teachers in attendance. Choices included a real life encounter with a 2 CV (Deux chevaux), puppetry, karate, French cinema, Ruelle de la fortune, and a presentation on Cameroon by a former Peace Corps volunteer. There was also a Coupe du monde francophone where students could demonstrate their knowledge of la Francophonie on a multiple choice test. All students enjoyed a mid-morning snack of croissant and Orangina. Lunch was prepared by Café Indochine, a local Vietnamese restaurant whose proprietor speaks French. After lunch students all participated in the one-hour session on Francophone music and dance led by Klass, a local Francophone band with a Caribbean and African repertoire. At the closing ceremonies, students each received a pin in recognition of their participation in the day’s program and some were awarded a certificate for their outstanding performance in le dessin, le portrait, la marionnettes, and la coupe du monde francophone.

This day was inclusive in the sense that it was open to students at all levels and provided activities accessible to all levels.

The funding for this event came from several sources: a small grant from AATF, contributions by the chapter and from the Alliance française, as well as registration fees for schools, students, and adults. Support was also requested from la Chambre de commerce franco-américaine of Seattle.

In a future journée, I would like to use the information that students developed about their country to promote interaction between the students of the various participating schools, possibly in the form of a treasure hunt or scavenger hunt: “trouve quelqu’un qui...”

Linda Reed
President, WA/ AK/BC Chapter

'97 Language Camp a Roaring Success
Northern California Chapter
March 7-9, 1997

Eighty-three students from eleven high schools in the Santa Clara Valley (CA) participated in an educational fun-packed French weekend camp. The theme was La Francophonie. Students were encouraged to learn more about French-speaking countries through a variety of activities presented during the camp. They pledged to speak only French the whole weekend. The weekend immersion program took place at Walden West, a beautiful site surrounded by nature in the hills of Saratoga (CA).

The French campers arrived Friday at 7:00 p.m. in “France.” They went through the “French customs,” sometimes contraband was found (planted surreptitiously by the customs officers/teachers) in their luggage. After customs, students were led to their hotels, l’Hôtel Marrakech, la Case du Baobab, or l’Auberge Gauguin. The evening began with a parade of fourteen participating teachers, each teacher wearing the traditional costume of a French-speaking country: le Sénégal, le Cameroun, la Tunisie, la Martinique, Tahiti, etc.

Then, students were given a piece of a puzzle that would eventually form the map of a French-speaking country. They were asked to find students with the other pieces of the puzzle and to complete the puzzle of their country. Once the puzzle was completed, it was time to discover some facts about the country with their new-found friends. Prizes were given to those who could answer the teachers’ cultural questions. The evening concluded with popular French songs and hot chocolate.

The early risers on Saturday morning were invited to an aerobics program (en français, bien sûr) before breakfast of croissants, baguettes, and hot chocolate. Following breakfast, students were offered a variety of activities they could choose to take: fencing, cooking, French nursery rhymes, African story reading and mask making, African dances, bronc making, etc. True to the French camp tradition, dinner was a five course affair with 0eufs à la mayonnaise, couscous, and delicious crêpes that the young chefs had prepared in the morning session. The highlight of the evening entertainment, for some, was the Griot (the African story teller) Jeff who led the masked story tellers in two African tales while the audience sat in the twinkle of candlelight. For others, the highlight was le bal that followed the storytelling at which they danced des danses cauques, des danses de ligne (sorry about the literal translation), la danse des canards, etc.

Sunday morning campers relaxed taking a nature walk or playing pétanque and table games, while the Marché aux Fouses was being set up. The French Bank generously distributed piles of (imitation) French francs to each camper. The items for sale were donated by the students themselves who had been asked to bring three white elephant gifts to the weekend event. Buyers had to bargain with the teacher/sellers; otherwise there was no sale. Selling was hot and frantic as wonderful bargains exchanged hands. The camp closed with a nostalgic rendering of the “Marseillaise” as the participants received their certificates and journeyed back to the USA.

Funding for the weekend was provided by student fees, a contribution from the California Association of Language Teachers, and some schools which either created scholarships from their budget or raised money through fund-raising for students who could not afford to attend the weekend immersion camp.

Hélène Chan
Chapter President
Jan Treadgold
Chapter Vice-president

LA RÉGION I DE L’AATF
ET
L’AMBASSADE DE FRANCE
vos proposent

LE DEUXIÈME CONGRÈS
RÉGONAL
DE LA GROSSE POMME

le 3 octobre 1998
DYSON COLLEGE
PACE UNIVERSITY
PLEASANTVILLE, NY
réservez la date
renseignez-vous auprès de la
page Web de l’AATF, le Bulletin national de l’AATF, ou
contactez Geraldine O’Neill, représentante régionale, à
[geoneill@ibm.net] ou au (914) 533-2070.
CLASSROOM ACTIVITIES

LE PROVERBE FRANÇAIS: CLÉ DE LA LANGUE ET DE LA CULTURE

Définitions
- maxime exprimée en peu de mots et devenue populaire
- généralité courte qui exprime un précepte ou un jugement

Sources
- dictionnaires. Il y en a qui ont toute une section réservée aux proverbes, tant ils sont importants à la connaissance de la langue.
- littérature, fables de La Fontaine, Shakespeare, la Sainte Bible, œuvres classiques

Caractéristiques
- généralement court
- de tradition orale
- généralement anonyme
- quelquefois, avec rime interne
- mètre balancé, équilibré
- souvent en deux parties: situation et conséquence

Qui ne dit mot consent.
Jamais deux sans trois.
Mieux vaut tard que jamais.
Bien faire et laisser braire.
Loin des yeux, loin du cœur.
Tant va la cruche à l'eau qu'enfin elle se casse.

Liste de Quelques Proverbes Français

À beau mentir qui vient de loin.
À bon chat bon rat.
À bon vin point d'enseigne.
À chaque jour suffit sa peine. (La Bible, Matthieu)
À main froide, cœur chaud.
À méchant ouvrier, point de bon outil.
À l'œuvre on reconnaît l'artisan. (La Fontaine)
À père avare, enfant prodigue.
À quelque chose malheur est bon.
À tout seigneur, tout honneur.
À vieille mule, frein doré.
Abondance de biens ne nuit pas.
L'air ne fait pas la chanson.
Les absents ont toujours tort.
L'amour est aveugle.
Les apparences sont trompeuses.
Appelons un chat un chat.
L'appétit vient en mangeant.
Après la pluie, le beau temps.
L'argent est un bon serviteur et un mauvais maître.
L'argent n'a pas d'odeur.
L'argent ne fait pas le bonheur.
Au royaume des aveugles les borgnes sont rois.
Aussitôt dit, aussitôt fait.
Autant en emporte le vent.
Aux grand maux les grands remèdes.
Avec des «si» on mettrait Paris en bouteille.
Les beaux esprits se rencontrent.

Bien faire et laisser braire.
Bien mal acquis ne prolife jamais.
Bon chien chasse de race.
Bon sang ne peut mentir.
Bonne renommée vaut mieux que ceinture dorée.
Les bons comptes font les bons amis.
La caque sent toujours le hareng.
C'est en forgeant qu'on devient forgeron.
C'est la fin qui couronne l'œuvre.
C'est le client qui commande.
C'est le ton qui fait la musique.
Chacun à son goût.
Charbonnier est maître chez soi.
Charité bien ordonnée commence par soi-même.
Chat échaudé craint l'eau froide.
Chien qui aboie ne mord pas.
Les chiens aboient et la caravane passe. (proverbe arabe)
Comme on fait son lit, on se couche.
La critique est aisée; l'art est difficile.
Dans le doute, abstiens-toi.
Des goûts et des couleurs il ne faut pas disputer.
Deux avis valent mieux qu'un.
Dis-moi qui tu hantes et je te dirai qui tu es.
L'eau va à la rivière.
En amour comme à la guerre, tous les coups sont permis.

Entre l’arbre et l’écorce il ne faut pas mettre le doigt.
La fête passée, adieu le saint.
Faute de grives, on mange les merles.
La fortune sourit aux audacieux.
La goutte creuse la pierre.
Les grands diseurs ne sont pas les grands faiseurs.
Les gros poissons mangent les petits.
L’habit ne fait pas le moine.
Il faut appeler un chat un chat.
Il faut battre le fer pendant qu’il est chaud.
Il faut de tout pour faire un monde.
Il faut qu’une porte soit ouverte ou fermée. (A. de Musset)
Il ne faut jurer de rien.
Il ne faut pas chercher midi à quatorze heures.
Il ne faut pas dire, Fontaine, je ne boirai jamais de ton eau.
Il ne faut pas mettre la charrue devant les ânes.
Il ne faut pas mettre tous ses œufs dans le même panier.
Il ne faut pas révéler le chat qui dort.
Il ne faut pas tuer la poule aux œufs d’or.
Il ne faut jamais remettre au lendemain ce que l’on peut faire aujourd’hui.
Il n’est pire eau que l’eau qui dort.
Il n’est pire sourd que celui qui ne veut pas entendre.
Il n’y a pas de rose sans épine.
Il n’y a pas de sot métier.
Il n’y a point de feu sans fumée.
Il vaut mieux aller au boulangier qu’au médecin.
Les jours se suivent mais ne se ressemblent pas.
Loin des yeux, loin du cœur.
Les loups ne se mangent pas entre eux.
Malheureux au jeu, heureux en amour.
Mauvaise herbe croît toujours.
Le mieux est l’ennemi du bien.
Mieux vaut être que paraître.
Mieux vaut tard que jamais.
Le monde appartient à celui qui se lève tôt.
Les murs ont des oreilles.
Ne vendez pas la peau de l’ours avant de l’avoir tué.
Nécessité fait loi.
La nuit porte conseil.
La nuit tous les chats sont gris.
Nul ne peut servir deux maîtres. (La Bible)
L’occasion fait le larron.
On ne fait pas d’omelette sans casser des œufs.
On ne peut pas tout avoir.
On reconnaît l’arbre à ses fruits.
Paris ne s’est pas fait en un jour.
Partir, c’est mourir un peu. (Mourir, c’est partir beaucoup.)
Pas de nouvelles, bonnes nouvelles.
Petit à petit l’oiseau fait son nid.
Pauvreté n’est pas vice.
Pierre qui roule n’amasse pas mousse.
Plaie d’argent n’est pas mortelle.
Plus on est de fous plus on rit.
Plus on pratique, plus on sait.
Le premier coup en vaut deux.
Premier venu, premier moulu.
Prudence est mère de sûreté.
Quand le chat n’est pas là, les souris dansent.
Quand le vin est tiré, il faut le boire.
Quand on veut on peut
Qui a bu boira.
Qui aime bien châtie bien.
Qui dort dîne.
Qui ne dit mot consent.
Qui ne risque rien n’a rien.
Qui paie ses dettes s’enrichit.
Qui veut le plus peut le moins.
Qui se sent morveux se mouche
Qui se ressemble s’assemble.
Qui terre a, guerre a.
Qui trop embrasse mal étreint.
Qui va à la chasse perdra sa place.
Qui veut noyer son chien l’accuse de la rage.
Qui veut tout n’a rien.
Qui vole un œuf voit un bœuf.
La raison du plus fort est toujours la meilleure. (La Fontaine)
Santé passe richesse.
Si jeunesse savait...si vieillesse pouvait.
Tant va la cruche à l’eau qu’enfin elle se casse. (La Fontaine)
Tel père, tel fils.
Le temps, c’est de l’argent.
Tout ce qui brille n’est pas or.
Tout est bien qui finit bien.
Tout nouveau, tout beau.
Tout vient à point à qui sait attendre.
Tous les chemins mènent à Rome.
Trop de cuisiniers gâtent la sauce.
Un bienfait est vite oublié.
Un bienfait n’est jamais perdu.
Un de perdu, dix de retrouvés.
Un homme prévenu en vaut deux.
Un malheur ne vient jamais seul.
Un «lens» vaut mieux que deux «tu l’auras». (La Fontaine)
Une fois n’est pas coutume.
Une hirondelle ne fait pas le printemps.
Vouloir c’est pouvoir.

Je dois exprimer ma reconnaissance à Señora Mercedes Quilez du Consulat Général d’Espagne à Miami, qui m’a donné la permission de répéter le format de sa présentation sur les proverbes espagnols, faite au congrès de la FLAG en février 1997.

Lee Bradley
Valdosta State University
Valdosta, Georgia

Activités

1. Trouvez dans la 2ème colonne l’explication pour chaque proverbe de la première colonne:

   a. L’habit ne fait pas le moine.  
   b. La raison du plus fort est toujours la meilleure.  
   c. L’argent n’a pas d’odeur.  
   d. Tel père tel fils.  
   e. L’occasion fait le larron.

   1. Ceux qui ont une meilleure situation peuvent impunément user des autres.  
   2. Généralement on se comporte bien, mais une certaine situation peut vous tenter.  
   3. Les apparences sont quelquefois trompeuses. Il ne faut pas juger les gens sur l’extérieur.  
   4. Le plus souvent, les enfants imitent leurs parents.  
   5. La moralité d’une chose est moins importante que la possibilité d’en tirer profit.  
   6. Avec du courage, on peut tout vaincre.

2. Consultez la liste des proverbes et mettez-les en groupes par sujet. Par exemple:

   Le Travail  
   Les Jugements  
   La Famille  
   L’Honnêteté  
   Les Relations  
   L’Argent  
   Etc.

3. Lisez les textes suivants et choisissez le proverbe qui s’y applique le mieux.

   a. Votre mère vous fait apprendre à jouer du piano, mais vous ne faites pas les études que quand elle est sur le point de vous liser au piano. Vous préférez sortir avec vos amis car vous ne croyez vraiment pas pouvoir arriver à jouer du piano.

        1. La caque sent toujours le hareng.
        2. C’est le ton qui fait la musique.
        3. C’est en forgeant que l’on devient forgeron.
        4. Les murs ont des oreilles.

   b. Un homme a dit toute sa vie qu’il ne se mariera jamais, qu’il n’achètera rien à crédit, et qu’il ne travaillera jamais dans une entreprise qu’il n’aime pas. Il finit par se marier et par acheter des meubles à crédit. Quel proverbe son ami peut-il lui citer ironiquement?

        1. Il ne faut pas dire, Fontaine, je ne boirai jamais de ton eau.
        2. L’argent n’a pas d’odeur.
        3. Tu a mis la charrue devant les bœufs.
        4. Les beaux esprits se rencontrent.

4. Joignez la première partie du proverbe à la deuxième partie.

   a. Tant va la cruche à l’eau...  
   b. À vieille mule...
   c. Il faut battre le fer,...
   d. Les chiens aboient...
   e. Plaie d’argent...

   1. n’est pas mortelle.
   2. pendant qu’il est chaud.
   3. et la caravane passe.
   4. frein doré.
   5. qu’enfin elle se casse.

5. Ou bien, choisissez la phrase qui termine correctement le proverbe:

   a. Il faut battre le fer

        1. avant de battre les œufs.
        2. pendant qu’il est chaud.
        3. quand le chat est parti.

   b. Une hirondelle ne fait pas...

        1. son nid à l’ombre.
        2. d’omelette sans casser des œufs.
        3. le printemps.

6. En groupes de deux ou trois étudiants, composez une petite annonce publicitaire dans laquelle il y a un proverbe que vous avez étudié. L’annonce (pour la radio ou imprimée dans un journal, par exemple) doit être basée sur un proverbe. Certains étudiants pourront faire peut-être des dessins pour accompagner leur texte.

   Par exemple, pour les vêtements:

   "L’habit ne fait pas le moine," il est vrai, mais vous sentirez beaucoup mieux et vous aurez une meilleure vie sociale dans nos jeans. Calvin Klein.

   pour une banque

   pour la promotion des valeurs familiales

   pour un restaurant

   pour un club d’alpinisme

French Promotional Video: Open Your World with French/Le français m’ouvre le monde
AATF has produced a 10-min. video to encourage American students to study French. The video is fast-paced and entertaining, as well as informative, and uses a variety of graphics and off-beat MTV-style editing techniques. It can be used to recruit students as well as to show to parents, administrators, and counselors. $15.00 (member)/$18.00 (non-member)

NEW! Promotional Video: Forward With French
The AATF has produced a 10-min. video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, and a businessman. A condensed version of a video originally produced by the Western New York AATF Chapter, this video shows why French is still the language to learn in today’s global marketplace. $15.00 (member)/$18.00 (non-member)

Tee-Shirt: Le français m’ouvre le monde
The front side of this navy blue tee-shirt reads: Le français m’ouvre le monde and shows a map of the world with areas where French is the official language highlighted in red. Cartoon figures emerge from the map to give greetings in French. The back lists 46 areas where French is the official language under the heading Ici on parle français. $18.00

AATF Travel Guide (produced by the Task Force on the Promotion of French)
This 119-page volume addresses many aspects of interest to teachers planning student trips abroad, including travel companies, established programs, exchanges, prepackaged tours, how to start a trip from scratch, help for the independent student traveler, orientation, liability, and helpful tips and resources. $12.00 (member)/$15.00 (non-member)

AATF Guide to Support from Embassies: (produced by the Task Force on the Promotion of French)
This 62-page volume outlines areas of support from government agencies of France, Belgium, Quebec, and Switzerland, including audio-visual loans, satellite TV, Minitel, Internet, and DELF-DALF exams. Precise coordinates facilitate your contacts. $8.00 (members)/$10.00 (non-members)

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. Special prices for quantities may be available. Please inquire.

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The motto of this year's World Cup games was *C'est beau un monde qui joue!* The eleven students and I who experienced and participated in the grand party that took place between June 30 and July 15 in France were truly part of a fantastic world. Each day brought new evidence of the hospitality and generosity of the French government and of the French people who involved us in every aspect of *la France en fête*.

Our team of 12 got a spirited send-off from the French ambassador and his wife at their residence in Washington, D.C., from Charles Barrière and Ariel Weil of the French Consulate in New York, and from a team of embassy personnel whose enthusiasm for soccer was contagious.

When we arrived in Paris on June 30 we had the wonderful task of meeting the rest of the 600 students and 120 teachers from 120 countries, all of them guests of the Ministère des Affaires Étrangères. The organization was amazing. We were divided into groups of 22, each with group leaders, volunteer assistants, security support, and guides. Our common language was French, and our common goal was to celebrate with France.

And what a celebration! First, we spent two days in Paris, then took the TGV to Marseille, where we spent a week, and finally returned to Paris for six more days. Every day was a party in itself. The people of Marseille made sure that we would never forget them. There were excursions in the old city and trips by boat to the Château d'If and to the îles de Frioul. The weather cooperated for several afternoons and evenings at the beach. The huge dinner and dance at the Espace Julien (a large theater complex) lasted until past midnight. In between, we had, among other things, a picnic at Daudet's mill, a shopping trip to Aix-en-Provence, and a sardine on the beach at l'Estaque.

And then there were the games. We joined the fun at the Vélodrome in Marseille for the quarter-final game between the Netherlands and Argentina and then screamed ourselves hoarse at the semi-final between the Netherlands and Brazil. The 300 of us who had been sent to Marseille had wonderful seats right behind the television cameras where the students kept the TV crews busy attracting attention with the wave, the macarena, and impromptu cheers.

Back in Paris the official receptions and parties continued. One minister told me that the courtyard of the Palais Royal would never be the same after the dinner and dance we enjoyed there. On the evening of our return to Paris from Marseille, the Ministère des Affaires Étrangères invited us all to the Quai d'Orsay for a huge dinner, some creative confetti-throwing, and an exhibit of art inspired by the World Cup. There was also a reception and petit déjeuner at the Hôtel de Ville.

In the meantime, since the French team had just won the semi-final game, World Cup fever was building. It was impossible to get caught up in the anticipation of the Grande Finale. Since only 200 tickets were available for the 720 students and teachers, the Ministère held a tirage au sort. Those whose names were not chosen were given tickets to the *petite finale* between Croatia and the Netherlands on July 11.

For once in my life, I won a lottery, as did Caroline Althouse (Ohio) and Nora Phillips (Wisconsin). We even had people asking us if they could buy our ticket stubs after the game! (No way!) The excitement of being at the Stade de France on July 12th is impossible to describe. There was the thrill of the game, the aura of victory, and the spectacle of the closing ceremonies. Even the trip back to our residence was a treat as we drove one meter at a time through the streets full of ecstatic soccer fans.

Things got a bit more serious the following day. One of France's top TV personalities, Bernard Pivot, who is known for his Dicos d'Or, spent the day televising his program with all 720 of us in the amphitheater of the Sorbonne. In between the taping of the dictation and the live broadcast of his show in the afternoon, the students managed to entertain the television crew with the wave, cheers, and songs. I've been told that TV5 has already broadcast the program and that re-broadcasts are being scheduled. Watch for them! By the way, the team from Québec placed second in the competition! And a student from Croatia (the first-place team) had a perfect paper!

On the following morning, July 14, we were each handed a formal, handwritten invitation to the presidential Garden Party at the Palais de l'Élysée. Then came the trip to the Champs-Élysées—with police motorcycle escorts! After enjoying an elaborate breakfast in the garden behind our tribune, we had a spectacular view of the parade. I felt as if I were inside a Parisian postcard.

The short walk to the Palais de l'Élysée was a major event. First we passed spectators who were waiting for the arrival of the French championship team. Then we made our way through a cordon of guards and computers into a courtyard where a military band was waiting to lead us up the red carpet into the palace itself. And there, of course, was the main attraction, the *Coupe du Monde*. That set the tone for the rest of the afternoon which can only be described as one huge victory celebration. Needless to say, an exuberant Jacques Chirac was completely upstaged by the champions du monde!

It was impossible not to get caught up in the excitement of the 800 lauréats who made up the program called *ALLONS EN FRANCE*. For the 120 adults who accompanied them, there were also priceless professional and personal results. I not only met colleagues from most of the countries represented but also formed friendships and made professional connections with some very special people—Barthélemy from Columbia, Bruno from Québec, Eva from the Czech Republic, the professor from Iran, the president of the French teachers' organization in Mexico. My dream is to continue the close relationship with Olena, my roommate from the Ukraine, and to travel one day to Vanuatu, the home of Myriam who shared with me the sacred traditions she is currently following in preparation for her marriage in October.

The pictures of our U.S. team and the autographs of those we met will always bring back memories. However, my favorite one is the sight of the team of five from Vanuatu who appeared one morning wearing the AATF tea-shirts I had given them—and pointing out to everyone that the Americans had put Vanuatu on their list of Francophone countries. *C'est beau un monde qui joue!*

Judy Johannessen
Region VII Representative

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**ALLONS EN FRANCE VIDEO**

Bernard Petit, AATF Vice-president, is preparing a video of the *ALLONS EN FRANCE* trip. It will feature highlights of the experiences of the 11 students and their leader who made up the U.S. team: Jonathan Kauffmann (AATF Region I), Jonathan Eddy (Region II), Amy O'Hara (Region III), Alexander Morsink (Region IV), Michael Fisher (Region V), Caroline Althouse (Region VI), Nora Phillips (Region VII), Jessica Harper (Region VIII), Christopher Crowell (Region IX), Andrew Spooner (French Consulate in Boston), Jillian Gerber (French Consulate in Miami), and Judy Johannessen (AATF Region VII Representative). Watch for it in October! We wish to thank Bernard Petit for his generosity of time and expertise without which this project would not be possible.
Les lauréats the day of their arrival in Paris: (from left to right) Jonathan Eddy (MA-Region I); Gillian Gerber (FL); Caroline Althouse (OH-Region VI); Andrew Spofford (MA); Christopher Crowell (CA-Region IX); Alexander Morsink (NJ-Region IV); Nora Phillips (WI-Region VII); Amy O’Hara (NY-Region III); Jonathan Kaufman (NY-Region I); Michael Fisher (FL-Region V).

In Marseille (from left to right): Christopher Crowell (CA); Pierre (animateur); Andrew Spofford (MA); Nora Phillips (WI); Gillian Gerber (FL); Jonathan Kaufman (NY); Jessica Harper (TX-Region VIII); Amy O’Hara (NY).

Initiatives locales, régionales, et nationales aux États-Unis

Pour la reconnaissance, l'étude, et la promotion de la langue française et des cultures francophones

La Fête Nationale de la Francophonie

du jeudi 4 novembre au mercredi 10 novembre 1999

Branchons-nous...Agissons...Fêtons ensemble!

À paraître: des annonces dans le National Bulletin et à la page Web de l'AATF [http://aatf.utsa.edu/]
A NEW ASSOCIATION IS FORMED: L’ASSOCIATION POUR LA FONDATION SAMUEL BECKETT

The goal of our association, whose creation was officially announced in May 1997, is, according to its statute, "to assemble the physical, intellectual and human elements necessary for the creation of a Samuel Beckett Foundation in Roussillon-en-Provence, the village where the author lived from 1942 to 1945, the years during which he laid the foundation for his entire œuvre."

The creation of this association whose founding members are Averil Brady, Annie Joly, and Henri Marcou, is the logical outcome of a long period of discussion that has recently been given additional impetus by three factors:

1. Samuel Beckett, who won the Nobel Prize for literature in 1969, is now unanimously regarded as one of the major writers of the 20th century. Thought for a long time to be barely accessible to the public at large, this Irish playwright and novelist has, paradoxically, become an undisputed classic. Proof of this may be found in the enthusiasm shown for his work by theater directors in Europe as well as in the United States. Waiting for Godot, for example, is one of the most frequently performed plays in the world.

2. The influence of Beckett’s years in Roussillon has been authoritatively demonstrated in Damned to Fame, James Knowlson’s remarkable biography which appeared in England in 1986 and is soon to be published in French translation by Actes Sud. Knowlson, who was one of Beckett’s closest friends, devotes an important chapter to the years 1942-45. He asserts that "to those who are still baffled by his work, the story of Roussillon is one of the keys to understanding" and that "Roussillon was both his salvation and his inspiration."

3. Coincidentally, the house in which Beckett lived in Roussillon has been offered for sale. This spacious house, situated on a property of nearly one hectare, is right at the entrance to Roussillon, a village known throughout the world for the beauty of its ochre cliffs.

These factors led quite logically to the idea of making Roussillon a special meeting place for Beckett’s admirers.

The Foundation will be charged, after it is fully operational, with acquiring this property through the aid of grants, contributions, and subscriptions. It will then transform the house into a cultural center that will serve three related purposes:

1. A memorial (containing souvenirs, tributes, manuscripts, and a bookstore) that will also serve as a center for colloquia. This goal will be pursued in cooperation with existing foundations in Great Britain and the United States.

2. A meeting place for all of Beckett’s admirers, whether French or Anglo-Saxon (a large and highly cultivated English-speaking community lives year-round in the Luberon). Various services—such as a lending library, a reading room, and a club for members, as well as theatrical performances and lectures—could be offered.

3. An international residence for novelists and playwrights which would offer them an inspiring place to work.

According to the terms of its statute, the Association will oversee the creation of the Foundation and, in effect, serve as its forerunner. Thus, the success of the Foundation depends upon the work of the Association. Two goals in particular must be met:

1. To generate interest in the public at large—professional critics as well as ordinary readers—so as to establish beyond doubt the credibility of the project.

2. To guarantee the feasibility of the project by a detailed survey of the expectations of potential members; in this respect, many very promising contacts have already been made in France and beyond.

In order to fulfill these preliminary goals, the Association must depend upon the dues and the contributions of its members. For this reason, we have decided to undertake a membership campaign. Dues in the Association are $35 per year for regular members, $175 or more per year for supporting members. For more information on membership, please contact Professor Thomas Cousineau, Department of English, Washington College, 300 Washington Avenue, Chestertown, MD 21620.

JOHN CARTER BROWN LIBRARY RESEARCH FELLOWSHIP

The John Carter Brown Library, an independently administered and funded center for advanced research in history and the humanities located at Brown University, will award approximately 25 short- and long-term Research Fellowships for June 1, 1999-May 31, 2000. Short-term fellowships are available for two to four months and carry a stipend of $1,100/month. These fellowships are open to foreign nationals and U.S. citizens who are engaged in pre- and post-doctoral, or independent research. Graduate students must have passed their preliminary examinations at the time of application. Long-term fellowships, primarily funded by the NEH and the Andrew W. Mellon Foundation, are typically for five to nine months and carry a stipend of $2,800/month. Recipients of long-term fellowships may not be engaged in graduate work and ordinarily must be U.S. citizens or have resided in the U.S. for the three years immediately preceding the term of the fellowship.

The Library's holdings are concentrated on the history of the Western Hemisphere during the colonial period (ca. 1492 to ca. 1825), emphasizing the European discovery, exploration, settlement, and development of the Americas, the indigenous response to the European conquest, the African contribution to the development of the hemisphere, and all aspects of European relations with the New World, including the impact of the New World on the Old. Research proposed by fellowship applicants must be suited to the Library's holdings. All fellows are expected to be in continuous residence for the entire term.

Several short-term fellowships have thematic restrictions: the Jeanette D. Black Memorial Fellowship in the history of cartography; Center for New World Comparative Studies Fellowships for research in the comparative history of the colonial Americas; the Alexander O. Visor Memorial Fellowship in early maritime history; the Ruth and Lincoln Ekstrom Fellowship in the history of women and the family in the Americas; and the Touro National Heritage Trust Fellowship for research on some aspect of the Jewish experience in the New World before 1830. Maria Elena Cassett Fellowships are restricted to scholars who are permanent residents of countries in Spanish America.

The application deadline for fellowships for 1999-2000 is January 15, 1999. For application forms and full information, write to: Director, John Carter Brown Library, Box 1894, Providence, RI 02912. Tel.: (401) 863-2725; FAX: (401) 863-3477; E-mail: JCBF_Fellowships@brown.edu; Web site: [http://www.brown.edu/Facilities/John_Carter_Brown_Library].
QUAND LES FRANÇAIS OUVRIRAIENT LA MARCHE VERS L'OUEST AMÉRICAIN

Le choix de St. Louis pour le congrès de l'AATF en juillet 1999 est une excellente occasion de mettre l'accent sur la caractéristique unique de ce centre urbain du Midwest américain d'aujourd'hui: une ville française créé dans un territoire qui, à l'insu de ses fondateurs, n’était déjà plus légalement français. Lorsque Pierre Laclède et son second, Auguste Chouteau, un gamin de quinze ans (mais la maturité d’esprit venait vite aux jeunes gens d’alors) choisirent en décembre 1763 sur la rive gauche du Mississippi, juste au sud de l’embouchure de l’Ohio, le lieu d’emplacement de leur poste, ils ne savaient pas que le roi de France, Louis XV, avait signé en 1763 un traité avec son cousin le roi d’Espagne lui cédant la Louisiane. Ce "Pacte de famille" devait être suivi l'année suivante par le Traité de Paris abandonnant la Nouvelle-France au Royaume-Uni. Bien que la Nouvelle-France embrassait une portion énorme du continent, de l’embouchure du St. Laurent jusqu’aux bords de l’Ohio et du Mississippi, n’oublions pas que la Louisiane sous la monarchie française c’était bien plus que l’État du même nom d’aujourd’hui: c’était toute la rive gauche du Mississipi allant jusqu’au Minnesota. Presque quarante ans plus tard, la Louisiane temporaire-ment devait redevenir française quand Napoléon Bonaparte, alors Premier Consul, força l’Espagne à rétrocéder la colonie. En conséquence, du 1er octobre 1800 jusqu’au 2 mai 1803, date de sa vente aux États-Unis, la rive gauche du Mississipi, y compris St. Louis, se retrouvait officiellement sous le nouveau drapeau de la France, le drapeau tricolore. Il faut ajouter l’adverbe "officiellement" car les aliéna des communications d’alors limitèrent la période du retour effectif sous le contrôle français.

Mais le 15 février 1764, quand le jeune Chouteau arriva avec trente ouvriers pour abattre les arbres sur la hauteur courant le long de la grande rivière, presque à portée de voix de Cahokia sur l’autre rive, les Français et les Amérindiens vivant dans la vallée du Mississipi étaient loin de savoir que la destinée de cette région allait éventuellement changer radicalement leur avenir. Deux mois plus tard, en avril, Pierre Laclède, qui avait reçu l’autorisation d’entreposer ses marchandises au Fort de Chartres en l’attente de la construction de son poste, devait aller inspecter le progrès accompli. Satisfait, tout naturellement il baptisa l’embryon de la grande métropole du Midwest du nom de St. Louis en l’honneur du roi car ce sera que le 9 octobre 1765 que le capitaine Stirling et cent soldats du 42ème régiment d’infanterie, le "Black Watch Regiment," arriveront finalement au Fort de Chartres pour prendre possession du Territoire des Illinois au nom de la Grande-cérémonie terminée, la garnison française s'embarqua aussitôt avec armes et bagages pour St. Louis où Bellerive prit le commandement civil et militaire de toute la région qui jusqu'alors n'avait formé que le versant ouest de la Haute-Louisiane. Dès cet instant l'exode des Français prit de l'ampleur; peut-être un tiers des habitants qui étaient maintenant invités à prêter serment au roi d'Angleterre opta pour jeter de nouvelles fondations surtout à St. Louis mais aussi à Ste. Geneviève, l’agglomération sœur, à une journée au sud.

St. Louis sera donc espagnole, mais l’Espagne n’y sera présente que d’une façon très symbolique; les mêmes officiers, les mêmes administrateurs qui servaient Louis XV servent maintenant Charles III, roi d’Espagne. Lorsque les Américains arrivent suivant le "Louisiana Purchase" peu change au début. Ces fameux voyageurs partant sur leurs canoës d’écorce pour acquérir les peaux et fourrures doivent s’aventurer très loin vers l’ouest sur le Missouri et La Plate; ils travaillent pour le compte de compagnies dont le siège social est maintenant plus souvent à Philadelphie qu’à Montréal, mais leur style, leur vie n’a toujours guère changé. Néanmoins le lendemain de l’expédition de Lewis and Clark, guidée—remarquons-le par George Drouillard, Toussaint Charbonneau, et sa femme indienne, Scagawa, le dynamisme

Bretagne. Quoique l’occupation anglaise de l’immense étendue située au-delà des Grands Lacs n’avait pas été facile, enrayée par la guerre Intensive menée par le Chef Ottawa Pontiac dirigeant une coalition des tribus indiennes et de Français refusant d’accepter la défaite, la Guerre de Sept Ans—connue aux États-Unis comme la "French and Indian War"—était maintenant terminée. Le lendemain, le commandant français, le capitaine Louis St. Ange de Bellerive, remettait solennellement le fort à son homologue britannique, un acte concluant deux siècles de présence française sur le continent américain. La américan, le génie commercial Anglo-saxon se manifestent. Des vagues de milliers de nouveaux colons arrivant flottant sur l’Ohio ou marchant sur les routes ouvertes à travers les forêts de l’Indiana. La résistance héritée organisée par les chefs Tecumseh, Petite Tortue, en fait accélérer la destruction des nations indiennes et leur exil et bien souvent celui des Français qui leur étaient apparentés. Pourtant, à la veille de devenir la grande porte vers l’ouest américain, les rues de St. Louis, sa berge encombrée de bateaux, résomment encore d’échos français.
La présence française dans cette région enrobant la convergence des rivières de l'Illinois, Missouri, Ohio, et Mississippi avait commencé en 1673 avec l'arrivée de Louis Jolliet et du Père Marquette. La chronique de leur expédition est une des rares évocations de l'époque française entrée dans l'imagerie populaire de l'histoire américaine. En effet, dès le début du dix-neuvième siècle les auteurs rédigeant les manuels destinés aux écoles et aux érudits ignoraient tout ce qui n'appartenait pas à l'histoire des Treize Colonies et à leur transformation en États-Unis. Les Français, quand ils sont mentionnés sont dépeints en termes déflorants, termes aussi appliqués naturellement aux Amérindiens. Le public anglophone ne découvrira la réalité qu'avec la première publication des importants travaux de Francis Parkman en 1884.

Quoique le climat se soit beaucoup amélioré, le passé français de la vallée du Mississippi, et particulièrement de l'ensemble développé autour de ce confluent de voies fluviales justement mentionné, demeure jusqu'à nos jours assez inconnu par le grand public et un rare sujet dans les salles de classe.

Il appartient aux enseignants de la langue française d'ajouter leurs efforts aux chercheurs qui œuvrent pour assurer que la présence française dans cette région, une présence, j'insiste, liée à celle de la confédération des indiens Illinois, des Renards, des Osages, des Lakota Sioux, et bien d'autres, puisse demeurer partie intégrale de la culture d'aujourd'hui.

La fondation en avril 1699 de Cahokia par les prêtres des Missions étrangères avec l'aide de Henri Tonty, le vaillant et fidèle second de La Salle, celle de Kaskaskia, en 1703, du Fort de Chartras terminé en 1721, et des villages attenants, La Nouvelle Chartres, Prairie du Rocher, St. Philippe, de Vieilles Mines dans les collines boisées des Ozarks—une déformation du français "Aux Arcs"—du Fort d'Orléans sur le Missouri, de Ste. Geneviève, et tant d'autres lieux, sont des témoins vivants d'un passé qui se doit d'avoir part entière dans l'histoire américaine. Je suggère donc que le congrès de St. Louis puisse s'affirmer non seulement comme le lieu de rencontre d'expériences pédagogiques linguistiques mais aussi comme la légitimation des racines historiques françaises dans les États-Unis du nouveau millénaire.
LES ÉTUDES FRANÇAISES ET LE PROGRAMME "LE FRANÇAIS DANS LE MONDE" DE L'AUFELF-UREF

Je vais tenter dans cet exposé de répondre, en partie du moins, à la question que fait la Francophonie pour les professeurs de français dans le monde? et plus précisément: quel intérêt pour les professeurs américains de français à connaître l'AUPELF-UREF et à participer à ses programmes?

C'est suite à la décision du Sommet des Chefs d'États et de Gouvernements (récu à Cotonou en 1995), de considérer à la fois la Francophonie dans le monde comme un "domaine mobilisateur" et l'enseignement du français comme un thème prioritaire, que l'AUPELF-UREF—jeune maintenant Agence Universitaire de la Francophonie—a créé un programme qui a été appelé, en croisant ces deux formules, "le français dans le monde." Ce nom coïncide—heureusement ou malheureusement—avec celui de la célèbre revue publiée par Hachette, Le français dans le monde, que vous connaissez sans doute: heureusement car c'est une revue prestigieuse et un outil indispensable des professeurs de français langue étrangère; malheureusement car nous n'avons aucun rapport direct, hors la sympathie mutuelle qui nous unit et la solidarité que nous éprouvons à partager des objectifs communs, et ce terme entretient une certaine confusion. C'est pourquoi je précède souvent appeler le programme FRAMONDE, dans un raccourci de huit lettres imposé par le langage informatique. La revue publiée par ce programme, qui est plutôt un bulletin de dimensions modestes, s'appelle Le français à l'université.

L'idée fondamentale de ce programme est de réorganiser l'offre de l'AUPELF-UREF dans le domaine de l'enseignement du français et de l'enseignement en français dans le monde. Cette offre consiste principalement en:

- les réseaux qui constituent le tissu même de l'AUPELF-UREF en tant qu'association d'universités francophones et départements francophones d'universités non-francophones du monde entier; réseaux de recherche et réseaux institutionnels constitués autour de l'Université des Réseaux d'Expression Française (UREF) en tant qu'opérateur des Sommets francophones;
- l'espace de réflexion ouvert par ces réseaux et ces contacts, en particulier dans ce cas, sur les thèmes de l'enseignement du français et de l'enseignement en français.

Au delà des pays qui participent aux Sommets des Chefs d'États et de Gouvernements ayant en commun l'usage du français, la Francophonie, c'est aussi, dans le monde entier, tous les départements ou sont formés les futurs professeurs de français et ceux qui sont des spécialistes des experts de diverses spécialités préparent leurs diplômes en français.

C'est enfin une immense demande de français qui se manifeste dans les centres universitaires de langue où le français est choisi comme langue étrangère, et plus largement, la francophilie présente dans l'entreprise, dans les médias, et dans la rue. Le programme "Le français dans le monde" coordonne donc les actions de l'AUPELF-UREF vis-à-vis de tous les départements universitaires où l'on étudie le français ou en français:

- Départements d'études françaises, qui forment des professeurs de français;
- Filières universitaires francophones, qui grâce à des cours partiellement ou complètement en français, permettent d'obtenir un diplôme de droit, d'administrateur ou d'ingénieur en français;
- Centres universitaires de français langue étrangère, où l'on donne des cours de français langue étrangère, pour l'obtention de ces crédits de langues vivantes, obligatoires dans la plupart des diplômes de n'importe quelle spécialité.

RÉALISATIONS, EXEMPLES

Édition du bulletin d'information et de liaison Le français à l'université (4 numéros par an). Ce bulletin est envoyé gratuitement sur demande, soit en version papier (actuellement un millier d'abonnements) soit par abonnement électronique (actuellement une centaine). Il est envoyé, de plus, aux 1700 départements inscrits dans notre Répertoire.

Mise à jour du répertoire des départements du français dans le monde, contenant environ 1700 départements, filières et centres de langues; l'inscription dans le répertoire est gratuite et donne droit au service régulièrement du bulletin d'information et de liaison Le français à l'université.

Certains de nous qui dirigent des départements d'études françaises doivent donc recevoir régulièrement et doivent avoir reçu aussi des demandes de mise à jour de ce répertoire, envoyées par le Service des banques de données du Centre de Ressources de Montréal.

Ce répertoire est disponible en édition traditionnelle sur papier et en disque optique compact. Nous espérons qu'à la rentrée il sera disponible sur Internet.

Reconstitution du réseau des départements de français "membres associés B," par le moyen d'une campagne de promotion du "Fornait DEFS."

Depuis 1971, les statuts de l'AUPELF-UREF lui permettent d'accueillir des universités non francophones: tout département de français peut demander à être membre "associé B." On compte aujourd'hui 338 membres (de 68 pays différents), dont 175 en Amérique du nord, dont 87 aux États-Unis (le dernier, administré par l'Université Columbia, qui fait une importante proportion en faveur de votre continent; plus de 50% en Amérique du nord, plus de 25% aux États-Unis.

L'assemblée générale de l'AUPELF-UREF a approuvé pour la période 1998-2001 de nouveaux barèmes de cotisations, qui fixent le coût pour l'Amérique du nord à 150$ canadiens (ou 120$ US, cette décision étant antérieure aux fluctuations récentes du dollar canadien).

OBJECTIFS DU PROGRAMME

Il traite, en coordination avec les grandes directions de l'Agence Universitaire de la Francophonie, ces aspects fondamentaux de son action: la promotion de la francophonie dans le monde à partir des universités et la relance de l'enseignement du français et en français, tant dans les pays partenaires de la Francophonie institutionnelle que dans la Francophonie de l'extérieur.

Cette politique s'applique essentiellement sur:

- la valorisation de la solidarité associative dans le cadre de l'AUPELF-UREF;
- une stratégie pédagogique qui consiste à développer l'enseignement en français.

Elle vise principalement:

- la prospection de filières francophones et la promotion du "français langue seconde" dans le cadre du multilinguisme;
- l'établissement d'un état des lieux de la situation du français dans le monde (Observatoires du français);
- la dynamique des réseaux régionaux et institutionnels, afin de créer (et maintenir) des liens efficaces entre les départements de français sur des projets de formation ou de recherche.
Pour les départements qui ne souhaitent pas être membres de l’AUPELF, nous avons imaginé une formule plus souple, celle du forfait DEF qui offre, pour le règlement du même montant que la cotisation annuelle, les avantages suivants :

- l’envoi des répertoires version papier et disque optique ;
- l’abonnement à la revue Universités.

Le forfait permet également aux départements qui déposent une demande d’adhésion de recevoir immédiatement les avantages liés à l’adhésion.

Seuls les départements membres peuvent participer à tous les programmes, en particulier au programme de bourses d’échanges entre départements d’études françaises. Ces bourses sont offertes par le Fonds international de Coopération Universitaire à des professeurs de départements titulaires d’un doctorat afin de faire une recherche dans n’importe quel autre département d’un pays francophone dans quatre spécialités :

- Français langue étrangère, langue seconde, ou de spécialité ;
- Linguistique ;
- Lexicologie, Terminologie, Traduction ;
- Littératures francophones.

Les appels d’offre de bourses d’échange entre départements d’études françaises se font chaque année à la rentrée universitaire et le dossier doit être déposé au plus tard le 15 février de l’année suivante.

Nous recevons actuellement une centaine de dossiers chaque année et une vingtaine de bourses sont attribuées. Il est à noter que nous recevons davantage de dossiers et que les bailleurs de fonds nous donnent la possibilité de développer ce programme important pour la mobilité et le perfectionnement des professeurs de français, ce qui nous permet de travailler dans d’autres départements de français, mais aussi de recevoir des professeurs d’autres pays dans votre département.

**COMITÉS RÉGIONAUX**

Les activités des Comités régionaux des études françaises et des filières francophones qui représentent les départements de français d’une région à l’AUPELF et qui ont deux de leurs présidents au Conseil d’Administration. Par exemple, le Comité Régional Amérique du nord est présidé par Ralph Hester, et il compte parmi ses membres Albert Valdman.1 Ralph Hester représente les départements universitaires de l’Amérique au Conseil d’Administration de l’AUPELF.

Un des principaux objectifs qui ont été proposés aux Comités régionaux est de participer à la constitution d’Observatoires du français. Je vais donc m’attarder un instant sur ce projet.

La Francophonie en tant que mouvement institutionnel et culturel est récent. Le problème du français en tant que langue n’y a été posé globalement que l’an dernier, au cours des Assises de l’enseignement du français et en français et des séminaires qui les ont précédées. Les Assises, tenues sur la base d’une concertation régionale, ont conclu à la nécessité d’un outil scientifique d’observation du français, ce qui a été reprise par la déclaration de la Conférence des ministres de l’enseignement supérieur à Hanoï.

L’AUPELF-UREF, qui a déjà mené une réflexion dans ce domaine (enquête sur le français au Liban et les états des lieux réalisés dans la perspective des Assises) et qui dispose de réseaux francophones dans le monde entier, propose d’installer d’abord quelques Observatoires régionaux autour de ses Comités, dans ses bureaux régionaux où un pilote assurera la permanence du suivi, de la collecte, et l’interprétation des résultats.

Les premiers Observatoires seront établis dans quatre régions : en Amérique du nord et en Amérique latine ; dans le monde arabe et en Europe centrale et orientale (Bureaux de l’AUPELF à Montréal, à Beyrouth, à Istanbul et à Budapest). Les deux derniers sont d’ores et déjà installés et commencent à fonctionner ; les Observatoires américains sont en cours d’installation.

Il se s’agit en aucun cas de faire double emploi avec les états des lieux déjà réalisés (par les gouvernements, comme au Québec et au Canada, par les Ambassades de France, le Haut Conseil de la Francophonie, dans le cadre de l’Europe communautaire), mais d’apporter un outil différent, utile, qui ne soit ni politique ni lié à l’enseignement du français, un instrument élaboré par et pour le monde universitaire, capable d’utiliser les données déjà publiées dans une perspective pluridisciplinaire, et qui dépasse le stade purement informatif par son caractère scientifique et par sa portée académique.

L’Observatoire produira une banque de données mise à la disposition de tous, étudiants et parents d’élèves, chercheurs et décideurs, afin d’accompagner dans leur apprentissage et leur approche du français ceux qui sont francophones ou simplement francophiles. Cette banque de données, constamment tenue à jour, sera disponible sous plusieurs formes, comme les autres publications de l’AUPELF-UREF, du livre à l’internet accessible sur la Toile depuis tous les pays du monde, grâce à des sites miroirs dans différents centres SYFED-REFER, elle donnera lieu aussi à une édition annuelle sur papier. Elle comprend 3 volumes : (situations idéales du français, les enseignements à tous les niveaux, l’environnement francophone dans l’éditio et le médias, dans l’entreprise et les relations commerciales).

Le fonctionnement scientifique est assuré par les Comités régionaux, qui constituent le comité scientifique de l’Observatoire, et qui mettront en place un réseau de correspondants permettant de faire remonter l’information très vite grâce à la communication électronique, vers l’Observatoire régional. Nous souhaitons également réaliser un certain nombre de partenariats, et j’en profite donc pour lancer un appel aux institutions qui souhaiteraient participer avec nous à ce projet (certaines universités ayant peut-être déjà développé des banques de données de ce type ; nous avons ici l’exemple de l’Université Laval à Québec).

**CONSTITUTION DE RÉSEAUX RÉGIONAUX DU FRANÇAIS DANS LE MONDE**

Les réseaux régionaux du français dans le monde réunissent autour du Comité régional, dans une structure plus large et plus ouverte, des professeurs de départements, des cadres des administrations, des personnalités d’influence du milieu culturel, de l’entreprise, et des médias, autour de projets précis.

Je vous donnerai quelques exemples, mais ils ne sont pas limitatifs, puisque tout projet concernant l’enseignement du français ou en français qui entre dans le cadre de nos priorités peut faire l’objet d’un réseau régional.

C’est ainsi que se sont créés des réseaux régionaux sur le thème des “Assises de l’enseignement du et en français ; une stratégie du multilinguisme,” constitués de près de 700 personnalités du monde de l’enseignement mais aussi du monde politique, du monde des affaires, et des médias.

1 Pierre Arsenault, Université de Moncton (Canada-Nouveau Brunswick), Michel Bergeron, Réacteur en chef de Médecine-Sciences, Université de Montréal (Canada-Québec), Ralph Hester, Stanford University (États-Unis), Normand Labrie, Institut d’études pédagogiques de l’Ontario, Université de Toronto (Canada-Ontario), Michel Piersens, Département d’Études Françaises, Université de Montréal (Canada-Québec), Albert Valdman, Département d’Études Françaises, Indiana University (États-Unis), Alain A. Levasseur, Louisiana State University Law Center (États-Unis).
Plusieurs propositions de nouvelles filières en Amérique sont à l’étude, la plus avancée étant le projet d’une filière francophone en droit à l’Université d’État de Louisiane.

LA COMMUNAUTÉ VIRTUELLE DES DEF [http://www.aupelf-uref.org/FRAMONDE]

Cette communauté met en réseau les départements de français du monde entier sur l’infobase en français REFER grâce à:
• des fiches de présentation harmonisées des différents départements, produites par le Centre de Ressources et hébergées au Centre SYFED-REFER de Montréal, qui donnent une information minimum en français sur les départements qui n’ont pas de site, et servent d’introduction à leur site lorsqu’ils en ont un;
• une politique d’inclusion de développer un site en français auprès des départements qui n’en ont pas: le programme leur propose alors une trousse d’installation et la possibilité d’héberger leur site sur le serveur REFER le plus proche;
• la possibilité de réaliser un miroir des sites en français existants sur les serveurs REFER.

En constituant sur REFER la communauté virtuelle des DEF, "Le français dans le monde" offre à tous les départements du français dans le monde la possibilité de développer un site en français dérivant et valorisant leur cursus académique, leur corps professoral, et leurs activités.

Cette option me semble particulièrement intéressante en Amérique du nord, où toutes les universités ont un site sur Internet, mais où ces sites sont entièrement en anglais et ne laissent souvent pas une place très significative au département de français en tant que tel. C’est donc l’occasion de créer un site en français et de valoriser ainsi le département de français, et par voie de conséquence de donner une plus-value au site de l’université par rapport aux autres universités concurrentes.

La communauté virtuelle FRAMONDE offre en outre une série de services: les répertoires et le bulletin Le français à l’université, consultables en ligne—Ile avec possibilité de correction des données par les utilisateurs—; l’édition électronique des actes de certains colloques; des annonces et des appels d’offre intéressant tous les départements de français.

Marc Cheymol
Chef de Projet
AUPELF-UREF
Montréal

FOREIGN LANGUAGE GROUPS AND TESOL JOIN NCATE

The American Council on the Teaching of Foreign Languages, Inc. (ACTFL) and Teachers of English to Speakers of Other Languages, Inc. (TESOL) were ratified as constituent members of the National Council for Accreditation of Teacher Education (NCATE) at NCATE’s Executive Board meeting on May 14, 1998.

In becoming NCATE constituent members, ACTFL and TESOL join 31 other national organizations that represent teachers, teacher educators, state and local policymakers, and school specialists, totaling over 3 million educators and members of the public. NCATE is a partnership of national organizations that sets professional standards for colleges and universities that prepare teachers. As members of the NCATE coalition committed to quality in teaching, ACTFL and TESOL will appoint representatives to the NCATE policy boards and to onsite evaluation teams that assess teacher preparation institutions.

ACTFL represents a broad constituency within foreign language education, serving all language educators at all educational levels. ACTFL’s NCATE membership is supported by collaboration with eight language-specific associations: American Association of Teachers of French; American Association of Teachers of German; American Association of Teachers of Italian; American Association of Teachers of Spanish and Portuguese; American Classical League; American Council of Teachers of Russian; Chinese Language Association of Secondary-Elementary Schools & Chinese Language Teachers Association; and the National Council of Secondary Teachers of Japanese & Association of Teachers of Japanese.

ACTFL’s executive director, C. Edward Scebold, says, "ACTFL will broaden and complement the representation of professional groups within NCATE through its network of seventy constituent associations at the national, regional, and state levels."

TESOL represents an international membership of English language educators who foster effective communication in diverse settings while respecting individuals’ language rights. Its members span a variety of academic disciplines within the education community, making TESOL especially sensitive to contemporary issues in teacher preparation.

Kathleen M. Bailey, TESOL president, says, "The TESOL standards for pre-K-12 students provide the bridge to general education standards expected of all students in the United States. Now we are poised to prepare educators to help all learners develop pathways for success in school and beyond."

"We are delighted to welcome ACTFL and TESOL as constituent members of NCATE," says Arthur Wise, NCATE president. "These organizations articulate and advance standards for professional teacher preparation. Their work in developing professional standards, which will become a part of the NCATE system, enhances and strengthens NCATE."
C'EST DU DÉJÀ VU... AU CINÉMA

Les Compères is one of my favorite films to use in French classes to stimulate discussion and add comic relief near the end of the academic year. In the spring of 1997 the American remake of the film, Fathers' Day, happened to come to the local theater during the time we were discussing the French film in class. We compared the two films on the basis of cultural contexts, plot differences, and character interaction, deciding in the end that Gérard Depardieu playing the macho investigative reporter, and Pierre Richard, the frizzy-haired, neurotic ex-school teacher, have a comic chemistry that cannot be matched, even by Robin Williams and Billy Crystal.

Depardieu and Richard teamed up in two other French comedies that became American remakes. The first was La Chèvre (1981) about the accident-prone daughter of a Parisian CEO who sends a tough detective, Depardieu, to Mexico to find his missing daughter. When he fails, her father makes a second attempt by sending along the company accountant (Richard), a bumbling airhead, on the premise that it takes one to find one. The mismatched sleuths encounter more than they bargained for as they stumble their way through situations that offer clues, comedy, and eventually romance. The remake, Pure Luck, loses its timing, has long scenes that are not funny, and seems disorganized. The third film with Depardieu and Richard, Les Fugitives (1986), also based on a parent-child theme, became Three Fugitives with Nick Nolte and Martin Short, who come closest to reproducing the comic mix found in the French version.

It is surprising that Hollywood waited until 1996 to create a remake of La Cage aux folles (1978), which had great reviews and financial success when the original version was released in the U.S. in 1979. Nominated for two Oscars in 1980, it was presented as a Broadway musical three years later. In the meantime the French were busy creating two sequels by the same name in 1980 and 1985, both disappointing attempts to carry on the original theme of the gay odd couple. Mike Nichols' remake, The Birdcage, starring Robin Williams and Nathan Lane, brings a contemporary context to the farce with references to gays in the military, legal rights, and Robert Mapplethorpe, but lacks certain humorous aspects found in the conservative political context of the French version.

It is difficult to discuss American remakes of French films without sounding like a Francophile snob. Convinced that I am biased in favor of the French original, I was relieved to come across a comment by Roger Ebert, movie critic for the Chicago Sun-Times, who remarked that there seems to be "a trend in which Hollywood buys French comedies and experiments on them to see if they can be made into English with all the humor taken out." This is partly true for the films just mentioned, but there is an exception. Trois Hommes et un couffin inspired the remake Three Men and a Baby, which is even funnier than the original because the comic rhythm is better suited to an American audience. Hollywood seems to have an affinity for French comic films. Can remakes of Gazon maudit and Les Visiteurs be far behind?

Another film I enjoy using in class is Le Retour du Martin Guerre, an engaging historical romance based on an authentic 16th-century trial that is full of suspense until the very end. Martin (Depardieu), the young husband of Bertrande (Natalie Baye), leaves home to fight for the king, returning nine years later a changed man. Is it Martin or an impostor? Set in a peasant village, the film deals with superstition, deception, greed, and true love. Very successful in the original version, Martin Guerre inspired an American adaptation that is disappointing unless you put the French film out of your mind. In Sommersby with Richard Gere and Jodie Foster, the returning husband is much less credible, the historical context has been changed to the Civil War, and recurring themes are Yankee-Dixie rivalries, tobacco farming, and racism. The plot becomes more complex and suspenseful but with significant changes from the original.

Ten years earlier Gere starred in Breathless, a remake of the classic French film À Bout de souffle, which, in my opinion, cannot be successfully remade because of its unique qualities, including the photography, the ambiance of Paris, and the main characters played by the homely, boxer-nosed Jean-Paul Belmondo and Jean Seberg, an American actress living in France.

A French film that has enjoyed remarkable success in the U.S. is La Femme Nikita, a fast-paced, violent thriller based on the story of a female condemned murderer who agrees to be retrained by the government as an anti-terrorist agent. After the film was nominated for two awards in the original version, Hollywood quickly exploited its potential in the remake Point of No Return. The success of this film was followed by a unique event. La Femme Nikita was made into a weekly American series shown on the USA network (Sundays, 10 p.m./EST) with the original French title. (Nikita is used in Canada to avoid confusing the series with the film.) La Femme Nikita now has two major Web sites and chat groups to discuss the activities and love interests of the main characters.

Espionage treated in a lighter vein is the subject of Le Grand Blond avec une chaussette noire in which Pierre Richard plays an absent-minded violinist who is mistakenly identified as an enemy agent because of his bizarre habits that suggest premeditated counter-espionage ploys. The farce was transformed into The Man with One Red Shoe, the CIA playing the role of the French secret service and Tom Hanks the unwitting pawn of the not-so-intelligent agents.

At the end of the 1955 French thriller Les Diaboliques the audience is advised not to reveal the final part to those who haven't seen the film. When Sharon Stone and Isabelle Adjani pooled their talents in the 1996 American remake, Diabolique, the result was disappointing but had the good effect of inspiring viewers to see the re-release of the original in a restored version, which is far superior to the remake for reasons I can't explain without revealing the dénouement.

The prize for silliest film should be shared equally by Un Indien dans la ville and the remake Jungle 2 Jungle, both based on the story of a young boy raised by his divorced mother in the Amazon jungle. At the age of 12, he is returned to his father, a businessman whose "jungle" is the city. The cultural adaptation of the son is revealed through a series of gags that are not particularly funny.

Considering the French government's concern with imposing quotas on the number of American films that can be shown in cinemas and on television in France, it must be all the more galling (no pun intended) to see mediocre versions of their own creations returning to the marquee.

Lois Vines
Ohio University
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### American Remakes of French Films

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Lois Vines and Amy Vickroy (student), Ohio University

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**NEWSLETTER / BULLETIN EDITORS**

**LET’S KEEP IN TOUCH!**

During a session at the AATF Convention in Montreal with Jane Black Goepper, editor of the National Bulletin, I discussed the rewards and problems of publishing a chapter newsletter. Before that session, I had mailed a questionnaire to each chapter president requesting information about the reasons they send a chapter letter, newsletter, or bulletin to members; the information most often included; and the various formats used by the editor. In many instances, this letter/newsletter is prepared by the president. I would like to thank those presidents who returned the questionnaire; the responses received were informative and helped categorize the types of information chapter members feel are important. Those who attended the session felt it would be valuable if chapter editors/presidents could exchange information by way of the newsletter.

If you are interested in this exchange, please send me the following information so that we may start communicating among chapters: name of person responsible for chapter letter/newsletter; complete address; telephone; FAX; E-mail. Please indicate your title or position in your chapter. When I hear from you, I will put you on the list to receive Françoifilles, the Chicago/Northern Illinois Chapter's news bulletin, published three times a year. Send information to: Anne Hebert, Editor, Françoifilles, 2040 North Bissell, Chicago, IL 60614; e-mail: [pjenhebert@aol.com].

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**Promotional Materials**

Looking for materials to attract students, promote French, and enliven your classes?

Check out the:

- AATF Materials Center (p. 48)
- French Promotion Materials (p. 27)
- French Promotion Flyers (p. 38)
- AATF Promotion Items (p. 17)

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**Septième Congrès Régional 30 avril-1er mai 1999**

**Le Français: un pari sur l'avenir**

**Holiday Inn, Worcester, Massachusetts**

**Marquez vos calendriers!!!**

Le Chapitre du Massachusetts de l'Est accueille le septième congrès régional de la Nouvelle Angleterre, les trente avril et premier mai 1999. Dans un cadre agréable, facile d'accès, six ateliers de pré-conférence et plus de 40 conférences ou tables rondes, entièrement dévoués à l'enseignement du français, vous seront offerts.

Pour plus de renseignements [http://www.franceboston.org/AATF99.html].
AATF PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

Speaking French: an investment in the future (produced by the Task Force on the Promotion of French)
AATF's newest promotional brochure. Attractive red, white and blue brochure explains why French is a world language! It explains why today's French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities.
50 copies @ $5.00; 100 copies @ $10 (*member prices); 20 cents each for quantities larger than 250.

Top Ten Reasons to Learn French (published by the French Cultural Services and the AATF)
A red, white, and blue brochure which lists 10 excellent reasons why students should learn French including increasing their advantage in the global job market and improving their critical and creative thinking skills.
Free to members*, first-class postage required in quantities. $5.00 per 100.

French is More Than... (developed jointly by AATF, the French Cultural Services, and the Alliance Française)
Created in 1991 as a cooperative venture by the three above organizations to promote the study of French in the U.S., this is still one of our most popular brochures. Aimed at stimulating the study of French by Anglophones it stresses in particular France's latest scientific, technical, and commercial accomplishments (such as the TGV and Minitel). It is an 8-panel, 3-color, generously-illustrated flyer which emphasizes the geographical spread of French as an important language of general communication throughout the world.
Free to members*, first-class postage required in quantities. $7.50 per 100.

Why French FLES*? (developed by the AATF FLES* Commission)
This flyer offers reasons and testimonials on the importance of beginning the study of French at a young age.
Free to members*, first-class postage required in quantities. $5.00 per 100.

*Available to non-members at cost; please inquire.

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.

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FIFTEEN COMMON ERRORS IN LANGUAGE TEACHING ASSUMPTIONS AND STRATEGIES

In the last Front-Page Dialogue, Rifkin points to the importance of giving new teachers "the skills they need to understand the teaching act as practiced by others" and to analyze their own teaching practices throughout their careers. Preparing teachers to teach involves worrying about the future as well as the present, since future demands in terms of courses, departments, student abilities, etc., are subject to wide variation. Even after a career is well underway, the future is still much to learn, in which imitation and experiment will continue to play roles with relatively little feedback beyond what students provide. Unfortunately, with few opportunities to discuss teaching issues at the university level, there is little opportunity for sharing—though the successes as well as the failures, are shared.

Experimenting in relative isolation, new teachers may be unaware that they are reinventing the wheel, and sometimes perhaps inventing things that would better be left unused. For many reasons, "errors" inevitably pass from generation to generation of well-intentioned teachers. Here are presented fifteen assumptions and strategies that are frequently encountered in language teaching, that can and do have negative consequences (therefore, "errors"). They are all relatively broad assumptions rather than specific "techniques," since how we conceive of language study and teaching will necessarily affect how we go about it.

1) Assumptions about what a language course is.

We make an error every time we assume automatically that we know what a language course is, or of what it consists. I infer this assumption from the way people often talk about language courses, including administrators and faculty—as if the courses are given, known entities, not subject to much curiosity about content. Often it doesn't seem to matter much who teaches these courses, as if they can be passed from instructor to instructor without change or variation. Searches for language instructors are often modest, and when enrollments rise, well, there must be someone around who can teach that extra section. Worse yet is the assumption that it is sufficient to be a native speaker to be qualified to teach language. Theodore Higgs calls this the dental model of language instruction: you have teeth, you can be my dentist. Closer to home, when Nabokov's appointment to teach literature at one university was supported on the basis of his talent as a writer, Jakobson is remembered to have asked, "Would you hire an elephant to teach zoology?"

Unfortunately, too often we act as if the content of our courses is in fact not in question, and it is not uncommon for instructors to have difficulty articulating the goals they have for a given course or year of instruction. When asked a question, instructors have been known to respond with surprise, as if—what an odd question. In answer they may talk about finishing the textbook, or say that the textbook is quite good, and they just follow it. Some teachers have never thought through and articulated goals for their language courses, and some do not know why they are doing any one thing. They are prepared to follow their textbooks, inventing lively activities, but they have never really paused to question what their courses are supposed to accomplish, how these courses fit into their departmental goals or their students' overall undergraduate education, or how the conception of a course might vary depending on departmental or institutional factors. This is especially true of the elementary courses, but it is found with more advanced courses as well.

2) Assumption that language courses do not have intellectual content.

Language courses, the common wisdom goes, are "skills-courses," not content courses. This view of language is reinforced in dozens of ways, by the range of many college language teachers, departmental policy battles over whether language courses should be classed as language courses or literature courses, who should have the right to teach which, what courses should count for the college major, and so on. But worst of all, language teachers themselves perpetuate this image by constantly belittling their profession with the phrase "just language."

"What are you teaching this year?" asks a colleague after some absence or separation. "Are you getting to teach any Tolstoy (for example)?"

"No," you respond, "this year I'm teaching just language."

"I hear you got a job offer," says a graduate student to a friend. "Where is it, and what will you be teaching?"

"Well," you answer, "just language for the first year, but I hope I'll be able to teach some literature later."

Of course we understand why people say this kind of thing. If language courses are mindless, contentless skill rehearsals, then no one is thrilled to be associated with them, and everyone wants to be seen as teaching something of substance. But by buying into this definition we make a serious mistake, and we also perpetuate the first error, that language courses exist as some pre-determined, and now we add, intellectually barren, package.

We who teach language need to stop thinking "just language," and design all language courses (not just the advanced ones) with the same thoughtfulness that we would design courses in literature or linguistics. If we design intellectually barren courses, we have only ourselves to blame. No language course need be, nor quite adamantly should be, intellectually barren. As Harris has written, 'In one sense, the whole debate about human knowledge in the Western tradition has always revolved around the relationship between words and the world, between language and reality. We are at the center of a magnificent enterprise, and no matter in what direction we step, we will encounter questions and issues of intellectual richness and satisfaction. The only real mistake we can make is not to take any step.'

When Harvard University set out to assess and evaluate its undergraduate education in a series of "assessment seminars," it made a "surprising discovery" (Light). To the apparent astonishment of the assessment investigators, language courses were not only rated higher than any other group of courses at the college, but "when undergraduates here choose to pursue language studies, for some a sort of personal transformation takes place... Whether it is the Romance languages, or Germanic languages, or Asian languages, or Slavic languages, or Classical languages—all of these are singled out by juniors and seniors as classes in which they feel they grew significantly." The discussion that follows is revealing: "These ratings forced several participants in our Seminars to struggle for an explanation." They were plainly surprised that "language courses"

1. "Front-Page Dialogue" is a regular feature of the American Council of Teachers of Russian (ACTR) Letter.
were so highly rated, admit that they assumed that students wanted concrete skills, and were surprised that the value of language courses went well beyond skills, including content as well.

The substance of language courses is a large and rich topic, but the point is that traditional language courses as "skills-only" is a persistent image that no one teaching language should accept. Language study can be enormously rich and intellectually rewarding—and it is our job to design courses that mine some portion of that wealth. We need to articulate the knowledge we teach—linguistic (how grammar organizes communication, the lexicon as a repository of cultural experience), socio-linguistic (language and behavior, social rituals, appropriateness conditions), discourse (conventions, genre distinctions), and cultural (factual knowledge, "cultural literacy"), all accessible through many kinds of texts, including poetry and prose, film, and visual images, in both written and oral modes. We need to articulate the links between language and culture—not in trivial terms, such as what people say "at the post office," but in how language reflects an organization of society, different forms of universal functions (Galloway) or using value orientations to discuss variations across cultures (Kluckhohn and Strodtbeck). There are dozens of potential issues—the insider vs. the outsider, expressions of solidarity, the role of status, the individual vs. the community, gender issues, perceptions of time and space, and so on (Chaput 1997). Neither must high culture be ignored, with its intimate connection to Russian history and social thought. It is our job to stop apologizing and saying "just language," and to articulate the intellectual content of our courses—not to let the skills-only myth continue uncorrected.

Those who do not teach language can help in this cause by respecting the contribution of language courses to the field. We all know that the majority of our majors come from Russian language courses—students who become "hooked," and go on to take literature and other courses. Many upper-division literature courses continue to exist because of good introductory language programs, not the other way around.

3) Assumptions about the language instructor.

For those who began teaching language recently, how did you picture your role? Did you have an image? Administrators and others who hire language instructors often reveal a persistent image of the ideal language instructor as a zippy, energetic exercise leader, firing off exchanges with students and keeping all the students "on their toes." This instructor is the energy center of the classroom, a performer par excellence, so lively and dynamic that students could not possibly be bored or passive.

The teacher as some kind of performer is a persistent role-image, and when asked about the role of the instructor, both new and experienced teachers often offer parallels from the performing arts: actor, director, choreographer, conductor. These roles tell us still more about our assumptions about teaching language. Consider, for example, who is in the spotlight, who is on the stage, and who is doing the creative work. These roles all put the instructor in that position, and it is no wonder that new language teachers may feel nervous about their performance. But in fact, it is the students who belong on the stage, in the spotlight, and doing the work. And neither are we their conductors or choreographers, telling them just what notes to play or steps to take. Perhaps a better image of the instructor is that of the coach. Coaches use all kinds of techniques to impart knowledge and skill, but it is clearly the players who play the game.

Teachers who aren't frenetic or fast-talking extroverts can put that image aside—it may not even be desirable. The instructor's role is to use skill to create an effective language-learning experience, not to entertain an audience. New teachers who are overly concerned with their image as zippy drill leaders may not put enough thought into the larger picture—what kind of language proficiency should be developed, what knowledge is required, what kinds of activities will be useful, how should they be effectively sequenced, and how much students should be performing in class in exchanges other than those cued by the teacher. What new teachers should be focusing on is not an image, but their goals, and how to design activities to lead all kinds of students to those goals, in ways that are compatible with the instructors' own styles and temperaments. There are many ways to teach language, suitable for different personalities and styles. The instructor's role is to put the students on center stage—to facilitate their acquisition of language, through organizing, motivating, and instructing, but ultimately remaining off center stage.

4) Assumption of the benefit of punitive measures.

What happens when instructors have trouble getting their students onto the stage? Exercises and activities are planned, but the students arrive—poorly prepared. What should be done? Give them a quiz? Give them more homework? Give them a lecture about their responsibilities? In frustration it would be tempting to resort to punitive measures, but this would be a strategic error.

However much we might long to take punitive measures, they are almost always the wrong decision. Teachers may feel that their authority is being challenged, but in fact, punitive measures frequently diminish respect and ultimately authority. Teachers possess authority by definition—by their knowledge, their position as teachers, and by the administrative fact that they give the grades. Maintaining authority is the task, and what that really means is teaching responsibly—understanding the goals of the course, designing activities that facilitate meeting those goals, and performing the
work in a logical and meaningful way. Frequently, poor student preparation does not reflect lack of authority, but rather problems in course design, in instructor preparation, in the sequencing of homework and class activities, or in the structuring of students’ responsibilities. If homework is an essential preparation for class, and class activities are both rewarding and dependent on homework and preparation, student preparation is not likely to be a serious problem.

Let’s take a classic example: students are assigned to read something, and asked to be prepared to discuss it—but they arrive seemingly unprepared. Were they told what was meant by preparation? Was the assignment structured so that they could prepare efficiently (very important)? The student hears the assignment: “Be prepared for discussion.” Does that mean anticipating every imaginable question that could be asked about a passage, and formulating a response? No student is likely to do that. Does it mean memorizing every new vocabulary word in the passage? Again, no student is likely to do it. When students are faced with open-ended assignments, rather than doing everything possible, they may do very little, or even nothing at all. In this example, a worksheet could have organized preparation both linguistically and thematically, and the discussion could also have been conducted in a format that both required that preparation and reduced the role of the instructor (see below).

5) Misunderstanding the teacher-student contract.

Problems having to do with preparation are often part of a larger and potentially more significant issue, even for experienced teachers, that of the teacher-student contract. There are actually two contracts: the explicit contract—all stated course policies and procedures, course requirements, expectations, etc., and the implicit contract, which is formed from what actually happens (Wolowitz). For example, when instructors say “prepare for class” and then the preparation turns out to be unnecessary, students will quickly learn not to bother preparing. If students come unprepared? Go over what they should have done? You are writing that implicit contract.

To develop a successful teacher-student contract, instructors need to do what they promise, and activities must fulfill intended roles. That is, homework intended for review and reinforcement should not include new material, preparation should be followed by activities that depend on it, and promises (such as “tomorrow we will do such and such...”) must be kept. An active course atmosphere must be created from the very beginning, and activities must be structured to depend on student participation. For example, take the failed discussion, sketched above. An alternative to the standard teacher-led question-answer style of discussion (which in fact isn’t discussions), is an activity in which one student begins by making a statement to which two students must respond, agreeing or disagreeing and

justifying their opinions, after which others may join in. Part of the homework for every student would be to compose an opening statement and be prepared to defend it.

Above all, it is important to realize that there is a teacher-student contract, and that it establishes a professional relationship with separate roles and obligations. The instructor’s obligation is to make expectations realistic and reasonable, to organize the course to facilitate meeting instructional goals. When instructors do what they say they are going to do, consistently and reliably, students know what their role is and are better able to fulfill it.

6) Assumptions regarding available time

Perhaps the most entertaining calculation of time needed to learn a language is offered by Asher, who has calculated that by age 6 (at 6 hours a day) children have listened to their native language for 17,500 hours. If they have talked for only one hour a day, they’ve talked for 2,190 hours. If we compare the classroom for one year, he computes listening at 320 hours, and speaking for 10 minutes per class at 27 hours. Most university courses have only 100 to 140 hours of class in a year, not 320, and in a traditional class each student speaks for considerably less than 10 minutes each. However, using his figures he calculates

that if we expect students in the classroom to have the fluency of a 6 year old, they need to listen to the language for 55 years of language instruction and to talk for 81 years.

Of course, students don’t learn as children and adult learners have an advantage. But this calculation points to how little can be left to chance. Language courses don’t have time just to “let it happen.” There needs to be careful planning for the very few precious hours available.

Even when that time is carefully planned, there still isn’t enough. The familiar Foreign Service Institute calculations give a less dramatic but still telling illustration of the problem. The FSI estimate for Russian for an average learner to reach the level of 2+ (Advanced, not yet Superior) is 1320 hours (Liskin-Gasparrro). Even if we could make our total Russian instruction—both class time and students’ homework time—as efficient as the specialized and intensive FSI
different abilities and learning styles. Students can become very frustrated when a teacher imposes a particular learning style, or insists on activities that are frustrating and counterproductive to them personally (Woodward, Leaver, and Oxford).

Even instructors who believe that they are sensitive to different learning styles may choose restrictive class activities. Ask yourself, is new material presented in ways that would be accessible to both visual and auditory learners? To cognitive and non-cognitive styles of learning? Can the visual learners listen with their books open, and is language exposure sufficient for the auditory learners? Is explanation readily available for the cognitive learners, and enough data for the non-cognitive types to find their own patterns? (and is there a means for checking them)? How tolerant are you of different approaches? For example, how do you use the language lab? Do you insist that all students use it in the same way (books closed, no scripts available, do all the exercises, whether those exercises seem useful or not)? How do you help struggling students who come to your office hour for help—do you automatically start with explanation?

Language teachers have been heard to say, "Break your pencil, just listen and absorb," or, "Just let the sound wash over you."—terrible words for non-auditory learners. Conversely, you're class time can be monopolized by lengthy grammar explanations that could be as easily illustrated and simultaneously practiced in structured exercises.

To counteract narrow presentations I recommend what I affectionately think of as the "shotgun approach." Basically, successful learners identify patterns, but how they find the patterns varies. Instructors need to present material in as many ways as possible—visually, orally, through reading, listening, speaking, and writing. Trust that students who don't get it one way, may get it another. Encourage students to become conscious of how they learn successfully, and to take responsibility for their own learning. Restricting students' options should be elected only with great caution—students need to experiment to find what works. When students come to your office hour, ask them how they think they learn best, and discuss options with them. Research different learning styles, and don't forbid techniques until they've been proven counterproductive. Remember that there is no one way to learn, and no certainty to predicting what will work for any one individual. A good eye-opening introduction to different learning styles can be found in Stedwick, with additional information in Oxford and Leaver, Oxford, Rubin, and Thompson, and others.

9) Assumption that drills will necessarily lead to skills

Whether we call them drills, exercises, or activities, students continue to do many kinds of pattern practice in language classes—and they should. Drill and practice is a valuable tool, but what drill and practice develops is, not surprisingly, the ability

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Où est FLES*????

What is FLES? Any foreign language instruction for children in grades 1-6 (Foreign Language in Elementary School). There is no specific text or method imposed.

Where is FLES? Do you know of any teaching of French in your area—private or public school programs, home schooling, immersion or partial immersion, or private tutoring?

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Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027;
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to do drill and practice. For students to reach the communicative level they need extensive exposure and experience in communicative situations, once they are ready for them. By “situation” here is not meant specific topic situations, such as ordering a meal in a restaurant, but a more generic goal of encoding personal meaning. Language learning is a complex process, but the ultimate goal is the ability to express intended meaning appropriate to a situation with the language tools at the student's disposal. Too often teachers focus on exercises and assume that exercises will automatically lead to this ability, but generations of students have proven this assumption false. If students are to develop the ability to encode personal meaning, their exercises must develop this skill from the very beginning, from the first weeks and days of language practice. Grammar and vocabulary need to be liberated from specific situations, and constantly applied to new ones. For the instructor, this means creating practice situations in which students are motivated to want to say something, using the vocabulary, grammar, and knowledge being presented. This is what it comes down to—providing the means, and then motivating the opportunities for individual creative usage.

Some textbooks, in the effort to be secure and reassuring, control grammar and vocabulary strongly (and not always sequentially logically) restrict students to textbook situations. This is a serious difficulty. Each new topic in the textbook needs to be connected with life outside the textbook, and to situations other than the ones the textbook offers—to make the leap from the security of a limited world to the real world. This last step is difficult, and teachers may feel that there isn’t time, but this is the most important step of all. Until students are encoding personal meaning, they haven’t really acquired language, or developed any real proficiency.

10) Misunderstanding the goals of drills and activities

Too often drills and exercises are assumed to have goals that are different from the ones they actually have. This error is actually quite widespread; take the simple example of having students read a passage aloud in class and then do something with it—translate or answer questions. It is usually assumed that reading the passage aloud allows all students to review it. But what happens? The student-reader typically reads slowly, with errors, so his reading takes time. If it is to function as a pronunciation exercise (which it might be), the reader needs to be corrected. However, if the reader is focusing on pronunciation, s/he isn’t paying attention to comprehension. Other students are off the hook, so they may not be paying attention at all, and in fact they aren’t hearing the text read with correct pronunciation and intonation, so even if they are listening, they aren’t getting that advantage. Except for the pronunciation practice for the one student reader, this activity is usually wasted time. If a text needs to be read aloud, the teacher should do it, with correct pronunciation and intonation, but even then that use of time should be questioned to determine if the benefit is worth the time spent.

As another example, take an exercise that requests “changing the verb forms in the following sentences from present to past,” and then gives a series of sentences:
1) 8 пишу письмо 2) Сестра читает газету
3) Мама говорит по телефону and so on.

Setting aside the question of the unrelatedness of the three sentences (sometimes a necessary evil), this is still only a form drill, even though the forms are in sentences. The sentences themselves are irrelevant except to provide agreement with a subject, and students are not likely to pay attention to anything that follows the form in question (such as direct or indirect objects). If this is an oral exercise it is even worse, since drills of this type represent unnatural speech activities, in that students are required to comprehend and reproduce strings that have no connection to each other or to a real situation. Much better, if forms are the task, to construct a simple form drill on the past tense, and then go on to an activity where the past tense can be used with the incorporation of meaning.

Omaggio Hadley’s book, Teaching Language in Context, provides many examples of good and bad exercises. Take this “novice” level activity (p.248). To practice adjective agreement, students are asked to interview one another using a list of questions in order to find out one another’s preferences. The questions given are:
1. Do you prefer men/women who are shy or outgoing?
2. Are your friends more interested in sports or music?
3. Do you like people who are idealistic or realistic?
4. Are you interested more in men/women who are practical or imaginative?

The premise might seem reasonable, but are these simple yes-no, true-false questions? What are students supposed to say? “I like people who are shy.” “I like people who are idealistic.” Do people normally give simple answers to such questions? In any realistic situation these questions would likely elicit complex answers, not simple adjective responses. So if adjective recall is intended, construct a simple adjective recall drill, perhaps based on opposites, or brainstorm descriptions of familiar people or characters. When the issue is confused, as in this exercise which motivates students to want to say things well beyond their novice ability, students are likely to be frustrated, to feel silly producing simple answers to complex questions and to be negatively reminded of just how much they can’t yet say.

It is useful to think of learning as a sequence. Students can’t learn what they can’t understand, so understanding comes first. Second, they need to be able to say what they have to learn, to form the sounds cor
rectly, which presumes hearing them accurately. Third, they need to be able to generate forms in appropriate, but limited contexts, without too much confusing distraction. At this point students will often say that they "know the material," as in "oh, I knew that," but they don't really know it yet — what they usually mean is that it is familiar and they understand it. Now they need lots of meaningful practice, in which meaning, variation in meaning, and much repetition, rehearsal, and review is incorporated into language activities. As soon as is reasonable, and overlapping with meaningful practice, they need practice at the communicative level, which incorporates spontaneity and unpredictability. Both meaningful and communicative practice should force students to use contrastive forms and to recycle old material with the new, to prevent new material from simply replacing material previously studied.

As language activities are created or evaluated, it is useful to place them in this sequence. Form activities can and should be simple, to reduce distraction and allow students to concentrate on generating correct forms. As soon as forms begin to fall into place, students can move on to more challenging activities, expanding contexts and using contrasting grammar and lexicon. But be careful not to move too quickly, burdening early form activities with extraneous distractions, or asking for the communicative level before students have even gotten the forms.

### 11) Too much too soon.

Frequently teachers skip essential practice steps in the acquisition of new material, and expect students to be able to use new material that is barely familiar. For example, take a situation that students of intermediate and advanced courses often encounter. They read a story or a chapter of a longer work, with a considerable number of new vocabulary items, and then they are expected to come to class and discuss the story, for which the new vocabulary is expected. Too often this class "discussion" never gets off the ground. Instead, even if this is a real discussion, and not a question-answer session, students may be linguistically unprepared to say what they want to say. There may be long pauses, the students speak minimally or are glued to the text, searching for phrases, or the instructor feels that s/he has to carry the discussion.

There are two potential errors here. First, virtually all new material needs to be sequenced and practiced if it is to become part of the student's active repertoire. Before students can discuss, they need opportunities to try out new forms aloud, trying out morphological and syntactic variants, and only then prepare to incorporate them in their speech at the communicative level. In elementary and intermediate courses these steps are better recognized, but even in the advanced courses they are still necessary, although the time required may be shortened considerably. To give students a text and ask for discussion, even with a vocabulary list, is asking them to jump from the first step to the last, without any of the intervening practice. But this is just what many students are asked to do, and it is not surprising that the experience is frustrating for all involved.

Second is a problem that probably affects the difficult languages more, and that is the sequence of vocabulary acquisition. The vocabulary and phrasing that our students encounter in their authentic texts is not likely to be entirely appropriate for their discussion. In fact, it is very likely to be inappropriate, and another example of too much too soon. The originality and novelty that an author strives for is often exactly the opposite of the typical, standard forms of expression that students usually need to master first. What students need in preparing for discussion is just that — the vocabulary and constructions that they will need for discussion of the topics selected — whether or not these items appear in the text. We need to select our vocabulary and grammar not from the text, but from anticipated discussion of the text, to be certain we have provided students with the tools they will need.

For the difficult languages such as Russian, I recommend that thought be given to creating for students what I call a "generic vocabulary" — vocabulary that will have maximal expressive use in multiple situations. Before we get to three different ways to say something, we need to make sure that students have at least one way to express the most common notions that they will encounter. This means that vocabulary for acquisition shouldn't simply be learned as encountered, but that the encounters should be planned, like all aspects of the course.

### 12) Misconception of where students learn.

When teachers explain or introduce material, and then tell students to "go home and learn" it, they miss the point that language learning involves performance and learning comes with "doing." The place that students will have the greatest opportunity to use language in active and meaningful ways is the classroom. Depending on computer or other materials available for your courses, class time should be planned for what students can't do somewhere else, and that usually means live exchanges with other students and the teacher, even on new material. Such exchanges make up the process of learning, not the end result, so don't treat classwork as something that comes after learning, as opposed to learning itself.

### 13) The assumption that it doesn't matter what students say, just how they say it.

This long-standing assumption about language classes has done a great deal of harm in more than one way. First, it supports the image of language courses as "skills-courses" without content, and in this case without any content at all, let alone intellectual content. If it doesn't matter what students say, what nonsense they produce, as long as their nonsense is correct in form, then language courses are defined as standing outside of the body of all college (and pre-college) courses, since there are no other courses that permit students to disregard totally the content of their work. Second, it reinforces the assumption of naive students that there is in fact no knowledge content to language, ignoring the innumerable words and expressions that express content through associations with other past and present uses. Third, it makes courses difficult to conduct, since students can be confused by not knowing whether questions addressed to them are "real" questions, or questions that "don't matter," and they will continually find themselves answering in the wrong mode. Neither will students spend much time listening to each other, since if what is said "doesn't matter," then what is the point of listening?

Students should answer truthfully, as they would when speaking their native language. To be sure, their ability to express complexity and subtlety will be limited, as it will be when they find themselves in real conversations with native speakers. Instructors (and students) must be sensitive to invasions of privacy, and refrain from asking personal questions that someone might not wish to answer. If such a question is asked, students can practice answering as they normally would, dodging or deflecting the question (or even asking how to deflect a question they would rather not answer). Other students should be asked to listen, remember, and comment as necessary, respecting the contributions of all students. When there are subjects that might prove uncomfortable, the fantasy can be made a true fantasy by passing out pictures clipped from magazines or other sources, or assigning characters from readings or flip book, and asking students to create biographies for their characters.

### 14) The assumption that mistakes are something negative.

Always remember, errors may be annoying, but they are necessary in language learning, and therefore desirabio (we need proof, remember A-LM, where error-free practice did not successfully lead to language acquisition.) In the steady accumulation of language learning students need to try out new material at each step, take
risks, and in doing so mistakes are inevitable. Typically students already feel negative about their mistakes, and teachers need to reassure them that a certain level of error is not only ok, it is expected in order to make progress.

To help keep the proper perspective on errors; try to treat them as adjustments, a necessary part of language learning. Teachers should focus on what is right instead of what is wrong, and differentiate what to correct and when: when students are performing form practice, then form corrections are entirely legitimate; when they are practicing communication skills, focus should be on content and form correction reduced to errors that may inhibit communication. Instructors should take advantage of whispered prompts and other low-voice corrections that de-emphasize the seriousness of the mistake. Exercises that deliberately motivate content errors are particularly useful, since correction of content errors is natural in speech, content errors reflect attention from over-concentration on form, and students are encouraged to think of error-correction as natural (a technique developed by Lipson and especially Molinsky). In dealing with errors especially avoid: 1) having other students correct errors in front of the class, which can create discomfort and run counter to the goal of establishing community in the classroom; 2) depending on certain students for the right answers, which has the same effect; 3) always finding something to correct; and 4) the opposite—being afraid to correct anything and so undermining the development of accuracy. Above all, treat mistakes with patience and kindness, and high doses of encouragement.

An intriguing article published by Semke a number of years ago suggests another possible mistaken assumption about error correction. In a research study conducted for 10 weeks with first-year, third quarter German students, four methods of "correction" were explored. In group (1) "no errors were marked. Instead, students received comments and questions in response to the content of the writing. Grades were based solely on the amount of understandable German produced... Any incomprehensible language was bracketed and did not count as part of the total..." In group (2) assignments were "corrected with correct forms written in." Group (3) "was treated with a combination of the above methods; that is, errors were corrected and comments in response to the content were added." In group (4) "errors were marked by means of a symbolic code. These students then attempted to correct their own errors and rewrote the assignment the following week" (pp.196-7). There is more to be said here, but the gist of the results is as follows. When tested later, a) there was no statistically significant difference in the grammatical accuracy of the four groups; b) the two groups that received comments showed significantly higher levels of fluency; c) group (1) showed statistically higher progress in "general language proficiency" as measured by a cloze test. Among the conclusions suggested by the author are that time spent in correcting compositions "is not well-spent" since it does not appear to improve writing skills, and that "Students do not achieve more when they are forced to correct their own mistakes. On the contrary, the findings of this study indicate that this treatment is least effective in terms of both achievement and attitudes" (pp. 201-2). The author concludes that writing practice alone is more important than correction in improving writing skills, but does note that some students request correction, a point that is supported in other research (e.g see Omaggio Hadley).

15) The assumption that an instructor must not make mistakes.

This final error returns to the image of me instructor, but now as your own self-image. Consider the last point, 14, in connection with yourself and your developing expertise in teaching. Just as your students make mistakes, so do you, but they should not be cause for painful self-recrimination. When you recognize a mistake, take the opportunity to make an adjustment, focus on what you're doing right as well as what you might want to improve, and be as patient with yourself as you are with your students. Few are born brilliant teachers, and even the most gifted never stop the lifelong process of refining and improving their teaching practices. Each improvement will make you a better teacher, and the learning experience for your students a more satisfying one. Most important, give thought to what you are doing—challenge, question, test, consider whether what you are doing has the result you intend. Start with what you want to achieve and examine your teaching practices as they relate to those goals. Know why you do what you do, to give a basis for evaluating effectiveness, and make reexamining your assumptions and strategies a continuing process in improving and refining your teaching practices.

Patricia Chuput
Harvard University

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SECOND LANGUAGE RESEARCH FORUM '98, October 15-18, 1998, Honolulu, HI. Information: SLRF '98, Dept. of ESL, University of Hawaii, 1890 East-West Road, Honolulu, HI 96822. Telephone: (808) 956-5984; FAX: (808) 956-5983; E-mail: [slrf98@hawaii.edu]; URL: [http://www.lll.hawaii.edu/slrf98].

COLLOQUIUM IN NINETEENTH-CENTURY FRENCH STUDIES: "J’accuse... Offensive Moves, Defensive Modes," October 22-25, 1998, Penn State University, State College, PA. Information: Telephone: (800) PSU-TODAY; Web site: [http://www.cde.psu.edu/CIFrenchStudies/].


NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS, October 30-31, 1998, Washington, D.C. Information: Alexander Dunkel, Critical Languages Program, Babcock Hall, Univ. of Arizona, Tucson, AZ 85721. Telephone: (520) 621-3387; FAX: (520-626-8205; E-mail: [adunkel@u.arizona.edu].

AMERICAN TRANSLATORS ASSOCIATION 39TH ANNUAL CONFERENCE: November 4-8, 1998, Hyatt Regency, Hilton Head, SC. Information: ATA, 1800 Diagonal Road, Suite 220, Alexandria, VA 22314-2814. Telephone: (703) 683-6100; FAX (703) 683-6122; E-mail: [ata@atanet.org].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: November 5-7, 1998, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheville, NC 28815. Telephone: (828) 686-4985; FAX: (828) 686-3606; E-mail: [martinfl@interpath.com].

MISSISSIPPI FOREIGN LANGUAGE ASSOCIATION, *Celebrating the 300th Anniversary of French Colonization in MS.* November 6-7, 1998, Biloxi, MS. Information: Brenda Bayet, Executive Director, MGCC, Box 47, Perkinton, MS 38573. Telephone: (601) 928-6295; FAX: (601) 928-6359; E-mail: [linguanut@aol.com].

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, November 6-7, 1998, Appleton, WI. Information: Donna Clementi, Appleton West High School, 610 North Badger Ave., Appleton, WI 54914. Telephone: (920) 832-4165; FAX: (920) 734-1170.

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THE AMERICAN COUNCIL FOR QUEBEC STUDIES BIENNIAL CONFERENCE, November 19-22, 1998, Francois Marion Hotel, Charleston, SC. Information: Richard Vengraff, Program Chair, Dept. of Political Science, University of Connecticut, U-24, Storrs, CT 06269. Telephone: (860) 486-2615; E-mail: [vengraf@unconnvm.uncconn.edu].

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MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1998, San Francisco, CA. Information: MLA, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 477-8983. E-mail: [convention@mla.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 6-9, 1999, Stanford, CT. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0886. Telephone: (612) 953-0805; FAX: (612) 421-8404; E-mail: [aaaloffice@aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 8-14, 1999, New York, NY. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conv@tesol.org]; URL: [http://www.tesol.com].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, March 11-13, 1999, Cavalier Hotel, Virginia Beach, VA. Information: Lynne McClendon, Executive Director. SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; E-mail: [lynnemcc@mnhspring.com].

SEVENTEENTH ANNUAL EMU CONFERENCE: "LANGUAGE AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS," March 11-14, 1999, San Diego, CA. Information: San Diego State University, Center for International Business Education and Research (CIBER), 5500 Campanile Drive, BAM 428, San Diego, CA 92182-7732. Telephone: (619) 594-6023; FAX: (619) 594-7738; E-mail: [ciber@mail.sdsu.edu].

PACIFIC NORTHWEST COUNCIL FOR LANGUAGES, April 7-10, 1999, Tacoma, WA. Information: PNCFL, P.O. Box 4649, Portland, OR 97208-4649.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 8-10, 1999, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1978; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 15-18, 1999, Little Rock, AR. Information: CSCSFL, Rosalie Cheatham, Exec. Dir., University of Arkansas at Little Rock, 2801 S. University Ave., Little Rock, AR 72204. Telephone: (501) 569-8159; FAX: (501) 569-3220; E-mail: [rmcheatham@uark.edu].

ADFL SEMINAR WEST: June 3-6, 1999, Palo Alto, CA. Information: Association of Departments of Foreign Languages, Attn: Elizabeth Welles, 10 Astar Place, New York, NY 10003-6981. E-mail: [elizabeth.welles@mla.org].

COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM, June 1999, Oxford, OH. Information: CALICO, Dept. of Mod. Langs., Southwest Texas State University, 601 University Dr., San Marcos, TX 78666-4616. Telephone: (512) 245-2360; FAX: (512) 245-8298; E-mail: [rc2@swt.edu].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 11-14, 1999, St. Louis, MO. Information: AATF, Mailcode 4510, Southern Illinois Univ., Carbondale, IL 62901-4510. Telephone: (618) 457-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Nov. 19-21, 1999, Dallas, TX. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; FAX: (914) 963-1275; URL [http://www.actfl.org].
### REMINDER: IMPORTANT DEADLINES AND DATES

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AATF-SPONSORED SESSIONS AT ACTFL

The AATF will sponsor six sessions at the upcoming ACTFL convention, November 20-22, 1998, in Chicago.

- "Le Grand Magasin, l'entreprise, et l'hôtel: des simulations pour animer les cours de langue et de conversation"—Michèle Magnin (CA), Dominique Van Hooff (CA), Véronique Weisbart-Flambard (CA)
- "Promotion of French"—Jacqueline Donnelly (MI), Raymond Comeau (MA)
- "The AATF Web Looks Toward the Future"—Townsend Bowling (TX), Jayne Abrate (IL)
- "Voilà: Standards for Students of French K-16 Are Here!"—Barbara Anderson (MN), Robert Lafayette (LA), Margot M. Steinhart (IL)
- "La Francophonie in Every French Classroom: Make It a Fête!"—Margot M. Steinhart (IL), Dan Doak (IL)
- "Progress Report of the AATF Commission on Cultural Competence"—Marie-Christine Koop (TX), Sharon B. Rapp (AR)

We hope that those attending the convention will look for these sessions in the program and support your AATF colleagues. For more information, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; E-mail: actfl1@aol.com; Web: [http://www.actfl.org].