NATIONAL FRENCH WEEK:
LA SEMAINE DU FRANÇAIS
NOVEMBER 4-10, 1999

National French Week or La Semaine du Français is an AATF initiative designed to make French more visible in schools and communities nationwide. We are asking all AATF members and chapters to take French out of the classroom during the week of November 4-10 and garner as much recognition and publicity for French in all its manifestations as they can. A national team has been hard at work planning this important celebration of all things French. Elsewhere in this issue (and in previous issues of the National Bulletin) you will find information on contests (page 21), promotional items (page 43), and grant money available for French Week projects (page 4). Plans are continuing for posters, bumper stickers, and other items. Most importantly, a special issue of the National Bulletin to be mailed in late April will contain a guide for teachers interested in organizing events.

The national team met in November with the Commission for the Promotion of French and the AATF Publicity Committee to outline a structure and publicity campaign for French Week. Several themes have been identified, and the special issue of the National Bulletin will provide guidelines for promoting French around these themes at all levels:

- **Thursday, November 4** - Cuisine
- **Friday, November 5** - the Arts, Arts and Crafts
- **Saturday or Sunday, November 6-7** - Community Events (e.g., film or concert)
- **Monday, November 8** - Sports and Games
- **Tuesday, November 9** - Science, Technology, and Careers
- **Wednesday, November 10** - Music and Dance

The special issue of the National Bulletin will offer suggestions for activities, large and small, that might be incorporated into a National French Week celebration. One teacher might wish to plan major events around Cuisine and Science, for example, while another might prefer Arts and Film. For instance, activities related to Cuisine might range from a dégustation of cheese or pastry in the hallway; selling crêpes, éclairs, or French candy by the French club; doing a demonstration of Internet resources related to Francophone cuisines; screening a film or studying literary works or films that treat food as a theme; a demonstration for the school by a local chef or baker; preparation of a French meal by students, by their parents, or by the school cafeteria with invited guests who might include other teachers, counselors, the school board, or parents; a cooking/recipe contest with administrators or school board members as judges; setting up a French cafe; a recipe scavenger hunt with students seeking out the ingredients for an exotic recipe; creating a printed menu in French for the school cafeteria; organizing a Francophone food fair with foreign students from French-speaking countries. The important aspect of any activity or event is to make French **visible** in your school and community, to your counselors, administrators, current and future students and especially to their parents, and to the local school board and media.

Collaborate with other teachers in your school or community, establish connections between schools and colleges or universities to pool resources and expertise, work with your local AATF chapter to make a really big splash, and, above all, involve your students. If each one of our nearly 10,000 AATF members participates in this celebration and involves 50 students, during National French Week we will have half a million ambassadors for the study of French.

We need to work to make French as visible as other languages. We all know the many reasons to study French, and we need to communicate them to the decision makers and potential students and their parents.

Start planning now! Contact your local chapter officers for ideas, find other teachers with whom to collaborate, and watch for the special issue of the National Bulletin in late April. Also check the AATF Web site [http://aaf.utsa.edu/]. Items will be posted on the Web site as they become available.

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Dear Editor,

This letter is in reaction to the article concerning the New Jersey world languages reform initiative that appeared in the November 1998 issue of the AATF National Bulletin under the section entitled "Regional News."

The New Jersey Department of Education wishes to clarify the misleading and incorrect information disseminated to members of this association about issues regarding the implementation of the state's world languages standards in K-8 programs.

Since the adoption of the standards in May 1996, the Department of Education has made every effort to support the integration of quality programs in ALL languages into New Jersey classrooms. It is antithetical to the concepts contained in the Core Curriculum: Content Standards for World Languages to support the inclusion of only one language in the K-8 curriculum and any statement made to the contrary is entirely false. No such ruling exists which "restricts students from switching foreign languages during the K-8 sequence." The following quote from the Framework supports this position: "A well-designed world language program includes the option of studying at least two or more languages in the K-12 continuum. A K-8 program implemented in only one language will most likely have an adverse effect on enrollments in other languages at the high school level." In addition, the Framework strongly encourages both multiple entry points and language layering, thus promoting longer sequences of language study in several languages.

Regarding the staffing of elementary programs, it is important to note that the clause referred to in the article which permits "any elementary school teacher with a common branch license to teach any subject" had been in effect in the code prior to the adoption of the standards and was not created for the purpose of staffing elementary foreign language programs. Drawing upon research and guidance from experts in the field, the Framework offers a variety of program models and staffing options for elementary programs. While underscoring the value of a well-trained and skilled language practitioner, the Framework acknowledges that districts may select alternative delivery models. "Alternative models must be coordinated by the district's world language teacher/supervisor who is well versed in communicative-based instructional methodology and performance assessment." A positive result of properly implemented and supervised alternative delivery is that "interest and enthusiasm for world languages will increase as colleges and universities begin to fill the demand for endorsed world language teachers." In terms of the classroom teacher option, the Framework advises that "the success of this model is highly dependent on the desire and the ability of the classroom teacher to develop the linguistic competence and necessary skills to effectively deliver standards-based world language instruction." Additionally, this model may be "potentially effective when designed and coordinated with the district's world language specialist/teacher who teaches some of the class sessions and selects additional materials or media support for the classroom teacher."

It is regrettable that the author of this article feels that members of the New Jersey Chapter need to work with the New Jersey State Department of Education's decision to require a foreign language in the K-8 curriculum. At this time, given that New Jersey is one of only a very few states which include foreign language as part of their core curriculum, one might postulate that members would instead applaud and rally to support this exciting and historic moment for foreign language education. A heightened understanding of the state's position on the implementation of elementary world language programs will hopefully replace such phrases as "combat" and "active protest" with positive rhetoric.

The inclusion of world languages into the state's core curriculum has provided New Jersey teachers of ALL languages with an exciting opportunity for unprecedented levels of professional collaboration with members of the educational community to meet the goals stated in the world languages standards. Through the renewed sense of energy and commitment to the teaching and learning of world languages created by the vision of the standards, it is our hope that all New Jersey students will become fluent in at least one language other than English as well as skilled in negotiating in other cultures as they make the transition from school to their life's work.

Janis Jensen
World Languages Coordinator
New Jersey Department of Education

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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.

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the National Bulletin are mailed during the given month of publication and should reach most readers by the end of that month.
LETTER FROM THE PRESIDENT

Chers et Chères Collègues,
Bonne et Heureuse Année 1999!

This is the beginning of a brand new year! Let's make the most of it! This is going to be, from all indications, a wonderful and exciting year for teachers and students of French! There are so many things to do, and working together, we will break new ground in improving and polishing the status of French in this country. We can do it!

First, let me share a few aspirations of mine, although there are many more I could include on this "wish list." It is my hope that in this new year, there will be

1. an increased awareness of the importance of French by our various "publics;"
2. a stronger collaboration between the various French organizations and agencies;
3. a new optimism about turning the current "French situation" around—higher enrollments in French on all school and university levels!
4. a higher number of faculty on school and university levels implementing the AATF K-16 National Standards of Communication, Cultures, Connections, Comparisons, and Communities;
5. an increased understanding of how teachers of all foreign or world languages can work together in achieving some of our common goals;
6. a greater appreciation by administrators, college presidents, principals, parents, and counselors of the many reasons for studying French language and culture;
7. an increased number of French FLES* programs which will presage enthusiasm for French across the board, now and in the future;
8. a more profound comprehension by each and every teacher of French on all school and university levels of the expanded criteria for effective classroom teaching, which include three new essentials: Advocacy, Promotion of French, and Public Relations;
9. a fuller grasp of the significance, by publishers, that French is on the move...;
10. a greater diversity of publications and all other kinds of instructional materials for French at all levels;
11. a wider diversity of course offerings on all school and university levels to meet student interests;
12. a huge increase in membership in AATF so that we will experience a greater collective strength in numbers, and numbers DO count!

Just how can we make these hopes and dreams (and others) become reality? There are many ways to make these aspirations come true (and each member of AATF may have additional items to contribute to this "wish list." However, it must be remembered that the natural follow-up for wishing is DOING, and AATF has organized the following three major efforts currently in operation. Here's how:

First, we are now enriched with twelve AATF Commissions: Articulation, Community Colleges, Cultural Competence, FLES*, French for Business and International Trade, High Schools, Middle Schools, Promotion of French, Student Standards, Teacher Standards, Telematics and New Technologies, and Universities. Please note that this list includes four newly-created Commissions devoted to the various school and university levels (see pages 7-8 for contact information). It occurred to me that the long-standing FLES* Commission should not be the only level receiving attention. Accordingly, I have recently appointed Isabelle Kaplan (VT) to chair the University Commission, Patricia Duggar (WA) and Janet Lafond-Paquin (RI) to co-chair the Middle School Commission, Brenda Benzin (NY) and Molly Wieland (MN) to co-chair the High School Commission, and Mary Jo Netherton (KY) to chair the Community College Commission. The twelve Commissions comprise approximately 150 outstanding, hard-working AATF members who spend countless hours of precious time working at making progress for the cause of French. Félicitations!

I have requested that all the chairs and co-chairs of each of these AATF Commissions, in addition to working on the specific objectives of their Commission, include the following goals: 1) to provide needed services and workshops for AATF members; 2) to recruit new French teacher members for AATF; 3) to align the activities of each of the Commissions with the promotion of the study of French; and 4) to join in planning Commission-appropriate activities for celebrating National French Week: La Semaine du français.

Second, we now have the Task Force on National French Week (November 4-10, 1999) teaming up with the Commission for the Promotion of French for what promises to be a highly "visible for French event" around the country. The new name of the week (in response to a number of requests) will enable us to devote the week primarily to the promotion of French, as well as to indicate that French is spoken and used throughout the world for all kinds of practical and cultural purposes. The celebration of this November's Semaine du français will help French faculty celebrate not only with their own students of French but will encourage teachers and students of French to reach other students, parents, administrators, school board members, college presidents and provosts, counselors, and many others regarding the importance and the joy of studying French. Our overall goal for the week is to reach our various "publics" in order to promote French, to improve the status of French, to let people know (for these and many other reasons) that:

French is practical, French is international, French is delightful, French is good business, French is "cool," French is accessible, French is thought-provoking, French is sexy, French is important, French is the Coupe du Monde, French is beautiful, French is contemporary, French is dramatic, French is (as the French say) formidable. French is ______ (you, and better yet, your students, can fill in the blank!).

What else do your students say about studying French? Why are they in your classes? Ask them! You may be in for an enormous surprise!

Be sure to begin and/or to finalize plans NOW for your and your students' participation in La Semaine du français to be celebrated November 4-10, 1999, in all French classrooms, in all schools, in all school districts, in all AATF chapters, in all AATF regions, and at key sites on the national level.

Third, I have appointed a new committee which will devote much time and energy to finding and utilizing the many avenues of getting the "media" attention...through our new AATF Publicity Committee. Members of this committee are: Jayne Abrate (IL), Joyce Beckwith (MA), Sherry Dean (TX), Jackie Donnelly (MI), Gladys Lipton (MD), and Mary Jo Netherton (KY). The charge to this committee is to plan a long-range publicity campaign for AATF activities; and also to develop a model publicity program which can be used by French faculty on the
local school, university, chapter, and regional levels.

If some of you are wondering why this tremendous emphasis on promotion, you would understand better if you heard the many comments I have received from AATF members in distress...such comments as: “Have we bottomed out yet in French enrollments?” “Help...please write to my high school principal not to eliminate French!” “Help...please write to my college president not to eliminate the French major or the French master’s degree,” etc. etc. “Please...please call or write my superintendent not to dismantle the French program in middle schools” “Can you help? All the new FLES programs are starting languages other than French. What can be done?” These disturbing comments have challenged us to develop new initiatives on improving the status of French. We are counting on each and every teacher of French to support these AATF efforts!

This is the beginning of a new year...Let’s make the most of it! This is the year for the celebration in March of the Journée Internationale de la Francophonie, recognized throughout the world! This is the year for celebrating National FLES Day on March 1, 1999. This is the year for networking at our 72nd Congrès, to be held in St. Louis, Missouri, July 11-14, 1999. This is the year for our Semaine du français: National French Week, November 4-10, 1999. LET’S MAKE THIS THE BEGINNING OF A BRIGHT NEW FUTURE FOR FRENCH!

Meilleurs vœux pour le nouvel an,

Gladys Lipton
E-mail: [lipton@umbc2.umbc.edu]

NATIONAL FRENCH WEEK GRANTS TO CHAPTERS

The National French Week team announces the availability of $5000 in grants (in addition to the Small Grant Program) which are available to AATF chapters for activities to be organized during National French Week, November 4-10, 1999. The maximum award will be $500, and the chapter must commit matching funds. Proposals (not to exceed five pages) should include: (1) a chapter name and the person designated to be responsible for the project (this may be a chapter officer or does not have to be); (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing chapter or committee; (3) the anticipated budget including matching funds and any other funding sources; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the school and local community; (5) a letter of support from the chapter president outlining the chapter’s commitment to the project.

The purpose of this program is to create events promoting French on the chapter level which it would be difficult for individual teachers to organize. Projects related to the themes of National French Week (see page 1 of this issue) and reaching the widest audience will be given priority.

Proposals will be evaluated by the appropriate Regional Representative and then by a national committee which will determine the recipients. Applications must be postmarked by March 1, 1999. The original application materials and five copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS

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

du jeudi 4 au mercredi 10 novembre 1999

Initiatives locales, régionales, et nationales aux États-Unis

A paraître: des annonces dans le National Bulletin et à la page Web de l’AATF [http://aaf.at.edu/]
(La Fête nationale de la francophonie)

AATF SMALL GRANT AWARDS CONTINUED FOR 1998-1999

The Executive Council has renewed the AATF Small Grants program to support local projects by members who need extra funds. The total amount available is $5000, with the maximum award being $500. 100% matching funds from the applicant’s chapter—or less if the Chapter treasury cannot meet the challenge—must be committed.

Application procedures remain the same as in previous years. A letter specifying the following should be sent to AATF Small Grants, 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) amount 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 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. Small Grant projects WILL NOT be funded without chapter support or support from another source in the case of At-Large members.

The purpose of this program is to aid 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 furthering of French studies in North America and be of potential benefit to other members of the Chapter or to students of French. No awards will be made to carry on strictly personal research or to travel 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, 1998 (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 National French Week are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 1999.
RENNDEZ-VOUS À ST. LOUIS—JULY 11-14, 1999

Plans are progressing for the 72nd Annual Convention in St. Louis, Missouri. We have tentatively confirmed a keynote speaker as well as luncheon and banquet speakers. These will be announced on the Web site as soon as agreements are finalized, and you can find all the most up-to-date information as well as registration materials and a preliminary program in the April National Bulletin.

Dates: July 11-14, 1999 (Sunday through Wednesday)

Registration: All pre-registration materials and hotel reservation information will be included in the April National Bulletin and on the Web site.

Getting there: St. Louis is served by all major airlines and is a TWA hub. Lambert International Airport is located about 20 minutes from downtown St. Louis. In addition to taxis and shuttle service, the St. Louis Metrolink will take you from the airport to downtown for $1.00.

Hotel: The convention will take place at the St. Louis Marriott Pavilion hotel ($105 single/double + taxes), located right next to Busch Stadium, home of the St. Louis Cardinals.

Conference Registration: $70 (regular pre-registration); $100 late or on-site registration.

Workshop Registration: $20 each workshop.

Luncheon: A conference luncheon is being planned for the opening day of the conference. Participants are seated by regional so they can meet colleagues from the same geographical area. The theme will be the 1998 Coupe du Monde and the Allons en France contest.

Awards Banquet: An awards banquet where we will honor Outstanding Teachers, Honorary members, and other awardees will occur on Tuesday evening.

Things to do: Bring your family and enjoy the magnificent view of the city and the Mississippi River from the Gateway Arch, try out the world-renowned St. Louis Zoo (one of the few free zoos in the U.S.), take the kids to Six Flags Over Mid-America, visit Forest Park, site of the 1904 World's Fair and home of the St. Louis Science Center, Art Museum, and Muny Opera with its summer-time outdoor performances, see the Clydesdales at Grant's Farm, try out one of the Casino Riverboats on the Mississippi or Missouri Rivers, explore the Hill with its wonderful Italian markets and restaurants. St. Louis has all this to offer visitors and more.

Special events: We are in the process of organizing a restaurant tour of several of St. Louis' fine French and Italian restaurants. Information will be included with the registration materials.

We are also exploring opportunities for musical and theater performances.

Special services:
Certificate of participation: Each congressiste who requests one will receive a formal certificate of participation signed by the Executive Director attesting to his or her participation in the convention.

Press release: Each participant may have his or her picture taken with a member of the Executive Council and, after the convention, will receive that picture and a press release regarding the convention for distribution to local media, school officials, and any other venue for creating publicity for French.

Special offer to new and student members: All those attending an AATF convention must be members of the Association. Current or renewing members must pay the conference registration fee as well as 1999 dues of $45 if they have not already done so. However, we would like to encourage non-member teachers to try an AATF convention and learn what we are about. Therefore, we invite French teachers who have never been AATF members to attend the convention; their registration fee of $70 will include one year's membership in the Association. This offer applies only to those who pre-register for the convention and have never before belonged to the AATF. We are also extending this offer to any student of French. Students already receive half-price registration. So for $35, a student can attend the convention and receive one year's membership. This offer also applies to current student members and would apply to their membership renewal for 1999-2000.

PRE-CONFERENCE REFRESHER WORKSHOP

The AATF is pleased to announce an intensive 6-day pre-conference refresher workshop for conversational French for K-12 teachers which will take place July 5-10, 1999. This workshop is designed for teachers who have not spent time in a French-speaking country, who are new to the profession or returning to it after an absence, and who feel they need to brush up on their speaking skills. Language practice will be centered around contemporary French culture and current events in the Francophone world, and instruction will include work on phonetics, idioms and vocabulary building, fluency, and appropriate registers of language. Participants must sign a pledge to speak only French.

The cost of the workshop will be $750 and includes transportation between St. Louis and the workshop site, six nights lodging (double occupancy, $150 supplement for single occupancy), breakfast and lunch each day, local transportation, and all materials. Participants are responsible for travel to and from St. Louis, dinners each day, and any incidental expenses.

The workshop can accommodate a minimum of 20 and a maximum of 30 participants. The registration form and procedures will appear in the April National Bulletin and on the Web site. A place in the workshop will be reserved upon payment of an initial deposit of $50 which is fully refundable up to the convention pre-registration deadline of June 10, 1999 when full payment is due. All fees paid are fully refundable until June 10. 80% will be refunded if cancellation is received between June 10 and June 24, and 50% will be refunded if cancellation is received between June 24 and July 5. There will be no refunds once the workshop has begun. Academic credit will not be available for this workshop, but we will work with teachers to provide any documentation they need to receive CEUs from their institutions.

Contact National Headquarters to receive more information as it becomes available: AATF Refresher Workshop, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Tel: (618) 453-5731; Fax: (618) 453-5733; E-mail: [sbrate@siu.edu]; Web: [http://aatf.utse.edu/]

Pre-conference Internet workshop: A day-long pre-conference Internet workshop has tentatively been scheduled at a local university. The morning will be devoted to basic familiarization with the World Wide Web, use of a browser, and location of useful documents. The afternoon will be devoted to pedagogical applications of Web documents and the creation of Web pages. Participants can sign up for both halves of the workshop or only one part.

July 11-14, 1999
Marriott Pavilion
St. Louis, Missouri

Watch for updates on our Web site:
http://aatf.utse.edu/
le français au coeur de l'Amérique!
On May 5, 1998, at a reception in her honor at the French Embassy, Dr. Myrna Delson-Karan, Education Attaché at Québec Government House in New York City, was promoted to the rank of Commandeur dans l'Ordre des Palmes Académiques. The award speech was given by Pierre Buher, Cultural Counselor of the French Embassy. Mr. Buher said to Dr. Delson-Karan in his remarks: "...Your efforts to make Québec literature known throughout the world and your activities relating to French language learning have made you one of the most respected and admired ambassadors of the French language... And, may I add, who did so with faith, with grace, and with an undeniable knack for interpersonal relations."

Jean Teel, recently retired International Language Specialist for the Shawnee Mission School District in Kansas, has been selected as the recipient of the 1998 American Council on the Teaching of Foreign Languages/National Textbook Company Award for Building Community Interest in Foreign Language Education. She was presented with the award during a special ceremony held on Friday, November 20, 1998 at the 32nd Annual Meeting of ACTFL in Chicago, IL. She received a commemorative plaque and a $500 cash award.

Supported by the National Textbook Company, a Corporate Sponsor of ACTFL, this prestigious award was established in 1992 to recognize foreign language educators who have made outstanding contributions toward creating community interest in and awareness of the importance of foreign language education.

Quotes from her letters of nomination show Ms. Teel's extensive involvement in the promotion of foreign languages. "She has organized and instituted a variety of events to promote awareness of the importance of language and culture in the community. She established an International Awareness Week in the Shawnee Mission Public Schools and developed posters promoting the study of international languages. The link between community, business, and foreign language education has been a strand present in Jean's work throughout her entire career: she promoted travel, such as the German-American Partnership Program Homestays for teachers to promote improved proficiency and planned student trips to Morocco and France, as well as summer school enrichment programs for elementary students in French, Arabic, Chinese, Japanese, and Russian to heighten interest in the community."

This was followed in 1990 by an intense effort to establish the foreign language program at the elementary level. The program is an accepted part of the district and community at this time. That challenge met, she moved her focus to the establishment of the Shawnee Mission Center for International Studies, which focuses on connections between foreign languages and the business world.

Recently, she assisted in the development of "TradeWinds—The International Trade Game" in which participants learn to do international transactions from marketing to follow-up to sales.

Ms. Teel has appeared on radio, television, at school board meetings, at PTA meetings, at international business conferences, and at many foreign language conferences. In addition, she serves on various state and local committees and boards.

Albert Valdman, Rudy Professor of French and Italian Linguistics at Indiana University in Bloomington, has been selected as the recipient of the 1998 Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary. The American Council on the Teaching of Foreign Languages (ACTFL) presented the award to Dr. Valdman on Friday, November 20, during a special ceremony at the 32nd Annual ACTFL Convention in Chicago, IL. He received a $500 cash award and a commemorative plaque.

This prestigious award, supported by the Illinois Foreign Language Teachers Association, honors the memory of Dr. Florence Steiner, a teacher, department chair, and ACTFL President-Elect who was widely known for her professional knowledge and ability to communicate with teachers. Recipients of this award have demonstrated their excellence as a teacher and professional leader in foreign language education.

Dr. Valdman has served more than thirty years on the Indiana University faculty. He also serves as Chairman of the Committee for Research and Development in Language Instruction and has held visiting appointments at the University of the West Indies (Jamaica), the University of Nice, Harvard University, and the University of Oregon.

Dr. Valdman has trained a large number of current leaders in the field of French, applied linguistics, and methodology. His research and professional interest span a broad range of areas in applied and descriptive linguistics, including second language acquisition research, foreign language teaching, pidgin and creole studies, and French linguistics. He has written and edited numerous publications.

Dr. Valdman has been involved in the preparation of foreign language materials, including a major high school French series and beginning French college textbooks. He has authored over two hundred articles and reviews. His activity also includes leadership positions in national and international organizations.

AATF HOTLINE FOR PROMOTING FRENCH
Share your ideas on:
- program cutbacks;
- effective promotional activities;
- travel and exchanges;
- reaching parents and administrators.

http://aaf.utsa.edu/hotline/
AATF NATIONAL COMMISSIONS

The Commission on Articulation has identified an urgent need for the establishment of articulation guidelines and the dissemination of information on strategies and initiatives likely to promote effective articulation between French programs at all levels. To address this problem, the Commission proposes to do the following: 
• conduct a nation-wide survey to identify patterns of articulation problems;  
• publish and disseminate information identifying successful articulation projects; 
• participate in ongoing articulation projects; 
• work closely with other commissions of AATF to reach and serve members affected by articulation issues.

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The Commission on Cultural Competence has been reorganized around five subcommittees: (1) dissemination of cultural activities for the classroom; (2) organization of workshops and seminars on the teaching of culture; (3) collaboration with other research groups on French culture; (4) analysis of cultural content in national exams; (5) revising and updating the Commission guidelines. Other tasks include "Le Carrefour culturel" in every issue of the AATF National Bulletin, a Web site at [http://courses.unt.edu/koop/aatfculture.htm], and regular sessions and workshops at major conferences.

Marie-Christine Koop  
Foreign Languages  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127

Fax: (940) 565-2581

Sharon Rapp, Co-Chair  
sbrapp@juno.com

Sharon B. Rapp  
Conway High School West  
2300 Prince St.  
Conway, AR 72032  
Fax: (501) 450-4884

The FLES* Commission has produced annual reports of interest to FLES* teachers, 12 of which are currently available from the AATF Matoriale Center. The Commission provides advocacy for French FLES* programs and support of their implementation, promotes research related to FLES* programs, publicizes criteria for successful FLES* programs, and is planning to create a brochure directed at decision makers (administrators, superintendents, directors of curriculum, parents, guidance counselors, etc.) aimed at promoting French FLES*.

Gladys Lipton  
Mod. Langs. & Linguistics  
University of Maryland-Baltimore Cty.  
Baltimore, MD 21250

Fax: (301) 230-2652

Lena Lucietto  
Isidore Newman School  
1903 Jefferson Ave.  
New Orleans, LA 70115

Fax: (504) 896-8597

The Commission for the Promotion of French (CPF), whose mission is to promote French in schools at all levels and also in the community, was established in January 1998. CPF committees deal with the areas of politics, business, counselors/parents/administrators, colleges and universities, French for students of Spanish, French community organizations, and National French Week. Its activities have included setting up a promotion hotline [http://aatf.utsa.edu/hotline/] and writing useful articles for the AATF National Bulletin. Pending the granting of NEH funds, it is planning a series of promotion workshops for teachers and administrators at all levels.

Jackie Donnelly  
Holland High School  
60 Van Raalte Ave.  
Holland, MI 49423

Fax: (616) 335-2357

Raymond Comeau  
Harvard Univ. Extension School  
51 Brattle St.  
Cambridge, MA 02138

Fax: (617) 496-2680

Raymond Comeau, Co-Chair  
[comeau@hudec.harvard.edu]
The goal of the AATF Commission on High Schools will be to identify the needs specific to high school teachers of French in the areas of curriculum, assessment, the promotion of French at the high school level, and the articulation of high school programs with junior high and post-secondary programs.

Brenda Benzin  
824 Delaware Rd.  
Kenmore, NY 14223-1236

Molly Wieland  
4330 Harriet Ave.  
Minneapolis, MN 55409  
Fax: (612) 968-4716

Since students at the middle school level are at a crucial stage with regard to choosing a foreign language which they will most likely study throughout their high school years, the co-chairs of the Commission on Middle Schools, have chosen to have our members create a series of detailed teaching units on Francophone celebrations and/or similar topics which will be made available to teachers across the country. These units will contain reproducible masters for items such as internet activities, cutouts for decorations, suggestions for class projects, simple recipes, and cultural materials that we hope will enhance the French national standards, create enthusiasm for the French language, and promote the study of French.

Patricia Duggar  
4313 191 Ave. SE  
Issaquah, WA 98027  
Fax: (425) 644-0837

Janel Lafond-Paquin  
Rogers High School  
Wickham Rd.  
Newport, RI 02840  
Fax: (401) 849-3295

If you are interested in helping with the work of any of these Commissions, please contact one of the co-chairs directly. The other AATF Commissions will be profiled in the April issue of the National Bulletin. For your information, here is the contact information for those Commissions:

**Student Standards**

Robert C. Lafayette, Co-Chair  
Dept. of Curriculum & Instruction  
223 Peabody Hall 5701  
Louisiana State University  
Baton Rouge, LA 70803  
E-mail: [lafayet@asterix.ednet.lsu.edu]  
and  
Barbara Anderson, Co-Chair  
Normandale French Immersion School  
Normandale Rd.  
Edina, MN 55242  
E-mail: [ander387@gold.tc.umn.edu]

**Teacher Standards**

Susan Colville-Hall, Co-Chair  
Dept. of Curriculum & Instruction  
University of Akron  
Akron, OH 44325-4205  
E-mail: [colvill@uakron.edu]  
and  
Toni Theisen, Co-Chair  
Loveland High School  
920 W. 29th Street  
Loveland, CO 80538  
E-mail: [dakar95@aol.com]

**Telematics and New Technologies**

Townsend Bowling, Chair  
Dept. of Foreign Languages  
University of Texas at San Antonio  
San Antonio, TX 78249  
E-mail: [bowling@texas.net]

**Community Colleges**

Mary Jo Netherton, Chair  
Morehead State University  
421B Combs Building  
Morehead, KY 40351  
E-mail: [m.nether@morehead-st.edu]

**French for Business and International Trade**

Steven Loughrin-Sacco, Chair  
International Business Program  
San Diego State University  
5500 Campanile Drive/BAM 431  
San Diego, CA 92182-7732  
E-mail: [loughrin@mail.sdsu.edu]

**Universities**

Isabelle Kaplan, Chair  
Bennington College  
Bennington, VT 05201  
E-mail: [ikaplan@bennington.edu]
A MESSAGE FROM THE EXECUTIVE DIRECTOR

Happy New Year!

As we look forward to November 4-10, 1999 and National French Week: la Semaine du français, it becomes ever more apparent that we as French teachers need to promote French at every turn. Few of us were trained in public relations and promotion; some of us learned of necessity, but it has become an inescapable reality.

Promotion does not have to involve an extraordinary amount of extra work. At its most basic, it means talking (incessantly) about what we do. Remember that many of our administrators and counselors as well as parents of potential students may have had either no experience studying another language or a negative one. They need to be won over to the value of learning French.

To this end, try to think of every way possible to expand the many interesting and innovative things you do in the classroom beyond those four walls: (1) remind students to talk to their friends and family about what they do in class; (2) have students teach a mini-lesson to their family or to younger students; (3) sponsor a French cooking/poetry/poster/music/sports/talent contest, produce a class newsletter, organize a student performance of a literary work or skit, create a series of bulletin boards, imagine a student-produced radio or television broadcast; (4) invite counselors, principals, colleagues, parents, journalists, school board members, and parents to visit or, better yet, to participate in your French activities and classes; (5) collaborate with colleagues in interdisciplinary projects; (6) use technology to gain great publicity for your program; (7) organize an exchange or trip; and (8) participate in French-related events and utilize resources in the community (restaurants and bakeries, films, concerts, the local Alliance Française, foreign students). Making these ideas student-centered insofar as possible not only relieves the teacher of some of the burden but involves students in using French actively.

Word of mouth is still the best publicity.

Spring is also the time for the Grand Concours. This wonderful opportunity for French students to compete nationally and receive prizes is another important vehicle for promoting French. More than 80,000 young people participated in 1998. We need to increase that number for 1999. Any French teacher can enter his or her students in the Grand Concours. Encourage your colleagues who are not AATF members to enter their students and share with them the many additional benefits they will receive if they decide to join AATF. Invite them to attend the 1999 annual convention in St. Louis where the $70 pre-registration fee will include a one-year trial membership for teachers who have never been AATF members.

There is strength in numbers. Uniting other French teachers can lighten our workload and allow us to try new things in the classroom; collaborating with teachers in other disciplines enriches the French classroom and creates goodwill toward French; inviting teachers who are not AATF members to meetings can inspire them to join and bring new ideas and energy to our work; including parents and administrators in the learning process informs them of the importance of what we do and creates support for our programs.

Bonne année et meilleurs voeux pour un heureux et prospère 1999!

Jaye Abrate
Executive Director

INTERACTIVE REVIEWS FOR THE FRENCH REVIEW

The editors of the French Review wish to inaugurate a series of interactive reviews of software and CD-ROMs. Members of the AATF are invited to submit responses to any of the reviews appearing on the reviews page, detailing their experiences with the software package, whether positive or negative, and expanding upon applications of the software which were not covered in the original review. All submissions must adhere to the publication guidelines in the "Guide for Authors" appearing in every issue of the French Review. Please send submissions to Eugene F. Gray at [graye@pilot.msu.edu]. You can access the reviews page from the AATF Web page [http://aatf.utsa.edu/] or directly by pointing your browser at [http://polygnot.cal.msu.edu/fr/].

AATF DOROTHY LUDWIG MEMORIAL SCHOLARSHIP RENEWED

AIM: to help new French teachers attend an AATF Convention that they would not otherwise be able to attend. The first two awards were made for the 1996 AATF Convention in Lyon and four more awards in Montreal. Two additional awards will be available for the AATF Convention in St. Louis, MO, July 11-14, 1999.

SPONSOR: Robert J. Ludwig, AATF Region III (Greater New York State) Representative.

NUMBER AND AMOUNT: two awards of $500 each

ELIGIBILITY: the applicants must be within their first FIVE years of teaching French at the primary or secondary levels of instruction and a AATF member for as many of those years as possible. Previous Ludwig Scholarship winners and AATF Summer Institute participants are ineligible.

APPLICATION PROCEDURES: submit (1) a 350- (minimum) to 700-word (maximum) statement in FRENCH to:

AATF National Headquarters
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510

postmarked by April 1, 1999, the essay should clearly define why the candidate is interested in attending the St. Louis Convention and how he/she expects to benefit from it; (2) a letter of support from the teacher's immediate supervisor; (3) a job history and contact coordinates outlined on a separate sheet for purposes of verification. AATF National Headquarters will take care of establishing the applicant's membership history.

1999 ELECTION RESULTS

Vice-President: Marie-Christine Koop
Region IV (Middle Atlantic): Diana Regan
Region VI (East Central): Mary Jo Netherton
Region VIII (Southwest): Helen Lorenz

We would like to take this opportunity to congratulate the new Executive Council members Marie-Christine Koop and Diana Regan and to welcome them along with Mary Jo Netherton and Helen Lorenz, who were re-elected, to the Executive Council. All the winners were elected to three-year terms beginning January 1, 1999.

We also wish to thank Geraldine O'Neill, Claude-Marie Senninger, and Helen Guilloy for demonstrating their support for the AATF and for their involvement in AATF activities, past, present, and future.

Jaye Abrate
Executive Director
CHAPTER NEWS

Chicago/Northern Illinois Chapter

A total of 150 AATF, AATG, and AATSP members (53 from our chapter) participated October 23 in a symposium at the Art Institute of Chicago. The main attraction was the Mary Cassatt exhibit entitled "Mary Cassatt: Modern Woman," which was divided among seven Regenstein Hall galleries: "Mary Cassatt's Modern Education, "Impressionism," "At Home," "Mary Cassatt and the Child," "Mary Cassatt's Color Prints (1980-1891)," "Modern Woman: Mary Cassatt's Chicago Mural," and finally "Mother and Child." The 90 works in this brilliant, varied show include some of Cassatt's most important paintings, pastels, drawings, and prints, the subjects ranging from early images of bullfighters to theater scenes that focus on vision and looking, to tender yet unsentimental images of mothers and children. Cassatt (1844-1926), best known for her close association with French impressionists and the only American to exhibit with them, thus revealed the ecletic, international nature of her work—perhaps best illustrated in her color print inspired by the 18th-century Japanese master Katsukawa Utamaro, examples of whose exquisite woodblock works were displayed next to hers.

That morning, prior to visiting the exhibit, several presentations and a workshop were held. All three of our members were done in French: Betty Winer, formerly of Evanston High School, gave an excellent slide session entitled "Mary Cassatt, impressioniste pessylvianienne, femme extraordinaire" and Liette Brisebois of New Trier High School offered an interesting demonstration/presentation called "C'est génial! Regardez ce que les étudiants ont fait!" showing how our students make brochures and PowerPoint presentations for their classmates.

"Les Impressionnistes: un modèle pour la salle de classe," divided the attendees into groups of four, each of which represented a different teaching level (from FLES to AP) and composed a series of questions based on a French artist. The middle school group, for instance, chose for Cassatt's "Le Bain: "Combien de personnes y a-t-il—deux, trois, ou quatre? Quelles sont les couleurs? Quelle heure est-il?" (See col. 3 of this page for the complete list of questions used.) This workshop was conducted by our new program chair, Jane Castle of Homewood-Flossmoor High School.

Chapeau à Mme "Château" (as even she refers to herself) and her fine committee for a wonderful program!

On October 27 over 650 students and teachers from various area schools attended a performance of Ionesco's Les Chaises by the Compagnie Claude Beaulclair, Inter-Europe Spectacles, at Dominican University in River Forest. In addition to directing the play, M. Beaulclair—a la Mollière—played the part of Le Vieux. From the comments of teachers and students alike, the event was a huge success.

Our winter program, February 6, will concentrate on reading strategies in French.

Under the leadership of Dan Doak and his committee, plans are underway for our second annual Francofête on March 20 at Warren Township High School in Gurnee. Like last year, it will feature Francophone cultures and languages throughout the world—in conjunction with the international celebration of la Francophonie.

John C. Tomme

Minnesota Chapter

The Minnesota AATF Teacher of the Year Award for 1998 was presented to Linda Albertson at the annual MN-AATF dinner on October 30. Linda teaches French and World Language Department Chairperson at Eagan High School in the Minneapolis/St. Paul suburbs. Linda's colleagues describe her as "honest, involved, dedicated, and an effective leader." Her students say, "Mme Albertson has so many activities; class is never boring. She tells great stories to help us remember what we are studying. She involves all of us in class and cares about all of us as people." Her principal calls her "a student's dream teacher."

Molly Wieland
President

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 excessively 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 French 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.

SOME IDEAS FOR QUESTIONS WHEN TEACHING FRENCH WORKS OF ART

In the workshop given by Jane Castle for the Chicago/Northern Illinois Chapter of AATF (see col. 1 of this page) teachers divided into groups according to class levels and then devised questions to use with specific French Impressionist paintings. Here are samples of the questions they developed, which are not, of course, exhaustive.

FLES* (Caillebotte's *A Rainy Day): Quel temps fait-il? Nommez trois vêtements que ces personnes portent. On est en ville ou à la campagne?

Level I (Sisley's *Street in Moret): Quel temps fait-il? En quelle saison sommes-nous? Nommez trois choses que vous voyez dans le tableau.


Level III (Morisot's Woman at her Toilette): Avec qui est-ce qu'elle va sortir? Est-elle déjà sortie ce soir? C'est pour quelle occasion? C'est avant ou après la soirée?

Level IV (Pissarro's *Young Woman Mending): Décrit la personne de la peinture. Quels sont les éléments qui suggèrent que c'est une peinture impressionniste? Devinez l'époque de ce tableau et quel était peut-être le rôle des femmes à cette époque?

Level V (Monet's *La Seine at Bennecourt): Où est la personne qui occupait le bateau? Pourquoi l'artiste a-t-il décidé de ne pas montrer le visage de la dame? À quelle classe sociale appartient-elle? Comment le savez-vous? De quoi rêve cette dame? Comment est-ce que le tableau représente l'art impressionniste?

AP (Degas' *On the Stage): À quelle sorte de musique pensez-vous en regardant cette peinture? Pourquoi? Où est le sujet principal? Pourquoi est-ce que les sujets ne sont pas au centre du tableau? Comment est-ce que l'artiste exprime le mouvement?

La Chambre de Commerce et d'Industrie de Paris vient de mettre en ligne un site du français des affaires sur l'internet qui vous donnera accès à une nouvelle source d'information. Voici son URL:

http://www.fda.ccip.fr
MEET THE 1999 AATF EXECUTIVE COUNCIL

Gladys C. Lipton, President, is Coordinator of Foreign Language Outreach and Director of the National FLES Institute at the University of Maryland, Baltimore County. She has taught French in school and university settings and formerly directed all foreign language programs in New York City and Anne Arundel County (MD) schools. Her many honors include ACTFL’s Florence Steiner Award and Officier dans l’Ordre des Palmes Académiques.

James Gilroy of the University of Denver is the new Managing Editor of the French Review, beginning with Volume 72, No. 5. Jim is a professor of French and Humanities at the University of Denver since 1972. He is the author of four books and several articles on French and Francophone literature. He is also a Chevalier dans l’Ordre des Palmes Académiques.

Jayne Abrate (Ph.D. Purdue University) has been Executive Director of the AATF since August 1997. She taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, Quebec culture and literature, and the use of technology and the World Wide Web in the French classroom. She also serves as editor of the Central States Conference newsletter.

Jane Black Goepper, Editor of the National Bulletin, has taught French at the high school and university levels. She has taught foreign language methods and curriculum courses, supervised field experience, student and intern teachers as well as having served as mentor and supervising teacher for student teachers. She has written articles on teaching methodology and has served as Editor of the National Bulletin for 14 years. She is a Chevalier dans l’Ordre des Palmes Académiques.

Vice-President Jean-Pierre Pirio (Ph.D. University of Virginia) is Professor of French and Francophone Studies at the University of Georgia. He is a specialist in contemporary French literature and Francophone literature and civilizations. He has authored and edited numerous books and articles and is a Chevalier dans l’Ordre des Palmes Académiques.

Sidney L. Teitelbaum is a former teacher of French and superintendent of schools. He currently serves as the Director of the National French Contest, Le Grand Concours, a position he has held since 1969. He has been a member of the Executive Council of the AATF since 1980.

Vice-President Jacqueline Donnelly (M.A. Boston University) is department chair and French teacher at Holland High School (MI). She has long been dedicated to the promotion of French, serving on the AATF Task Force for the Promotion of French and now as co-chair of the AATF Commission for the Promotion of French. She is a Chevalier dans l’Ordre des Palmes Académiques.

Geraldine O’Neill (Ph.D. Ohio State), in her second term as Region I (Greater New York) Representative, has a teaching career which encompasses junior high, senior high, and university and more than 40 years in the classroom. She has served as Chapter Vice-President and President and Chairperson of the Grand Concours, participating actively in local, regional, and national meetings and committees.

Vice-President Marie-Christine Koop (Ph.D. Michigan State) is Associate Professor of French at the University of North Texas. She has served as Chair of the Task Force on the Promotion of French, Co-Chair of the Commission on Cultural Competence, and Review Editor for Society and Culture of the French Review, as well as North Texas Chapter President. She is a Chevalier dans l’Ordre des Palmes Académiques.

Joyce Beckwith (M.A. Boston College), Region II (New England) Representative, is Professor of French, Spanish, and Latin at Wilmington High School (MA). She has served as Eastern Massachusetts Chapter President and taught in schools in New York and Massachusetts as well as studied and taught in France, Belgium, and Switzerland. She has been an active participant in state and regional meetings.

Chris Pinet (Ph.D. Brown University) is Editor in Chief of the French Review and has published on French literature, popular culture, and contemporary French society and politics. He has previously served as Managing Editor as well as Review and Assistant Editor for Civilization. He is working on a book about the Parisian working-class suburb, Villejuif. He is a Chevalier dans l’Ordre des Palmes Académiques and teaches at Montana State University.

Robert J. Ludwig, in his second term as Region III (New York State) Representative, is Executive Director the the New York State Association of Foreign Language Teachers (NYSAFLT). He is a Commandeur dans l’Ordre des Palmes Académiques. Bob is a former president of ACTFL and a winner of the Florence Steiner Award for Leadership as well as numerous other honors.
Diana Regan (M.A. Temple University), newly-elected Region IV (Middle Atlantic) Representative recently retired as Department Head of Olney High School in Philadelphia. She was a French teacher for 35 years. She has served as Philadelphia Chapter President, Vice President, and Secretary-Treasurer and has participated in World Language Standards development.

Lee Bradley, Region V (South Atlantic) Representative, is an Assistant Professor of French at Valdosta State University (GA) where he is completing 31 years of service. He also served as regional representative (IV) from 1980 to 1986 and as a board member and then executive director of the Southern Conference on Language Teaching (SCOLT) from 1984 to 1997.

Mary Jo Netherton, recently re-elected to her second term as Region VI (East Central) Representative, has taught French at Morehead State University (KY) for 34 years. She is the South Central Vice President for Pi Delta Phi and President of the Kentucky Council for the Teaching of Foreign Languages (KCTFL). Mary Jo was elected Director of the Kentucky Institute's Study Abroad Program in France, effective 1999.

Helen Lorenz, recently elected to her first full term as Region VIII (Southwest) Representative, has taught at the Hockaday School in Dallas for 27 years, 22 as Language Department Head. She is an AP consultant, has served as reader and member of the Test Development Committee, and has directed several AP institutes and workshops. With a colleague, she has established an Academic Alliance in North Texas.

Region IX (Pacific) Representative, Vincent Morissette, teaches French at the Santa Catalina School for Girls in Monterey, CA. In his forty years in the profession, he has taught at the elementary, secondary, university, and graduate levels. He now particularly enjoys traveling in Region IX, giving talks and workshops, and meeting new colleagues.

**LES DATES DES VACANCES SCOLAIRES EN FRANCE**

Les académies de la France métropolitaine sont réparties, pour les congés de février et de printemps, en trois zones de vacances qui ont des dates différentes. La zone A comprend les académies de Caen, Clermont-Ferrand, Grenoble, Lyon, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse. La zone B est constituée d'Aix-en-Provence, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orléans-Tours, Poitiers, Reims, Rouen, et Strasbourg; la zone C inclut Bordeaux, Paris, Créteil, et Versailles.

L'année scolaire comporte 36 semaines de classe et repose sur l'alternance de périodes de travail d'environ sept semaines suivies d'à peu près deux semaines de congé, avec neuf semaines de vacances d'été qui comprennent la totalité du mois d'août.

Le départ en vacances a lieu après la dernière classe la veille des jours indiqués; la reprise des cours a lieu le matin des jours indiqués, dès la première classe.

1999-99:
- Rentrée: Écoles et collèges: jeudi 3 septembre;
- Toussaint: du samedi 24 octobre au mardi 3 novembre;
- Noël: du dimanche 20 décembre au lundi 4 janvier;
- Hiver: Zone A: du samedi 13 février au lundi 1er mars; Zone B: du samedi 6 février au lundi 22 février; Zone C: du samedi 20 février au lundi 8 mars;
- Printemps: Zone A: du dimanche 11 avril au lundi 26 avril; Zone B: du dimanche 4 avril au lundi 19 avril; Zone C: du dimanche 18 avril au lundi 3 mai;

1999-2000
- Rentrée: lundi 6 septembre
- Toussaint: dimanche 31 octobre au lundi 8 novembre
- Noël: dimanche 19 décembre au lundi 3 janvier
- Hiver: Zone A: dimanche 20 février au lundi 6 mars; Zone B: dimanche 13 février au lundi 28 mars
- Zone C: dimanche 6 février au lundi 21 mars
- Printemps: Zone A: dimanche 16 avril au mardi 2 mai; Zone B: dimanche 9 avril au mardi 25 avril; Zone C: dimanche 2 avril au lundi 17 avril
- Vacances d'été: samedi 1er juillet 2000

2000-2001
- Rentrée: lundi 5 septembre
- Toussaint: dimanche 29 octobre au lundi 6 novembre
- Noël: samedi 23 décembre au jeudi 4 janvier
- Hiver: Zone A: dimanche 4 février au lundi 19 février; Zone B: dimanche 18 février au lundi 5 mars; Zone C: dimanche 11 février au lundi 26 février
- Printemps: Zone A: dimanche 1er avril au mardi 17 avril; Zone B: dimanche 15 avril au mardi 2 mai; Zone C: dimanche 8 avril au mardi 24 avril
- Vacances d'été: samedi 30 juin 2001

REGIONAL NEWS

REGION V: SOUTH ATLANTIC

Alabama

Members of the Alabama Chapter of AATF are a particularly active bunch. Below is only a sampling of their activities: Bénédicte Retrou Weissman (Montgomery Academy) has been a diligent contributor to the Grand Concours, level 4. Furthermore, by organizing a successful student exchange program with Lycée Camille Claudel in Blois, she was able to double French enrollment in her school.

Several Alabama institutions offer summer abroad study programs directed by the following AATF members: Catherine Danielou (University of Alabama at Birmingham) in Dijon; Kathryn Kinczewski (The University of Alabama) in Tours; Bernard Quinn (University of South Alabama) in Paris; Max Gartman (University of North Alabama) in Paris; Samia Spencer (Auburn University) in Angers. Furthermore, Jeanne Classé (The Altamont School), George Anne Parker and Jane Kaufmann (Mountain Brook High School), and Nina Seaman (The Advent School) organized trips to France for their students.

French is alive and well in the Birmingham area, thanks to a group of outstanding teachers and students—evidenced by the national ranking of the Grand Concours, as well as success in the Alliance Française Writing Contest where the first place national winner was a student from The Altamont School. Also, the Birmingham Alliance Française (ably directed by Serge Bokobza of the University of Alabama at Birmingham) and the French faculty at UAB organize a myriad of programs and activities to make the study of French vibrant in that city.

Bill Carter (University of Alabama at Birmingham) is Chairman of the Board of the Alabama Humanities Foundation.

Joanna Crane (State Department of Education, Emerita) is chairing an AATF National Committee to involve retirees in the promotion of French.

Steven Daniell (Auburn University at Montgomery), Grand Concours Administrator, was rewarded with a $500 check for the tremendous growth of the Grand Concours in his state.

Samia Spencer (Auburn University) visited the Headquarters of the Organisation internationale de la francophonie in Paris and invited its Secrétariat général, Boutros Boutros-Ghali to attend the 1999 AATF meeting in St. Louis.

Florida

The Florida Chapter of AATF is already preparing for the Semaine du français in November 1999. During the annual convention of the Florida Foreign Language Association, the AATF chapter held its luncheon meeting, during which members discussed their plans for the year 1999. All the meetings and workshops sponsored by the FL AATF during the FFLA convention were related to the promotion of French and the Semaine du français. Bruno Ricard, Attaché linguistique au Consulat de France in Miami presented a table ronde to set up guidelines for the activities that will take place next year. At this point, Florida is divided into twelve regions by FFLA. Each region will have one or several AATF committees, and there will be a committee chairperson in every major city of Florida. Each city will choose a Francophone country and organize activities around the culture of that specific country, including movies, food, fashion, folklore, etc.

The next Congrès de la culture française en Floride (CCFF) will have the theme "Francophonie" and will be held in the Omni Rosen in Orlando, March 11-13, 1999. The schedule of events is expected to be very similar to the traditional format (vocabulary, pièces et saynètes, déclamations, discours, dictée, lecture, civilisation, et casse-tête). Besides the academic competitions, each school will enter a project based on the theme and an album with activities of the French Club and the French Honor Society. Many seminars will be offered, and several publishers, travel agencies, and other educational institutions will display their products and share what is new with teachers and students. During the Banquet de Gala, the winners of the scholarships and the projects contest will be announced. The Congrès will close with a distribution des prix. Over 1500 students representing more than 100 schools are expected to participate in this annual event.

Georgia

The Georgia Chapter of AATF will hold a meeting at the Radisson Hotel in Augusta during the annual meeting of the Foreign Language Association of Georgia, February 12-13, 1999. The chapter will also meet in Atlanta in the spring, at a date that will be announced in the winter newsletter. The Georgia AATF Immersion Camp for students of AATF members will be held February, and we hope to increase our number of participants in Le Grand Concours. Nigel Smith of the State University of West Georgia, Carrollton, GA 30118, is directing the National French Contest in Georgia.

Louisiana

At the annual meeting of the Louisiana Chapter of AATF in Spring 1998, new officers elected to a two-year term included Joan Chardkoff as President and Jacqueline Milton as Vice-President. Secretary Shirley Payne, Treasurer Denise Egóa-Kuehne, and French Contest Administrator/Newsletter Editor Todd Knox have agreed to continue to serve. Our thanks go to Meg Marshall for all of her hard work on an dedication over her two terms as President.

We are gearing up for a very special year in Louisiana. All during 1999, we will be celebrating Francofête, commemorating the Tricentennial of the founding of Louisiana by the French in 1699. There will be hundreds of events in all parts of the state throughout the entire year. To help prepare Louisiana French and history teachers for this celebration, the Louisiana Endowment for the Humanities, in conjunction with the French Education Project at LSU and the French Cultural Services, is conducting two intensive study weekends (see article on page 14).

Louisiana is fortunate to have a number of organizations actively involved in promoting the use of the French language in our state. In addition to those organizations previously mentioned, the Louisiana chapter of the AATF also works with the Alliance Française of New Orleans as well as CODOFL, the Consell pour le développement du français en Louisiane.

We encourage all French teachers in Louisiana to join the AATF. By joining our group, teachers can be assured of receiving our newsletter, Les Bons Temps, which will allow them to remain informed of all the many activities of these various groups. This year our annual meeting will be held on February 26-27 in Hammond in conjunction with the Louisiana Foreign Language Teachers' Association.

Mississippi

There were two big French events in Mississippi this year. "Splendors of Versailles," which was here for six months, was a magnificent display of representative art work and a reconstruction of several rooms of the château, including the King's bedchamber. The curators of Versailles were in Jackson for several weeks to set up the exhibit; they also gave slide presentations of their areas of specialty. Students and teachers alike were enchanted by this exhibit and the many concerts and related exhibits (Orchestre de la Sorbonne, Les petits chanteurs de Paris, danse et orchestre authentique du 18ème siècle, Jean-Pierre Rampal, etc.), and, of course, many of our AATF members worked as volunteers at the museum during the exhibit months.

The year 1999 is the tricentennial of the first French exploration and permanent
settlements on the coast of Mississippi and on the river. A group of Mississippians spent two weeks in La Rochelle as re-enactors for the departure of D’Ilberville from that city. In turn, a group from La Rochelle will be here in February for the tricentennial celebration. (This landing is reenacted every year on the coast, but this one will be spectacular.)

For many years, our AATF teachers have done a superior job of acquainting their students with our French heritage. To encourage this activity, Chapter President Gail Buzharot conducted a pre-conference workshop in November, before the annual meeting, Une journée dans la ville de La Rochelle, a workshop in which participants are immersed in the French language and also an intensive study of that period of our history.

North Carolina

The North Carolina Chapter of AATF presented the 1998 Teacher of the Year Award to Minnie Sangster, assistant professor of French at North Carolina Central University in Durham, NC. She has participated in several NEH Summer Seminars, including Marie de France and the Making of the Modern Subject, held at Columbus University in 1996 and directed by Professor Howard Bioch. She has presented several scholarly papers on the works of Marie de France. A former student describes Minnie Sangster as an “exceptional and dedicated teacher.” Her colleagues cite her professionalism, dedication, and constant striving to expand her intellectual horizons.

Five students from Burlington Day School in Burlington, NC, were honored this past spring for their achievement in the National French Contest, administered by 7300 seventh graders nationwide. Five of the top ten students from North Carolina were from the classes of Phillip Stewart, French teacher at Burlington Day School. Sarah Bonnell ranked ninth in the national and fourth in the state. The other four students were Bushra Bhatti, fifth place, Brett Smith, sixth place; and Jason Lindley and Stefanie Scott, both ninth place. Special thanks are extended to Evelyn Vander for her continued service to the North Carolina AATF through the National French Contest.

South Carolina

No information was available.

Tennessee

The Tennessee Chapter of AATF had a dinner meeting on Friday, November 6, 1998 in Nashville, TN to coincide with the 31st TFLTA Conference (Tennessee Foreign Language Teachers Association). The special guest was Damien Ferland from the Université du Québec à Chicoutimi (École de langue française et de culture québécoise), and our dinner speaker was Dr. Martin Deschênes, Director of the Tennessee Foreign Language Institute in Nashvillage. Bronze plaques were given to Dr. John Roneiser (who has been chapter secretary-treasurer for more than a decade), past president Margaret Lee, and past Grand Concours Administrator Anne Connell in appreciation for their services to AATF.

Lee Bradley
Region V Representative

Region VI: East Central

Our members and chapters have already enjoyed notable successes in the year 1998. Jackie Donenly (Holland, MI) assumed her role as AATF National Vice President. Caroline Althouse (Hudson, OH) represented the region as the Coupe du Monde scholarship winner, and Allison Green (Detroit, MI) served as the alternate. Julie Maddox (Covington, KY) was named AATF Elementary School Teacher of the Year. Debra McDaniel (Morehead, KY) was selected as a Central States Leadership Fellow.

For 1998, the Region had 284 national Grand Concours winners, with 114 from Detroit, Michigan Chapter and 79 from Ohio. As chapter, Ohio ranked 3rd and Indiana 6th in total participants in the 1998 Grand Concours.

Following the lead of the Northwest Indiana Chapter with its successful atelier held at Valparaiso University on February 21, 1998, Kentucky held a Comprehension-Based Instruction Workshop on October 10, 1998 in Louisville. The workshop concluded with a presentation on TPR Storytelling by Sarah Moran, KY-AATF Past President. The Ohio Chapter’s immersion weekend took place Oct. 2-4, and the Detroit, Michigan Chapter held its traditional immersion weekend on October 10-11, 1998. Kentucky AATF President John Secor has scheduled a Summer Immersion Day for July 21, 1999, to be held at Morehead State University.

Mary Jo Netherton
Region VI Representative

JOIN US IN PARIS IN 2000!

Attend the AATF convention as we join forces with the Fédération internationale des professeurs de français.


Check out the AATF Web:
http://aatf.utsa.edu/
Commission for the Promotion of French Hotline:
http://aatf.utsa.edu/hotline/
A New French Review Web site:
http://www.montana.edu/wwwaatf/french_review/
AATF Commission on Cultural Competence:
http://courses.unt.edu/koop/aatfculture.htm

A SPECIAL PROGRAM FOR LOUISIANA SECONDARY TEACHERS OF FRENCH AND SOCIAL STUDIES

A program offered by the French Education Project for Research and Teacher Education (FEP) at Louisiana State University, Baton Rouge, entitled, Commemorating the Tricentennial of the Founding of Louisiana 1699-1999, will be held in Baton Rouge, January 22-24, 1999 and in Natchitoches, January 28-31, 1999. This project is supported by a grant from the Louisiana Endowment for the Humanities, a state affiliate of the National Endowment for the Humanities. The program will offer two series of intensive workshops for secondary teachers of French and social studies teachers.

Dr. Mathé Allain, professor of French culture and civilization at the University of Southern Louisiana, Lafayette will lecture on literature, art, and music of the period and discuss the impact of the founding of Louisiana on culture and everyday living, then and now. Dr. Paul Hoffman, professor of History at Louisiana State University, Baton Rouge, will lecture on the founding of Louisiana and highlight major links between Northern America, France, Canada, and Louisiana during the period of the founding of Louisiana. Dr. Egéa-Kuehne (Director of the FEP and Project Director) and the LSU FEP staff will lead workshops where teachers will use the material and references provided to plan historically oriented and interdisciplinary classroom-ready activities to be integrated into their classes. The FEP staff will also guide teachers to design interdisciplinary school events and plan an interdisciplinary Foundation of Louisiana Day to take place in March 1999.

Accompanying the program are two films relating to the period, on loan from the LSU Center for French and Francophone Studies: Cyrano de Bergerac and La Fête Commence.

Additional support for this project has been provided by the French Cultural Service, New Orleans; LSU Department of Curriculum and Instruction; LSU Department of French and Italian; LSU Center for French and Francophone Studies.
LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser aux Services Culturels Français de votre circonscription.

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AMBASSADE DE FRANCE/WASHINGTON, D.C.
M. Lazare PAUPERT, Attaché Culturel
M. Dominique MALICET, Attaché Linguistique
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Fax: (202) 944-6043

AATF EXCELLENCE IN TEACHING AWARDS

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

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

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

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

All nomination documents must be sent to the awards chairperson by the deadline of March 15, 1999.

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

Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator.

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

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

QUALIFICATIONS

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

EVALUATION CRITERIA

1. Outstanding teaching:
   A. Evidence of teaching achievements that have led to:
      1. Students' proficiency in French.
      2. Students' knowledge of French, Francophone culture and/or Francophone literature.
      3. Students' intellectual growth.
      4. Motivation of students for the continued study of French.
   B. Evidence could include, but is not limited to:
      1. Student participation in extracurricular French activities, including exchange programs.
      2. Student performance on standardized tests such as:
         — National French exam
         — DELF/DALF Exam
         — French Achievement Tests
         — GRE Exam
         — French Advanced Placement — Teaching Licensure Tests
      3. Enrollment trends or expanded curricular offerings
      4. Teacher selection for school or university teaching awards

2. Nominees' professional growth and contributions to the profession:
   A. Evidence of continuing professional growth, which could include, but is not limited to, the following
      1. Attendance at foreign language-oriented conferences and/or workshops
      2. Pursuit of a degree or degrees
   B. Evidence of continuing significant contributions at several levels: (eg. the school, local, state/regional, national, or international levels). Evidence could include, but is not limited to:
      1. Sponsorship of extracurricular activities such as a club or a student exchange program
      2. Leadership and/or service in professional organizations
      3. Research, presentations at conferences, and publications in professional journals

NOMINATION PACKET

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

1. A résumé of education, employment, recent activities and awards on the officially provided two-page form. The applicant may present the requested information on the form or may send a curriculum vitae which includes the same information (not to exceed two (2) pages (pages 1 & 2).

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).

3. Two supporting documents: the applicant should send two (2) letters of recommendation, one addressing teaching excellence and one addressing demonstration of commitment to the profession (pages 4 & 5).

4. All nominations and forms should be submitted with the original nomination packet and four copies organized into five complete packets for distribution to committee members.

5. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.

6. Submit the five packets for the nomination to the Awards Chairperson:
   Lee Bradley
   1165 University Center
   Valdosta State University
   Valdosta, GA 31698

The nomination should be received no later than March 15, 1999 for awards to be made in July 1999.
A MESSAGE FROM THE EXECUTIVE DIRECTOR

Happy New Year!

As we look forward to November 4-10, 1999 and National French Week: la Semaine du français, it becomes more evident that we as French teachers need to promote French at every turn. Few of us were trained in public relations and promotion; some of us learned of necessity, but it has become an inescapable reality.

Promotion does not have to involve an extraordinary amount of extra work. At its most basic, it means talking (incessantly) about what we do. Remember that many of our administrators and counselors as well as parents of potential students may have had either no experience studying another language or a negative one. They need to be won over to the value of learning French.

To this end, try think of every way possible to expand the many interesting and innovative things you do in the classroom beyond those four walls: (1) remind students to talk to their friends and family about what they do in class; (2) have students teach a mini-lesson to their family or to younger students; (3) sponsor a French cooking/poetry/poster/music/sports/talent contest, produce a class newsletter, organize a student performance of a literary work or skit, create a series of bulletin boards, imagine a student-produced radio or television broadcast; (4) invite counselors, principals, colleagues, parents, journalists, school board members, and parents to visit or, better yet, to participate in your French activities and classes; (5) collaborate with colleagues in interdisciplinary projects; (6) use technology to gain great publicity for your program; (7) organize an exchange or trip; and (8) participate in French-related events and utilize resources in the community (restaurants and bakeries, films, concerts, the local Alliance Francaise, foreign students). Making these ideas student-centered insofar as possible not only relieves the teacher of some of the burden but involves students in using French actively.

Word of mouth is still the best publicity.

Spring is also the time for the Grand Concours. This wonderful opportunity for French students to compete nationally and receive prizes is another important vehicle for promoting French. More than 80,000 young people participated in 1998. We need to increase that number for 1999. Any French teacher can enter his or her students in the Grand Concours. Encourage your colleagues who are not AATF members to enter their students and share with them the many additional benefits they will receive if they decide to join AATF. Invite them to attend the 1999 annual convention in St. Louis.

where the $70 pre-registration fee will include a one-year trial membership for teachers who have never been AATF members.

There is strength in numbers. Unitil with other French teachers can lighten our workload and allow us to try new things in the classroom; collaborating with teachers in other disciplines enriches the French classroom and creates goodwill toward French; inviting teachers who are not AATF members to meetings can inspire them to join and bring news and energy to our work; including parents and administrators in the learning process informs them of the importance of what we do and creates support for our programs.

Bonne année et meilleurs vœux pour un heureux et prospère 1999!

Jayne Abrate
Executive Director

INTERACTIVE REVIEWS FOR THE FRENCH REVIEW

The editors of the French Review wish to inaugurate a series of interactive reviews of software and CD-ROMs. Members of the AATF are invited to submit responses to any of the reviews appearing on the reviews page, detailing their experiences with the software package, whether positive or negative, and expanding on applications of the software which were not covered in the original review. All submissions must adhere to the publication guidelines in the “Guide for Authors” appearing in every issue of the French Review. Please send submissions to Eugene F. Gray at [graye@pilot.msu.edu]. You can access the reviews page from the AATF Web page [http://aatf.utsa.edu/] or directly by pointing your browser at [http://polyglot.cal.msu.edu/fr/].

AATF DOROTHY LUDWIG MEMORIAL SCHOLARSHIP RENEWED

AIM: to help new French teachers attend an AATF Convention that they would otherwise be unable to attend. The first two awards were made for the 1996 AATF Convention in Lyon and four more awards in Montreal. Two additional awards will be available for the AATF Convention in St. Louis, MO, July 11-14, 1999.

SPONSOR: Robert J. Ludwig, AATF Region III (Greater New York State) Representative.

NUMBER AND AMOUNT: two awards of $500 each

ELIGIBILITY: the applicants must be within their first five years of teaching French at the primary or secondary levels of instruction and an AATF member for as many of those years as possible. Previous Ludwig Scholarship winners and AATF Summer Institute participants are ineligible.

APPLICATION PROCEDURES: submit (1) a 350- (minimum) to 700-word (maximum) statement in FRENCH to:

AATF National Headquarters
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510

postmarked by April 1, 1999; the essay should clearly define why the candidate is interested in attending the St. Louis Convention and how he/she expects to benefit from it; (2) a letter of support from the teacher’s immediate supervisor; (3) a job history and contact coordinates outlined on a separate sheet for purposes of verification. AATF National Headquarters will take care of establishing the applicant’s membership history.

1999 ELECTION RESULTS

Vice-President: Marie-Christine Koop
Region IV (Middle Atlantic): Diana Regan
Region VI (East Central): Mary Jo Netherton
Region VIII (Southwest): Helen Lorenz

We would like to take this opportunity to congratulate the new Executive Council members Marie-Christine Koop and Diana Regan and to welcome them along with Mary Jo Netherton and Helen Lorenz, who were re-elected, to the Executive Council. All the winners were elected to three-year terms beginning January 1, 1999.

We also wish to thank Geraldine O'Neill, Claude-Marie Senninger, and Helen Guillory for demonstrating their support for the AATF and for their involvement in AATF activities, past, present, and future.

Jayne Abrate
Executive Director
CHAPTER NEWS

Chicago/Northern Illinois Chapter

A total of 150 AATF, AATG, and AATSP members (53 from our chapter) participated October 23 in a symposium at the Art Institute of Chicago. The main attraction was the Mary Cassatt exhibit entitled "Mary Cassatt: Modern Woman," which was divided among seven Regenstein Hall galleries: "Mary Cassatt's Modern Education," "Impressionism," "At Home," "Mary Cassatt and the Child," "Mary Cassatt's Color Prints (1890-1891)," "Modern Woman: Mary Cassatt's Chicago Mural," and finally "Mother and Child." The 90 works in this brilliant, varied show include some of Cassatt's most important paintings, pastels, drawings, and prints, the subjects ranging from early images of bullfighters to theater scenes that focus on vision and looking, to tender yet unsentimental images of mothers and children. Cassatt (1844-1926), best known for her close association with French impressionists and the only American to exhibit with them, thus revealed the eclectic, international nature of her work—perhaps best illustrated in her color prints inspired by the 18th-century Japanese master Kitagawa Utamaro, examples of whose exquisite woodblock works were displayed next to hers.

That morning, prior to visiting the exhibit, several presentations and a workshop were held. All three by our members were done in French: Betty Winer, formerly of Evanston High School, gave an excellent slide session entitled "Mary Cassatt, impressionniste pennsylvanienne, l'homme extraordinaire" and Liette Brisebois of New Trier High School offered an interesting demonstration/presentation called "C'est génial! Regardez ce que les étudiants ont fait!" showing how her students make brochures and PowerPoint presentations for their classmates.

"Les Impressionnistes: un modèle pour la salle de classe," divided the attendees into groups of four, each of which represented a different teaching level (from FLES to AP) and composed a series of questions based on a French artist. The middle school group, for instance, chose for Cassatt's "Le Bain: "Combien de personnes y a-t-il—deux, trois, ou quatre? Quelles sont les couleurs? Quelle heure est-il?" (See col. 3 of this page for the complete list of questions used.) This workshop was conducted by our new program chair, Jane Castle of Homewood-Flossmoor High School.

Chapeau à Mme "Château" (as even she refers to herself) and her fine committee for a wonderful program!

On October 27 over 650 students and teachers from various area schools attended a performance of Ionesco's Les Chaises by the Compagnie Claude Beauclair, Inter-Europe Spectacles, at Dominican University in River Forest. In addition to directing the play, M. Beauclair—à la Molière—played the part of Le Vieux. From the comments of teachers and students alike, the event was a huge success.

Our winter program, February 6, will concentrate on reading strategies in French.

Under the leadership of Dan Doak and his committee, plans are underway for our second annual Francophile on March 20 at Warren Township High School in Gurnee. Like last year, it will feature Francophone cultures and languages throughout the world—in conjunction with the international celebration of la Francophonie.

John C. Tomme

Minnesota Chapter

The Minnesota AATF Teacher of the Year Award for 1998 was presented to Linda Alberton at the annual MN-AATF dinner on October 30. Linda teaches French and is World Language Department Chairperson at Eagan High School in the Minneapolis/St. Paul suburbs. Linda's colleagues describe her as "honest, involved, dedicated, and an effective leader." Her students say, "Mme Albertson has so many activities, class is never boring. She tells great stories to help us remember what we are studying. She involves all of us in class and cares about all of us as people." Her principal calls her "a student's dream teacher."

Molly Wieland
President

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 French 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.

La Chambre de Commerce et d'Industrie de Paris vient de mettre en ligne un site du français des affaires sur l'internet qui vous donnera accès à une nouvelle source d'information. Voici son URL:
http://www.fda.cciip.fr

SOME IDEAS FOR QUESTIONS WHEN TEACHING FRENCH WORKS OF ART

In the workshop given by Jane Castle for the Chicago/Northern Illinois Chapter of AATF (see col. 1 of this page) teachers divided into groups according to class levels and then devised questions to use with specific French Impressionist paintings. Here are samples of the questions they developed, which are not, of course, exhaustive.

FLES* (Caillebotte's A Rainy Day): Quel temps fait-il? Nommez trois vêtements que ces personnes portent. On est en ville ou à la campagne?

Level I (Sisley's Street in Moret): Quel temps fait-il? En quelle saison sommes-nous? Nommez trois choses que vous voyez dans le tableau.


Level III (Matisse's Woman at her Toilette): Avec qui est-ce qu'elle va sortir? Où est-elle déjà sortie ce soir? C'est pour quelle occasion? C'est avant ou après la soirée?

Level IV (Pissarro's Young Woman Mending): Décrivez la personne de la peinture. Quels sont les éléments qui suggèrent que c'est une peinture impressionniste? Devinez l'époque de cette peinture et quel était peut-être le rôle des femmes à cette époque?

Level V (Monet's La Seine at Bennecourt): Où est la personne qui occupait le bateau? Pourquoi l'artiste a-t-il décidé de ne pas montrer le visage de la dame? À quelle classe sociale appartient-elle? Comment le savez-vous? De quoi rêve cette dame? Comment est-ce que le tableau représente l'art impressionniste?

AP (Degas' On the Stage): À quelle sorte de musique pensez-vous en regardant cette peinture? Pourquoi? Où est le sujet principal? Pourquoi est-ce que les sujets ne sont pas au centre du tableau? Comment est-ce que l'artiste exprime le mouvement?
MEET THE 1999 AATF EXECUTIVE COUNCIL

Gladys C. Lipton, President, is Coordinator of Foreign Language Outreach and Director of the National FLES* Institute at the University of Maryland, Baltimore County. She has taught French in school and university settings and formerly directed all foreign language programs in New York City and Anne Arundel County (MD) schools. Her many honors include ACTFL's Florence Steiner Award and Officier dans l'Ordre des Palmes Académiques.

Jayne Abrate (Ph.D. Purdue University) has been Executive Director of the AATF since August 1997. She taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, Quebec culture and literature, and the use of technology and the World Wide Web in the French classroom. She also serves as editor of the Central States Conference newsletter.

Vice-President Jean-Pierre Pirlou (Ph.D. University of Virginia) is Professor of French and Francophone Studies at the University of Georgia. He is a specialist in contemporary French literature and Francophone literature and civilizations. He has authored and edited numerous books and articles and is a Chevalier dans l'Ordre des Palmes Académiques.

James Gilroy of the University of Denver is the new Managing Editor of the French Review, beginning with Volume 72, No. 5. Jim is a professor of French and Humanities at the University of Denver since 1972. He is the author of four books and several articles on French and Francophone literature. He is also a Chevalier dans l'Ordre des Palmes Académiques.

Vice-President Jacqueline Donnelly (M.A. Boston University) is department chair and French teacher at Holland High School (MI). She has long been dedicated to the promotion of French, serving on the AATF Task Force for the Promotion of French and now as co-chair of the AATF Commission for the Promotion of French. She is a Chevalier dans l'Ordre des Palmes Académiques.

Jane Black Goepper, Editor of the National Bulletin, has taught French at the high school and university levels. She has taught foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and supervising teacher for student teachers. She has written articles on teaching methodology and has served as Editor of the National Bulletin for 14 years. She is a Chevalier dans l'Ordre des Palmes Académiques.

Sidney L. Teitelbaum is a former teacher of French and superintendent of schools. He currently serves as the Director of the National French Contest, Le Grand Concours, a position he has held since 1969. He has been a member of the Executive Council of the AATF since 1980.

Vice-President Marie-Christine Koop (Ph.D. Michigan State) is Associate Professor of French at the University of North Texas. She has served as Chair of the Task Force on the Promotion of French, Co-Chair of the Commission on Cultural Competence, and Review Editor for Society and Culture of the French Review, as well as North Texas Chapter President. She is a Chevalier dans l'Ordre des Palmes Académiques.

Geraldine O'Neill (Ph.D. Ohio State), in her second term as Region I (Greater New York) Representative, has a teaching career which encompasses junior high, senior high, and university and more than 40 years in the classroom. She has served as Chapter Vice-President and President and Chairperson of the Grand Concours, participating actively in local, regional, and national meetings and committees.

Joyce Beckwith (M.A. Boston College), Region II (New England) Representative, is Professor of French, Spanish, and Latin at Wilmington High School (MA). She has served as Eastern Massachusetts Chapter President and taught in schools in New York and Massachusetts as well as studied and taught in France, Belgium, and Switzerland. She has been an active participant in state and regional meetings.

Chris Pinet (Ph.D. Brown University) is Editor in Chief of the French Review and has published on French literature, popular culture, and contemporary French society and politics. He has previously served as Managing Editor as well as Review and Assistant Editor for Civilization. He is working on a book about the Parisian working-class suburb, Villejuif. He is a Chevalier dans l'Ordre des Palmes Académiques and teaches at Montana State University.

Robert J. Ludwig, in his second term as Region III (New York State) Representative, is Executive Director the the New York State Association of Foreign Language Teachers (NYSALFT). He is a Commandeur dans l'Ordre des Palmes Académiques. Bob is a former president of ACTFL and a winner of the Florence Steiner Award for Leadership as well as numerous other honors.
Diana Regan, newly-elected Region IV (Middle Atlantic) Representative recently retired as Department Head of Olney High School in Philadelphia. She was a French teacher for 35 years. She has served as Philadelphia Chapter President, Vice President, and Secretary-Treasurer and has participated in World Language Standards development.

Lee Bradley, Region V (South Atlantic) Representative, is an Assistant Professor of French at Valdosta State University (GA) where he is completing 31 years of service. He also served as regional representative (IV) from 1980 to 1986 and as a board member and then executive director of the Southern Conference on Language Teaching (SCOLT) from 1984 to 1997.

Mary Jo Netherton, recently re-elected to her second term as Region VI (East Central) Representative, has taught French at Morehead State University (KY) for 34 years. She is the South Central Vice President for Pi Delta Phi and President of the Kentucky Council for the Teaching of Foreign Languages (KCTFL). Mary Jo was elected Director of the Kentucky Institute’s Study Abroad Program in France, effective 1999.

Helen Lorenz, recently elected to her first full term as Region VIII (Southwest) Representative, has taught at the Hockaday School in Dallas for 27 years, 22 as Language Department Head. She is an AP consultant, has served as reader and member of the Test Development Committee, and has directed several AP institutes and workshops. With a colleague, she has established an Academic Alliance in North Texas.

Judith Johannessen, in her second term as Region VII (West Central) Representative, currently teaches at the Minnesota Arts High School. She has received the Percy Fearing Award and the Emma Berkmeier Award for service to foreign language education. She is co-chair of the AATF Articulation Commission and recently accompanied the Grand Concours winners to Paris for the Coupe du Monde.

Region IX (Pacific) Representative, Vincent Morissette, teaches French at the Santa Catalina School for Girls in Monterey, CA. In his forty years in the profession, he has taught at the elementary, secondary, university, and graduate levels. He now particularly enjoys traveling in Region IX, giving talks and workshops, and meeting new colleagues.

Les dates des vacances scolaires en France

Les académies de la France métropolitaine sont réparties, pour les congés de février et de printemps, en trois zones de vacances qui ont des dates différentes. La zone A comprend les académies de Caen, Clermont-Ferrand, Grenoble, Lyon, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse. La zone B est constituée d’Aix-en-Provence, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orléans-Tours, Poitiers, Reims, Rouen, et Strasbourg; la zone C inclut Bordeaux, Paris, Créteil, et Versailles.

L’année scolaire comporte 36 semaines de classe et repose sur l’alternance de périodes de travail d’environ sept semaines suivies d’à peu près deux semaines de congé, avec neuf semaines de vacances d’été qui comprennent la totalité du mois d’août.

Le départ en vacances a lieu après la dernière classe la veille des jours indiqués; la reprise des cours a lieu le matin des jours indiqués, dès la première classe.

1998-99:
Rentrée: Écoles et collèges: jeudi 3 septembre;
Lycées: jeudi 10 septembre;
Toussaint: du samedi 24 octobre au mardi 3 novembre;
Noël: du dimanche 20 décembre au lundi 4 janvier;
Hiver: Zone A: du lundi 1er février au lundi 8 mars;
Zone B: du samedi 6 février au lundi 22 février;
Zone C: du samedi 20 février au lundi 8 mars;
Printemps: Zone A: du dimanche 11 avril au lundi 26 avril;
Zone B: du dimanche 4 avril au lundi 19 avril;
Zone C: du dimanche 18 avril au lundi 3 mai;

1999-2000
Rentrée: lundi 6 septembre
Toussaint: dimanche 31 octobre au lundi 8 novembre
Noël: dimanche 19 décembre au lundi 3 janvier
Hiver: Zone A: dimanche 20 février au lundi 6 mars
Zone B: dimanche 13 février au lundi 28 mars
Zone C: dimanche 6 février au lundi 21 mars

Printemps: Zone A: dimanche 16 avril au mardi 2 mai
Zone B: dimanche 9 avril au mardi 25 avril
Zone C: dimanche 2 avril au lundi 17 avril
Vacances d’été: samedi 1er juillet 2000
2000-2001
Rentrée: lundi 5 septembre
Toussaint: dimanche 29 octobre au lundi 6 novembre
Noël: samedi 23 décembre au jeudi 4 janvier
Hiver: Zone A: dimanche 4 février au lundi 19 février
Zone B: dimanche 18 février au lundi 5 mars
Zone C: dimanche 11 février au lundi 26 février
Printemps: Zone A: dimanche 1er avril au mardi 17 avril
Zone B: dimanche 15 avril au mardi 2 mai
Zone C: dimanche 8 avril au mardi 24 avril
Vacances d’été: samedi 30 juin 2001
REGIONAL NEWS

REGION V: SOUTH ATLANTIC

Alabama

Members of the Alabama Chapter of AATF are a particularly active bunch. Below is only a sampling of their activities: Bénédicte Retrou Weissman (Montgomery Academy) has been a diligent contributor to the Grand Concours, level 4. Furthermore, by organizing a successful student exchange program with Lycée Camille Claudel in Blois, she was able to double French enrollment in her school.

Several Alabama institutions offer summer abroad study programs directed by the following AATF members: Catherine Daniel (University of Alabama at Birmingham) in Dijon; Kathryn Kiniczewski (The University of Alabama) in Tours; Bernard Quinn (University of South Alabama) in Paris; Max Gartman (University of North Alabama) in Paris; Samia Spencer (Auburn University) in Angers. Furthermore, Jeanne Classé (The Altamont School), George Anne Parker and Jane Kaufmann (Mountain Brook High School), and Nina Seaman (The Advent School) organized trips to France for their students.

French is alive and well in the Birmingham area, thanks to a group of outstanding teachers and students—evidenced by the national ranking in the Grand Concours, as well as success in the Alliance Française Writing Contest where the first place national winner was a student from The Altamont School. Also, the Birmingham Alliance Française (ably directed by Serge Bokbza of the University of Alabama at Birmingham) and the French faculty at UAB organize a myriad of programs and activities to make the study of French vibrant in that city.

Bill Carter (University of Alabama at Birmingham) is Chairman of the Board of the Alabama Humanities Foundation.

Joanna Crane (State Department of Education, Emerita) is chairing an AATF National Committee to involve retirees in the promotion of French.

Steven Daniell (Auburn University at Montgomery), Grand Concours Administrator, was rewarded with a $500 check for the tremendous growth of the Grand Concours in his state.

Samia Spencer (Auburn University) visited the Headquarters of the Organisation internationale de la francophonie in Paris and invited its Secrétaire général, Boutros Boutros-Ghali to attend the 1999 AATF meeting in St. Louis.

Florida

The Florida Chapter of AATF is already preparing for the Semaine du français in November 1999. During the annual convention of the Florida Foreign Language Association, the AATF chapter had its luncheon meeting, during which members discussed their plans for the year 1999. All the meetings and workshops sponsored by the FL AATF during the FFLA convention were related to the promotion of French and the Semaine du français. Bruno Ricard, Attaché linguistique au Consulat de France in Miami presented a table ronde to set up guidelines for the activities that will take place next year. At this point, Florida is divided into twelve regions by FFLA. Each region will have one or several AATF committees, and there will be a committee chairperson in every major city of Florida. Each city will choose a Francophone country and organize activities around the culture of that specific country, including movies, food, fashion, folklore, etc.

The next Congrès de la culture française en Floride (CCFF) will have the theme "Francophonie" and will be held in the Omni Rosens in Orlando, March 11-13, 1999. The schedule of events is expected to be very similar to the traditional format (vocabulaire, pièces et saynètes, déclamations, discours, dictée, lecture, civilisation, et casse-tête). Besides the academic competitions, each school will enter a project based on the theme and an album with activities of the French Club and the French Honor Society. Many seminars will be offered, and several publishers, travel agencies, and other educational institutions will display their products and share what is new with teachers and students. During the Banquet de Gala, the winners of the scholarships and the projects contest will be announced. The Congrès will close with a distribution des prix. Over 1500 students representing more than 100 schools are expected to participate in this annual event.

Georgia

The Georgia Chapter of AATF will hold a meeting at the Radisson Hotel in Augusta during the annual meeting of the Foreign Language Association of Georgia, February 12-13, 1999. The chapter will also meet in Atlanta in the spring, at a date that will be announced in the winter newsletter. The Georgia AATF immersion Camp for students of AATF members will be held February, and we hope to increase the number of participants in Le Grand Concours. Nigel Smith of the State University of West Georgia, Carrollton, GA 30118, is directing the National French Contest in Georgia.

Louisiana

At the annual meeting of the Louisiana Chapter of AATF in Spring 1998, new officers elected to a two-year term included Joan Chardkoff as President and Jacqueline Millett as Vice-President. Secretary Shirley Payne, Treasurer Denise Egée-Kuehne, and French Contest Administrator/Newsletter Editor Todd Knox have agreed to continue to serve. Our thanks go to Meg Marshall for all of her hard work an dedication over her two terms as President.

We are gearing up for a very special year in Louisiana. All during 1999, we will be celebrating Francofolie, commemorating the 300th anniversary of the founding of Louisiana by the French in 1699. There will be hundreds of events in all parts of the state throughout the entire year. To help prepare Louisiana French and History teachers for this celebration, the Louisiana Endowment for the Humanities, in conjunction with the French Education Project at LSU and the French Cultural Services, is conducting two intensive study weekends (see article on page 14).

Louisiana is fortunate to have a number of organizations actively involved in promoting the use of the French language in our state. In addition to those organizations previously mentioned, the Louisiana chapter of the AATF also works with the Alliance Française of New Orleans as well as CODEFIL, the Consell pour le développement du français en Louisiane.

We encourage all French teachers in Louisiana to join the AATF. By joining our group, teachers can be assured of receiving our newsletter, Les Bons Temps, which will allow them to remain informed of all the many activities of these various groups. This year our annual meeting will be held on February 26-27 in Hammond in conjunction with the Louisiana Foreign Language Teachers Association.

Mississippi

There were two big French events in Mississippi this year. "Splendors of Versailles," which was here for six months, was a magnificent display of representative art work and a reconstruction of several rooms of the château, including the King's bedchamber. The curators of Versailles were in Jackson for several weeks to set up the exhibit; they also gave slide presentations of their areas of specialty. Students and teachers alike were enchanted by this exhibit and the many concerts and related exhibits (Orchestre de la Sorbonne, Les petits chanteurs de Paris, danse et orchestre authentique du 18ème siècle, Jean-Pierre Rampal, etc.), and, of course, many of our AATF members worked as volunteers at the museum during the exhibit months.

The year 1999 is the tricentennial of the first French exploration and permanent
settlements on the coast of Mississippi and on the river. A group of Mississippian spent two weeks in La Rochelle as re-enactors for the departure of D’Iberville from that city. In turn, a group from La Rochelle will be here in February for the tricentennial celebration. (This landing is reenacted every year on the coast, but this one will be spectacular.)

For many years, our AATF teachers have done a superior job of acquainting their students with our French heritage. To encourage this activity, Chapter President Gayle Buzhardt conducted a pre-conference workshop in November, before the annual meeting, Une journée dans la ville de La Rochelle, a workshop in which participants are immersed in the French language and also an intensive study of that period of our history.

North Carolina

The North Carolina Chapter of AATF presented the 1998 Teacher of the Year Award to Dr. Minnie Sangster, assistant professor of French at North Carolina Central University in Durham, NC. She has participated in several NEH Summer Seminars, including Marie de France and the Making of the Modern Subject, held at Columbia University in 1996 and directed by Professor Howard Bloch. She has presented several scholarly papers on the works of Marie de France. A former student describes Minnie Sangster as an "exceptional and dedicated teacher." Her colleagues cite her professionalism, dedication, and constant striving to expand her intellectual horizons.

Five students from Burlington Day School in Burlington, NC, were honored at this past spring for their achievement in the National French Contest, administered to 7300 seventh graders nationwide. Five of the top ten students from North Carolina were from the classes of Phillip Stewart, French teacher at Burlington Day School. Sarah Bonnell ranked ninth in the national and fourth in the state. The other four students were Bushra Bhatti, fifth place, Brett Smith, sixth place; and Jason Lindley and Stefanie Scott, both ninth place. Special thanks are extended to Evelyn Vandiver for her continued service to the North Carolina AATF through the National French Contest.

South Carolina

No information was available.

Tennessee

The Tennessee Chapter of AATF had a dinner meeting on Friday, November 6, 1998 in Nashville, TN to coincide with the 31st TFLTA Conference (Tennessee Foreign Language Teachers Association). The special guest was Damien Ferland from the Université du Québec à Chicoutimi (École de langue française et de culture québécoise), and our dinner speaker was Dr. Martin Deschenes, Director of the Tennessee Foreign Language Institute in Nash-ville. Bronze plaques were given to Dr. John R. Meehan (who has been chapter secretary-treasurer for more than a decade), past president Margaret Lee, and past Grand Concours Administrator Anne Connell in appreciation for their services to AATF.

Lee Bradley
Region V Representative

Region VI: East Central

Our members and chapters have already enjoyed notable successes in the year 1998. Jackie Donnelly (Holland, MI) assumed her role as AATF National Vice President. Caroline Althouse (Hudson, OH) represented the region as the Concours du Monde scholarship winner, and Allison Green (Detroit, MI) served as the alternate. Julie Maddox (Covington, KY) was named AATF Elementary School Teacher of the Year. Debra McDaniel (Morehead, KY) was selected as a Central States Leadership Fellow.

For 1998, the Region had 284 national Grand Concours winners, with 114 from Detroit, Michigan Chapter and 79 from Ohio. As chapter, Ohio ranked 3rd and Indiana 6th in total participants in the 1998 Grand Concours.

Following the lead of the Northwest Indiana Chapter with its successful atelier held at Valparaiso University on February 21, 1998, Kentucky held a Comprehension-Based Instruction Workshop Workshop on October 10, 1998 in Louisville. The workshop concluded with a presentation on TPR Storytelling by Sarah Moran, KY-AATF Past President. The Ohio Chapter's immersion weekend took place Oct. 2-4, and the Detroit, Michigan Chapter held its traditional immersion weekend on October 10-11, 1998. Kentucky AATF President John Secor has scheduled a Summer Immersion Day for July 21, 1999, to be held at Morehead State University.

Mary Jo Netherton
Region VI Representative

JOIN US IN PARIS IN 2000!
Attend the AATF convention as we join forces with the Fédération internationale des professeurs de français.

A SPECIAL PROGRAM FOR LOUISIANA SECONDARY TEACHERS OF FRENCH AND SOCIAL STUDIES

A program offered by the French Education Project for Research and Teacher Education (FEP) at Louisiana State University, Baton Rouge, entitled, Commemorating the Tricentennial of the Founding of Louisiana 1699-1999, will be held in Baton Rouge, January 22-24, 1999 and in Natchitoches, January 28-31, 1999. This project is supported by a grant from the Louisiana Endowment for the Humanities, a state affiliate of the National Endowment for the Humanities. The program will offer two series of intensive workshops for secondary teachers of French and social studies teachers.

Dr. Mathé Allain, professor of French culture and civilization at the University of Southern Louisiana, Lafayette will lecture on literature, art, and music of the period and discuss the impact of the founding of Louisiana on culture and everyday living, then and now. Dr. Paul Hoffman, professor of History at Louisiana State University, Baton Rouge, will lecture on the founding of Louisiana and highlight major links between Northern America, France, Canada, and Louisiana during the period of the founding of Louisiana. Dr. Égée-Kuehne (Director of the FEP and Project Director) and the LSU FEP staff will lead workshops where teachers will use the material and references provided to plan historically oriented and interdisciplinary classroom-ready activities to be integrated into their classes. The FEP staff will also guide teachers to design interdisciplinary school events and plan an interdisciplinary Foundation of Louisiana Day to take place in March 1999.

Accompanying the program are two films relating to the period, on loan from the LSU Center for French and Francophone Studies: Cyrano de Bergerac and Que la Fête Commence.

Additional support for this project has been provided by the French Cultural Service, New Orleans; LSU Department of Curriculum and Instruction; LSU Department of French and Italian; LSU Center for French and Francophone Studies.

Check out the AATF Web:
http://aatt.utsa.edu/
Commission for the Promotion of French Hotline:
http://aatt.utsa.edu/hotline/
A New French Review Web site:
http://www.montana.edu/wwwaatt/french_review/ AATF Commission on Cultural Competence:
http://courses.unt.edu/koop/aatfculture.htm
LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'étude de recyclage, vous pouvez vous adresser aux Services Culturels Français de votre circonscription.

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Fax: (202) 944-6043
AATF EXCELLENCE IN TEACHING AWARDS

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

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

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

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

All nomination documents must be sent to the awards chairperson by the deadline of March 15, 1999.

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

Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator.

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

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

TIME LINE

As the awards will be presented at the annual convention, the deadline for submitting all documents to the awards chairperson will be March 15, 1999.

The awards chairperson will then distribute the award nominations to the committee members and the decision will be made by April 15. The recipients will be notified by May 15 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

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

EVALUATION CRITERIA

1. Outstanding teaching:
   A. Evidence of teaching achievements that have led to:
      — Students' proficiency in French.
      — Students' knowledge of French, Francophone culture and/or Francophone literature.
      — Students' intellectual growth.
      — Motivation of students for the continued study of French.
   B. Evidence could include, but is not limited to:
      — Student participation in extracurricular French activities, including exchange programs.
      — Student performance on standardized tests such as:
        — The National French Exam
        — The DELF/DALF Exam
        — French Achievement Tests
        — The GRE Exam
        — French Advanced Placement
        — Teaching Licensure Tests
      — Enrollment trends or expanded curricular offerings
      — Teacher selection for school or university teaching awards

2. Nominee's professional growth and contributions to the profession:
   A. Evidence of continuing professional growth, which could include, but is not limited to, the following:
      1. Attendance at foreign language-oriented conferences and/or workshops
      2. Pursuit of a degree or degrees in higher education
      3. Participation in grant-supported workshops or research
   B. Evidence of continuing significant contributions at several levels:
      — School, local, state/regional, national, or international levels. Evidence could include, but is not limited to:
      1. Sponsorship of extracurricular activities such as a club or a student exchange program
      2. Leadership and/or service in professional organizations
      3. Research, presentations at conferences, and publications in professional journals

NOMINATION PACKET

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

1. A résumé of education, employment, recent activities and awards on the officially provided two-page form. The applicant may present the requested information on the form or may send a curriculum vitae which includes the same information (not to exceed two (2) pages (pages 1 & 2).
2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two supporting documents: the applicant should send two (2) letters of recommendation, one addressing teaching excellence and one addressing demonstration of commitment to the profession (pages 4 & 5).
4. All nominations and forms should be submitted with the original nomination packet and four copies organized into five complete packets for distribution to committee members.
5. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
6. Submit the five packets for the nomination to the Awards Chairperson:
   — Lee Bradley
   — 1165 University Center
   — Valdosta State University
   — Valdosta, GA 31698

The nomination should be received no later than March 15, 1999 for awards to be made in July 1999.
NOMINATION FORM FOR THE
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
EXCELLENCE IN TEACHING AWARD 1999

Candidate information (please type)  Check appropriate category:

NAME _______________________________________  Post-secondary  Secondary

INSTITUTION ___________________________________  Junior-high/Middle school  Elementary

POSITION ______________________________________

ADDRESS ____________________________________

TELEPHONE ______________________ (office) ______________________ (home)

Educational Background

Institution  Degree Received

Teaching Experience

Institution  Years  Position  Dates

Membership/Offices Held in Professional Organizations

Organization  Dates of Membership  Elected Office/Committee  Years
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Aux questions, qu’est-ce qu’un francophone ou qu’est-ce que la communauté francophone, il soutient que
«les réponses à ces interrogations fondamentales, nous les trouvons au fond de notre cœur, au fond de nous-mêmes. Nous savons que notre solidarité tient à ce que nous avons une langue en partage. Car, le français, au-delà de son pays d’origine, appartient à tous ceux qui l’aiment et qui le pratiquent [...] Du Canada à l’Afrique, des Îles des Antilles à celles de l’océan indien, des rivières de l’Atlantique aux côtes du Pacifique, la francophonie a su faire naître une fraternité informelle. Une fraternité respectueuse de la diversité des peuples et des cultures» (Déclaration 2-3).

Fier de son appartenance à la communauté francophone, il décrit ainsi le mérite de son groupe : «Nous avons su [...] transcender nos divergences, tout en respectant nos différences. Cette unité dans la diversité est le trait qui marque notre identité la plus profonde. Pour moi [...] la francophonie est d’abord une école—au sens socratique du terme. L’école de la liberté. Celle qui nous conduit sur le chemin de la connaissance. L’école du dialogue. D’un dialogue toujours renouvelé. L’école de la diversité. Celle qui nous apprend à nous enrichir de la culture des autres pour devenir vraiment nous-mêmes» (Déclaration 3-4).

Pour lui, le rayonnement du français est inséparable des messages que transmet cette langue. Lorsqu’il inaugure la Conférence mondiale sur les droits de l’homme à Vienne (1992), il parle en français «pour mieux souligner le lien symbolique qui unit la langue française et l’idée d’universalité [...]. La francophonie doit être un exemple pour penser le développement économique et social, pour porter attention et assistance aux plus démunis, pour offrir un avenir plus juste et plus équitable pour chacun, pour constituer l’une des alternatives les plus intéressantes à l’uniformisation culturelle de la planète» (Déclaration, 4-5). À ceux qui s’inquiètent du déclin du français dans le monde et de son avenir, Boutros-Ghali rappelle que «jamais le français n’a vécu, au cours de son histoire, cette situation remarquable qui fait qu’aujourd’hui la francophonie non-française dépasse numériquement celle de la France» (cité dans Déclaration 3).

Est-ce donc étonnant qu’après une telle «Défense et illustration de la francophonie», cet inébranlable tenant ait été choisi pour être «le visage et la voix» de la francophonie et diriger ses plus hautes instances?

L’Agence de la francophonie, bras droit de l’Organisation internationale de la francophonie


Afin de réaliser ses objectifs, l’Agence dispose de plusieurs unités et représentations dans le monde, entre autres :

- L’École internationale de la francophonie (Bordeaux) anime des activités en matière d’éducation, de formation à distance et de technologie de l’information.
- L’Institut de l’énergie et de l’environnement des pays ayant en commun l’usage du français (Québec) est responsable des programmes de développement durable dans ces domaines.
- Le Centre africain de formation à l’édition et à la diffusion du livre (Tunis) prépare aux métiers du livre et favorise le développement des capacités éditoriales des pays francophones du Sud.
- Le Centre international pour le développement de l’inforoute en français (Edmundston, Nouveau Brunswick) offre des ressources aux individus et aux associations qui souhaitent contribuer à l’essor de l’internet et des technologies annexes dans l’espace francophone.
- Trois bureaux régionaux sont chargés de la coopération francophone. Ils sont situés à Lomé (Togo) pour l’Afrique de l’ouest, à Libreville (Gabon) pour l’Afrique centrale et à Hanoï (Viêt Nam) pour la région Asie-Pacifique.
- Trois bureaux de liaison relevant du Secrétariat général se trouvent à Bruxelles (Belgique), à Genève (Suisse) et à New York (Nations Unies).

AATF-Organisation internationale de la francophonie en direct

Afin d’établir un premier contact entre l’AATF et l’Organisation internationale de la francophonie, j’ai rencontré Boutros Boutros-Ghali à Paris en juillet 1998. Le Secrétaire général a posé de nombreuses questions sur l’AATF, ses membres et leurs activités. Il m’a fait part de l’importance qu’il attache à l’action de l’Organisation en faveur du français au sein de la communauté francophone et ailleurs dans le monde. Il a affirmé sa volonté de promouvoir la Francophonie sur le monde et de mieux le faire connaître non seulement dans les pays qui la composent mais surtout à l’extérieur où le concept de francophonie demeure diffus. C’est pourquoi il trouve tout à fait «souhaitable d’établir des ponts avec l’AATF qui œuvre dans le même sens et dont les 10 000 ambassadeurs soutiennent l’action de l’Organisation et visent les mêmes objectifs». Il espère renforcer ces liens et faire participer l’Organisation au rayonnement de la langue française aux États-Unis.

Samia I. Spencer
Auburn University, AL.

NOTES
1. Pour une liste des postes universitaires qu’il a occupés et son rôle dans divers organismes internationaux, voir les notes 17 et 18 de mon article (Spencer 98).
3. Les années les plus turbulentes de sa carrière de diplomate sont décrites avec verve dans Egypt’s Road to Jerusalem.

La version française de cet ouvrage est parue la même année chez Fayard sous le titre Le Chemin de Jérusalem. Les mêmes maisons d'édition s'apprêtent à publier un nouvel ouvrage où Boutros-Ghali sera de ses expériences de Secrétaire général de l'ONU (1999).

4. Il est intéressant à cet égard de constater que la politique linguistique de l'Egypte où la francophonie est en déclin cherche à raviver cette tradition en se joignant à diverses associations francophones, alors que l'Algérie où la francophonie demeure une langue dominante refuse toujours de s'y joindre.

5. Les honneurs qui lui ont été attribués par plus d'une vingtaine d'états sont inclus dans la note 19 de mon article (Spencer 98-99). En France où la réputation de Boutros-Ghali est établie de longue date, il est Grand officier de la Légion d'honneur et membre de l'Académie des sciences morales et politiques où les sièges sont rarement accordés à des étrangers. Parmi les illustres membres de cette élite, il faudrait mentionner Léopold Senghor, Andrei Sakharov, Juan Carlos d'Espagne et Jorge Luis Borges.

6. Formule utilisée pour la première fois en 1982 à l'occasion de l'entrée de l'Egypte dans l'ACCT (Mémo 1).

7. L'Agence est composée de:

- 40 états membres (Bénin, Bulgarie, Burkina Faso, Burundi, Cameroun, Canada, Cap-Vert, Centrafrique, Communauté francophone de Belgique, Comores, Congo-Brazzaville, Congo-Kinshasa, Côte d'Ivoire, Djibouti, Dominique, France, Gabon, Guinée, Guinée Équatoriale, Haïti, Laos, Liban, Luxembourg, Madagascar, Mali, Maurice, Moldavie, Monaco, Niger, Roumanie, Rwanda, Sénégal, Seychelles, Suisse, Tchad, Togo, Tunisie, Vanuatu et Viêt Nam);
- 5 états associés (Égypte, Guinée-Bissau, Maroc, Mauritanie et Sainte-Lucie);
- 2 gouvernements participants (Canada/Nouveau Brunswick et Canada/Québec).

8. Les Sommets francophones réunissent également le Royaume de Belgique et Sao Tomé et Príncipe, ainsi que trois états «observateurs», l’Albanie, la République yougoslave de Macédoine et la Pologne.


10. Ma rencontre avec Boutros-Ghali a été réalisée grâce aux bourses que m'ont accordées trois administrations d'Auburn University: Office of the Provost and Vice President for Academic Affairs; College of Liberal Arts; et Department of Foreign Languages and Literatures.

**OEUVRES CITOYENNES**


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Egypt's Road to Jerusalem. A Diplomat's Story of the Struggle for Peace in the Middle East (New York: Random House, 1987).


**SOCIÉTÉ HONORAIRES DU FRANCAIS**

The establishment of a chapter of the Société Honoraires Du Français offers several potential benefits to a secondary French program. First, it provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate’s diploma, the wearing of a white cord at graduation, and the right to wear the official emblem/pin of the honor society. Second, the chapter provides a vehicle for focusing activities around French language and literatures also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the initiation ceremony, and/ or leading other chapter events.

Information is available from Sharon B. Rapp, National President SHF, 1817 South Boulevard, Conway, AR 72032-6205 [sbkapjuno.com] or from Stephen Foster, Executive Secretary SHF, Department of Foreign Languages, Old Dominion University, Norfolk, VA 23508 [sfoster@odu.edu].

L'homme qui sait deux langues en vaux deux!

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**DO YOU KNOW A CELEBRITY?**

The AATF is looking for members who have personal contacts with Francophile or Francophone celebrities or well-known individuals in the media. As we prepare for National French Week, November 4-10, 1999, and additional publicity campaigns for French, we would like to be able to identify well-known individuals who will help us publicize French and the work that we do or will lend their name to the cause of French. If you have any such contacts, please contact Jayne Abrate, Executive Director at National Headquarters [jabrate@siu.edu] or President Gladys Lipton [lipton@umbc2.umbc.edu].

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**LA SEMAINE DU FRANÇAIS DEUXIÈME CASSE-TÊTE**

Following is the second "Francophone Bowl" (see National Bulletin, September 1998) which tests students' knowledge of the Francophone world. Students should write their answers clearly on a postcard and mail them to Jacqueline Thomas, 200 Welden, Portland, TX 78374. All postcards with correct answers will be entered into a drawing. The prize-winning entries will be drawn on November 4, 1999, the first day of La Semaine du français. One entry per student, please!

1. Quel explorateur français a élu domicile à l'île de la Louisiane en l'honneur du roi Louis XIV en 1682?
2. Les linguistes trouvent l'origine du mot "jambe" à l'époque de Jean de "ballayez" en espagnol. Cependant un auteur de livres de cuisine raconte qu'un aubergiste ne trouvant rien à manger a demandé au cuisinier Jean de "ballayer" ce qu'on pouvait trouver dans la cuisine. Le plat sortant, "Jean, ballayez" est connu sous quel nom?
3. Que veut dire cette expression en arabe: "Il est le meilleur de la patate"?
4. Qui est le premier explorateur qui, au nom du roi de France, a découvert le Mexique et en quelle année?
5. Quelle est la devise du Québec?
6. Dans combien de pays africains est-ce que le français est la langue officielle?
7. Qu'est-ce qu'un grand "boubou"?
8. Le coris est quelle sorte d'instrument?
9. Que fait un griot?
Since the winter issue of the ACTFL Newsletter appeared reporting in a brief paragraph a ranking of the world’s “ten most influential languages,” we have repeatedly seen the same paragraph appear in state and local foreign language newsletters. While the paragraph cites some criteria used in the ranking, it has left us curious about the original article. After much searching we were able to find the British publication Language Today (Vol. 2, Dec. 1997) and the specific article reprinted here, with the kind permission of the editor, Geoffrey Kingscott. The article appeared under the rubric “Geolinguistics.” We decided to reprint the article in its entirety, despite its length, because its density and its complexity make it difficult to summarize or extract other than in the very brief form we have all seen, as previously indicated. We hope you will find it interesting as well as be warned away from any sense of security or smugness about the second place of French after English.

TOP LANGUAGES

the
Word’s
10 Most
Influential
Languages

by
George Weber

One hardly risks controversy with the statement that today English was a more influential language world-wide than Yanomami. To a child’s question why that should be so, the well-informed parental brush-off would be that English had hundreds of millions of speakers while Yanomami could with difficulty scratch together 16,000. Really difficult and well-informed off-spring could then point out that in this case, Chinese would be the most important language of the world. At this point, the experienced parent would send the brat off to annoy someone else.

Every language, including Yanomami, is the most important language of the world - to its speakers. Rather than "important" we shall here, therefore, use the word "influential" in its stead. Chinese is a very influential language, no doubt about it, but is it more so than English? Clearly not. The number of speakers is relevant but quite insufficient for a meaningful ranking of languages in order of current world-wide influence, the stress being on the word 'world-wide'. There are many other factors to be taken into account and this is what we shall attempt to do in the following.

Ranking the world's current top languages is not just an idle pastime. The world is growing closer and this historical development is matched by large-scale linguistic adjustments, the most dramatic of which being the explosive growth of the English language. It does matter how major languages stand and evolve in relation to each other. Like the weather, many developments make sense only if one looks at the world-wide picture, not just parochial bits of it.

What does 'influential' mean in this context? Each language carries considerable cultural, social, historical and psychological baggage. As anyone who has ever had to learn a foreign language knows, doing so in many ways alters one's attitudes and world view. To what extent, in what form and how deeply such changes actually manifest themselves in the individual learner depends on many factors, the circumstances that have led to the decision to learn the foreign language, the learner's character, intelligence, education and background. Theories on this subject need not detain us here. The very discovery that one can actually express the same thing in different words or look at something in totally different ways alone widens many a mental horizon. But not all. There are polyglot fanatics and it would be naive to claim that knowing a foreign language necessarily reduces aggression and the risk of war. It helps if other conditions are right, but more than linguistic skill is needed to bring that about.

No people are more acutely conscious of the long-term influence that knowledge of another language can have on its learners than the French. No other language is promoted so aggressively all over the world. The French clearly understand that their language is the main carrier of la civilisation française. Speakers of most other major languages think along similar lines. However, two major civilisations, the Chinese and to a lesser extent the Japanese, actually take the opposite attitude. They consider their civilisations so manifestly superior that pressing their language on foreigners was really doing them too much honour. They also tend to think their languages far too complex to be mastered by clumsy strangers, although they are far too polite to say so openly.

Languages expand and shrink on the back of the social, cultural, military, scientific, technological, organisational and other strengths and weaknesses of
their speakers. What is today called, over-simplistically and geographically incorrectly, 'The West' dominates the world in countless subtle and not-so-subtle ways. While this is often denied for reasons of self-respect, even stand-offish China has for half a century embraced an ideology of Western origin. With the introduction of Western technologies Western ideas slip in quietly, along with Western attitudes and languages. That these effects can be absorbed without abandoning one's cultural identity has been shown with huge success by the Japanese and Koreans. Not all cultures and languages share the inherent strengths of those two. More fragile cultures can feel seriously threatened by Westernisation but if they wish to participate in the ongoing industrialisation of the world they have little choice beyond making protesting noises.

Fig. 2 shows that, as far as languages are concerned, 'The West' means first and foremost the English language, followed only after a rather large gap by French and Spanish. It cannot be stressed enough that it is not inherent superiority, nor linguistic but historical factors that have put English, French and Spanish where they are now. Whatever the historical factors that have pushed English into the top position, they are still at work and look like continuing. It should be a sobering thought to any triumphalist impulse than in 100 AD Latin looked set to dominate its slice of the world forever.

In a third world country which shall remain nameless because it is not the only guilty one, it is common practice for companies to have three sets of books. One for the government, a second for the government's tax inspector to assess the size of the bribe he can demand for officially accepting the first set of books, and a third set showing the real figures to the owners. It is, of course, the first set of figures that enter government statistics. World-wide statistics not only add up the figures supplied by individual countries, they also add up all the falsifications supplied along with them.

Economic data is easy to collect by comparison to the same on population, let alone languages. Nor is the temptation to cook the figures less. Few national censuses show much interest in language and those that do all too often are interfered with for political reasons. Governments have been known to massage figures until they are "right". Unpopular minorities and languages are made to disappear or shrink into insignificance while the figures of ruling groups are inflated. Sometimes even rock-solid linguistic classifications are brushed away as in Turkey where Kurdish (which is not even remotely related to Turkish) was, for a while, officially reclassified as Mountain Turkish. Census work in many technologically backward and ethnologically diverse countries (which description covers a substantial slice of the world) can be downright dangerous. For many people government traditionally is not the benevolent institution of UN mythology but The Enemy. Many have no trust in or love for their rulers and can be violently suspicious of government agents asking too many, or indeed any, questions. Many Westerners, especially academics working in sheltered institutions of established democracies, tend to have a little difficulty in grasping this fact of life.

The speed with which census figures are processed and published is another problem. Some computerized and technologically advanced countries can publish quickly but the majority take years before even preliminary figures come out and by the time they do, they are long out of date. In very large and populous countries such as India and China, the sheer size and variety to be counted is staggering. The Indian Census is indeed one of the statistical marvels of this world.

Even the best censuses of the best-organised countries can only ask a few simple questions about languages and must depend on the self-assessment and honesty of the interviewed citizenry. Just what does "knowing" a language mean exactly? The spectrum ranges from a Chulalongkorn University professor of English to a street seller in a Bangkok tourist area who has a few dozen English words and no grammar to rub together. Both the professor and the seller make their living from their knowledge of the English language. If asked in a census, both could honestly claim to "know" English.

If a linguist reports that language X uses grammatical feature Y, one can go out into the field and verify the fact. No single person can go out and verify statistical facts. They are like the two sexes among humans, one has to accept the other the way it is, with all its faults.

Why discuss the problems of census takers and the reliability of their figures in so much detail? Before the charts of this article are looked at, it has to be understood just how unreliable world-wide figures generally are and especially those concerning languages. They are all a veritable patchwork of local, national and regional figures collected under wildly different conditions at different times, processed through many stages by people with wildly different levels of education, cultural backgrounds, loyalties, aims and ideas about accuracy, not to say competence. Of course, statisticians are aware of all this and much more, as are those compiling the official UN statistics, but they are reluctant to discuss this aspect of their work. Surrealistic pseudo-precis...
sion to the nearest 100 speakers is magically projected by UNESCO: it claims that there are 285,077,900 primary speakers of Russian and 1,077,548,100 of Chinese. Figure 3 shows the extent to which world-wide estimates can in fact differ if the streamlining is removed that is routinely carried out by international agencies. English has an uncertainty of well over 150,000,000. The much over-quoted Churchill quote regarding statistics comes to mind and I shall resist the temptation.

What prevents the published figures from being totally useless (and turning this article into a complete waste of valuable paper) is the fact that all major languages carry very roughly similar margins of uncertainty. In other words, they can still be compared and ranked with a fair degree of confidence. The figures on which this article is based are drawn from reference works a few years old and collected a few years earlier still. In view of all that has been said here so far, the reader will understand that this matters little. The absolute figures will have increased since then but that will not affect the ranking of the ten most influential languages.

If the number of primary speakers of any language is highly uncertain, the number of secondary speakers is pure guesswork. I have included Fig. 6 (the numbers of which are drawn from a different source to those of the others, see the acknowledgements at the end) more for the sake of completeness. What is fairly certain is that in relation to its number of primary speakers, French has the most and Chinese the fewest secondary speakers.

Despite the dearth of even semi-reliable data on the number of secondary speakers, their number is such an important factor in establishing the degree of influence exercised by a major language that we have to discuss briefly at least three groups of them. Each brings a different weight onto the scale and the three would have to be treated differently in any proper statistical analysis if the figures were reliable enough for one.

Foreign students are a tiny minority but influential out of all proportion to their numbers. They tend to belong to the most highly educated social strata of their own countries. As political, business, social and cultural leaders to come they are a major factor in spreading the acceptability and social prestige of a foreign language.

Immigrants are people who have moved to another country to live there. They often learn the host country's language in a haphazard way, usually while trying to hold down a job and make ends meet. Their status in the host country is, at least initially, quite low. Only the second generation learns to speak the local language with any fluency. The various nationalities and linguistic groups tend to differ enormously in the way they adapt to their new homelands. Some groups rapidly dissolve into the host population, leaving barely a trace after a few generations while others cling to the ancestral ways and language for many generations, using the host language only for dealings with the outside world. Immigrant language in some countries can loom large in statistics but their influence on the host language is usually small. For example, there are sizeable Chinese, Korean, Pakistani and Indian immigrant communities in Canada and the USA. They speak their own languages at home but use English for their outward contacts. The existence of such communities does not make their languages international. The Spanish of Latin American immigrants is a different case. It is spoken more and more widely in the USA and the controversies around its use in US schools show just how influential it has become. Whether it will successfully establish itself as second language besides English in the USA only time will tell. The chances of this happening appear good.

National minorities are yet another group of "foreign" language speakers, although foreign here is a misnomer. Members of linguistic minorities who do not speak the majority language often find their career, business, social and general prospects curtailed if not crippled altogether. The influence of minority languages of this type on the majority language is usually small but it can add up over the centuries.

It is no coincidence that of the world's top ten languages only two do not function as lingua francas. The two exceptions are Chinese and Japanese; their difficult and custom-tailored systems of writing and the fact that both are used by essentially monoglot societies in sharply limited if large geographical areas has prevented them from becoming the common language of a wider area. Hindi and Urdu suffer from the same limitations but their home base, the Indian subcontinent, is highly polyglot. The same can be said of the former Soviet Union where Russian, though often with a marked lack of enthusiasm, is wilfully used as lingua franca. Looking at the languages shown in Fig. 2 it can be seen that the higher a language has climbed up the ranking pole, the more important it is as lingua franca in its area.

All major languages today are growing, in influence as well as in numbers of speakers. The higher up a language is on the ranking pole the faster its growth. Apart from the natural population increase
Key to Figs. 7-10

**fringe countries**
countries in which the language has no legal status whatever and is understood or spoken only by a (usually tiny but often influential) minority as the language of trade and tourism as well as the preferred foreign language, especially of the young.

**Examples:** English in Japan, French in Romania

**outer core countries**
countries in which the language has some form of legal or official status (variously described as auxiliary, associated, or recognised language, etc) and where it is the language of a more or less sizeable but always influential minority.

**Examples:** English in India, French in Algeria

**core countries**
countries in which the language enjoys full legal and official status (at least de facto) and where it is the normal language of communication, its speakers a majority or at least substantial minority.

**Examples:** Japanese in Japan, Spanish in Spain, English and French in Canada

- Included in the count have been independent countries with a population of more than one million. Hong Kong, Puerto Rico and Gaza with the West Bank, though not independent, have also been included.
- Countries with more than one language to be counted have been included in full under each language. For example, Canada has been counted with its full population and GNP under both the English and the French headings.
- South Africa is treated as one country, the pseudo-independent Bantustans being disregarded.
- The successor states to ex-Yugoslavia have been entirely disregarded; the situation there is far too complex and unpredictable for inclusion.
- Mainland China/Taiwan, Czechia/Slovakia, Ethiopia/Eritrea, North Korea/South Korea have each been counted as separate countries.

The core countries:

**English** (9): Australia, Canada, Great Britain, Ireland, Jamaica, New Zealand, Puerto Rico, Trinidad and Tobago, USA

**French** (5): Belgium, Canada, France, Haiti, Switzerland

**Arabic** (17): Algeria, Chad, Egypt, Iraq, Jordan, Kuwait, Libya, Lebanon, Mauritania, Morocco, Oman, Sudan, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen

**Spanish** (19): Argentina, Bolivia, Chile, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela

**Russian** (1): Russia

**German** (3): Austria, Germany, Switzerland

**Portuguese** (2): Brazil, Portugal

**Chinese** (3): China, Hong Kong, Taiwan

**Hindi/Urdu** (2): India, Pakistan

**Japanese** (1): Japan

everywhere, this growth takes place at the expense of the smaller, local languages. Hundreds if not thousands, of smaller languages are being pushed slowly out of the way. The speakers of some languages have seen the influence of their own checked by one of the ten top languages and they profess their fear of the threatening domination while at the same time their language is in turn driving smaller local languages towards extinction. Few even notice the irony of this and loud are the complaints about linguistic and cultural expansionism. Expansionism is what others do to you that you cannot do to them but would if you could.

In relative terms the picture among the top ten languages is not static but one of slow, steady trends. Fig 13 shows in very broad terms the dynamics of life at the top over the last 500 years.

Let us now look at the top ten languages, one by one.

**English** is the most obvious example of a language on the way up. It has survived the fall of the British Empire without even slowing down, it has now gone beyond being the language of the world's only remaining superpower (which in the long run would be a liability), becoming the first truly world-wide lingua franca. International English has become independent of any one English-speaking country, even the USA. A Korean manufacturer in an Athens hotel meeting the Brazilian buyer of a Swiss-based conglomerate will not only negotiate but order dinner from his room service in English. There may not be a single native English speaker in the hotel, but all non-locals staying there communicate with each other in English - as a matter of course. From a certain level upwards, in business, sport, politics, and many other fields, knowledge of English has become not a matter of prestige but of necessity. The level at which this occurs is moving ever downwards.

In science and technology the grip of English is complete. With growing computer sophistication it...
is becoming easier to put even the most awkward languages and script on screen but that does not alter the big picture. The Chinese trader, scientist, manufacturer who wants to talk to his foreign contacts is not helped much by even the most carefully presented Chinese characters on his screen. He has to tell his non-Chinese contacts in English.

It is an open question whether there is room for more than one global lingua franca. I doubt it and so does it, seems, the famous "market". There is an overwhelming interest in learning English practically everywhere in the world. Geography and history has made Mongolia one of the most landlocked and isolated countries in the world until recently, isolated especially from the West and from Western languages. Yet when the country opened itself up a few years ago, the change was signalled at once by signposting the capital's airport in English. Barely noticed by English-speaking people, an enormous boom of learning English has developed all over the world, a boom that is not matched by a similar run on other languages. There is not a small city in Brazil that does not boast at least two schools of English. Even in countries with strong cultural links to France the young want to learn English, not French. In Cambodia the French government suffered a painful experience when the young spurned the offers of the Alliance Française, preferring instead to sign up with anyone who offered English courses, however dubious. In German-speaking Switzerland schoolchildren must learn French and in French-speaking Switzerland German. They do so for political reasons, the mutual intelligibility is seen as important in a multi-lingual country. The kids do not agree with their elders; surveys have shown that they would all very much prefer to learn English. The French are rightly pained by this situation. Besides a certain amount of fashionability behind the English boom, there are solid economic and psychological forces at work. English is seen more and more widely as the language of world trade, of economic progress, of science and technology, the main window to the world and not just because of the Internet which of course it dominates.

French was, until a century ago, in a similar position to that of English. Nobody could pass for educated without the ability to speak French. However, French dominance was never so complete as its rival is now for the simple reason that 100 years ago large parts of the world were not yet connected to the rest as they are all today. In Mongolia it was sufficient to speak Mongolian, in Madagascar Malagasy could get you anywhere. Globalisation had not been heard of then. French has suffered a decline in its world-wide influence above all when measured against English. It has more or less lost its position against other major languages but against English, the situation is glum. French still has a base in many parts of Africa, although the position is crumbling as recent events in Rwanda and Zaire-Congo have shown. It also still enjoys considerable sympathy in Latin America where common Latin roots and a certain distaste for English-speaking gringos can still be found. International English is advancing there but it is still seen more as the language of the USA rather than as a politically neutral means of international communication. In Asia French has lost virtually all its ground to English, even in Vietnam where it is the nostalgic language of an older generation. French has a narrow base on which to build its claim as a world language: it is a major language in France alone and a minority language in Canada, Belgium and Switzerland. The strength of French in international fields, especially diplomacy, is also slowly eroding away. Anybody who watches TV can see this erosion taking place before his or her very eyes: more and more international conferences replace French with English country tags on delegates' tables. In faraway places, from Albania to Chechenia and Georgia - places where English is still very much a foreign language - demonstrators can be seen waving posters in English. They know what language to use to catch the international news media.

Despite a clear downward trend relative to English, French remains the world's second most influential language. Its prestige remains extremely high, not least
thanks to the tireless efforts and the vast sums spent by the French government, but also by the pride taken in their language by practically all French people. In Hong Kong I once talked to a taxi driver and congratulated him on his excellent English. He said that he could not do without English on his job but that he now wanted to learn French even if he had little practical use for it. He wanted to learn it for its social prestige.

The number two position of French in the league table of the ten most influential languages is not so much endangered by the top language (which cannot be overtaken again in the foreseeable course of events) as by Spanish. Coming up quietly from behind it is spreading rapidly in the USA and may expand further afield yet. Latin America is no longer an economically depressing and often depressed area, no longer the backyard of the USA. With growing self-confidence, despite setbacks, Latin America will boost the value of Spanish (and with it that of its closely related Portuguese in Brazil) on the world’s linguistic marketplace.

Russian has been held hostage by an ideology for 70 years and throughout the empire the language was imposed on subject people by brute force. The situation has changed dramatically since the early 1990s but Russian will take some time to recover any popularity outside Russia proper. For many years the newly independent parts of the former Soviet Union were busily shaking off Russian influence and trying to avoid the use of the Russian language. It turned out rather more difficult than they had imagined. For many Russian was the only common language and they had no choice but to use it. The situation is still confused and will take decades if not generations to settle down. One hesitates to hazard a guess but the chances are that Russian will remain among the top ten languages.

An interesting development is the struggle for linguistic dominance within the former Soviet Union and eastern Europe between German and English. Here is a situation where linguistic characteristics and not historical or political forces may actually make a difference. German is a difficult language to learn, its three genders alone see to that, English is much easier initially. The chances are fairly even but my money would be on English as the eventual winner - but I would not bet a large amount.

Arabic is the only language apart from English and French that is used in an international ‘field’. It is the language of Islam and as such used in countless Koranic schools between Morocco and Indonesia. It is also the only major international linguistic stream of influence that is quite independent of the West and as such is little noticed or appreciated there.

Chinese is a language whose speakers are noticeably disinterested in spreading its use outside their own people. Although Chinese is not really one but several languages held together by a common script, we shall disregard such finer distinctions here and call all languages (usually and misleadingly called dialects) Chinese. It is a tenet of the language business that in order to penetrate a market you have to know its language. This may apply to most markets but China is different. Like any other people, the Chinese appreciate it if a foreigner makes the effort to learn their language, but they do not appreciate it if the foreigner succeeds. To tell the Chinese that their language was fiendishly difficult and practically impossible to learn, cheers up their whole day. Everybody may feel proud to have mastered something that is too complex for most others. The Chinese have elevated this feeling into a national art form. A foreigner who speaks or (worse still) writes excellent Chinese is regarded with grave suspicion. Foreign visitors to China, diplomats as well as businessmen, have been known to pretend to a far worse knowledge of the language than they actually possessed. Not unlike the Japanese, the Chinese prefer to deal with foreigners in English.

Despite its high number of native speakers, Chinese is not an internationally influential language. Its use is concentrated in China, Taiwan, Hong Kong, Singapore and widespread communities all over the world, especially large ones in Southeast Asia. With its continent-sized home base it seems sufficient unto itself. Chinese has been the historical language of learning in much of the Far East and has been a major influence in the past on the Korean, Japanese, Vietnamese, Thai and some other people. Its cultural influence has declined sharply over the past few hundred years but one gets the impression that the Chinese at home have not noticed or do not care.

German has suffered the wildest gyrations of all major languages in the level of its influence. Entering the 20th century as the major language of science and technology, it suffered a setback when Germany lost World War I only to recover most of its position in the 1920s. Until the 1930s, students of chemistry in the USA had to have a working knowledge of German. At that time the language was also exceptionally popular in Japan. It never recovered its old prestige after the catastrophic decline suffered in the wake of World War II, when it also lost most of its secondary speakers in Eastern Europe. It has a chance today to restore a little of its lost prestige and influence there and in the former Soviet Union. German has to face stiff competition from English and the result will remain open for some time yet.

Portuguese today means above all Brazil. The language could hitch its wagon to the advance of Spanish in the wake of Latin American economic progress. Despite some ups and downs, that wagon is well on the way and Portuguese should be able to increase its world-wide influence. The Brazilians seem so keen to learn English, however, that one may almost speak of a ‘Chinese situation’ develop-
ing, i.e. with Brazilians preferring to negotiate with foreigners in English. Only the future will show how this situation develops.

The sister languages of Hindi and Urdu, like all languages in the top ten group, have increased in absolute numbers of native speakers and in the spread of their influence within India, Pakistan respectively. The two languages are local variants of the same language. Hindi is written in the Devanagari script in India, Urdu with Arabic script in Pakistan. Both have large numbers of native speakers living in immigrant communities overseas. Neither can boast of significant worldwide influence outside their own communities. As local lingua francas they have an unknown but no doubt large number of secondary speakers. Hindi is also the official union language, i.e. the official lingua franca of all India. Since the Dravidian-speaking south does not take to Hindi and prefers English which is also the language of the educated elite in the north, the use of English is widespread and the situation has been accepted officially by making English an 'associate language'. As the language of the higher administration, of secondary and university education it is in fact at least equal to Hindi as the lingua franca of India.

The article on Urdu in the International Encyclopaedia of Linguistics contains the following quotation:

"The growing popularity of Urdu mushaira (poetic symposia) and literary conferences in the United Kingdom, United States, Soviet Union, Canada, and a number of Middle Eastern and African countries has led to the emergence of a large number of literary organisations and publications which reflect the spread of Urdu as an international language."

It would be regrettable if this article with its emphasis on economic power and numbers, contributed in however small a measure to the destruction of such delightful innocence. May Urdu with its poetic symposia and literary organisations become ever more international. The world would be a better place if all expansion was through such charming means.

© George Weber, Switzerland 1997

SOURCES AND ACKNOWLEDGEMENTS

Most figures on languages are taken from Eric V. Gunnenmark's Countries, People and Their Languages (a Geolinguistic Handbook), 1991, Gothenburg, Sweden.

For cross-reference and back-up checks as well as for non-linguistic figures the following sources have been used:

Encyclopaedia Britannica, 1984, Encyclopaedia Britannica Inc. Chicago, USA


Fischer Weltalmanach 1960-1993. Fischer Taschenbuchverlag, Frankfurt, Germany


Fig. 6 is based on a table given in the Fischer Weltalmanach 1986, p. 910.

For economic figures the Fischer Weltalmanach 1993 and the World Bank Atlas 1991 as well as UN and IMF publications have been major sources.
Deux Grands de la Chanson Québécoise nous ont quittés...
mais leur passion et leurs voix ne s'étendront jamais...

Michel jouerait de la guitare dans l'opéra rock québécois "Oostsidshow" avec Robert Charlebois. En 1949 également il a dû aller jusqu'à Londres pour enregistrer des chansons québécoises car personne au Québec ne croyait que celles-ci en valaient la peine. Depuis presque cinquante ans les belles voix du Québec continuèrent à en prouver le con-traire...C'est grâce à Fernand!

En 1990 avec Michel, Fernand a interprété un voyage individuel et collectif pour les Québécois avec le disque "Robidoux Chante Lévesque". Il y célébrait l'innocence et la dure complexité de l'amour, de l'humour et des rêves avec sa belle voix sensible collée aux accord de guitare inouis de Michel et aux chansons de Raymond Lévesque telles "Quand les hommes vivront d'amour", votée «la chanson du vingtième siècle».

Fernand est un grand ami des professeurs de français aux États-Unis. Aucun grand ami Raymond Lévesque, il a assisté à ma présentation "Chantons le Québec...mais quel Québec chante-t-on"? à l'AATF à Montréal en juillet. Il a chanté avec nous et a pris le temps de "jaser" et d'applaudir nos efforts pour la promotion du français ici en Amérique du Nord. Un défenseur ardent du Québec francophone Fernand est venu chanter aux États-Unis également au congrès du Conseil international des études francophones à la Nouvelle-Orléans en 1989, au congrès annuel de l'AATF à Minneapolis en 1991, et dans des colloques de l'AATF aussi bien que dans des écoles et des universités de St. Louis et de la région de Chicago.

PAULINE JULIEN

Connue et reconnue par ses amis, les artistes et surtout sa précieuse famille comme "la passionaria du Québec", Pauline Julien a marqué le Québec par ses paroles, par ses yeux féroces et par sa douce générosité.

Pauline a su percer le monde du théâtre et des boîtes à chansons en France bien avant de rentrer au Québec pour entamer une carrière de chanteuse: auteur/compositeur/interprète. Présente non seulement sur scène, mais également dans la rue, dans les manifestations et dans les prisons, elle était la voix des femmes qui cherchaient la liberté et la voix des citoyens du Québec qui, eux, cherchaient leur indépendance. Elle a chanté les plus grandes chansons québécoises de Georges Dor, Gilles Vigneault, Raymond Lévesque et Claude Gauthier.

Son compagnon pour la vie, Géraud Godin dont le cœur s'est assouvi à écrire des poèmes et des chansons qui servaient d'outil de conscientisation sociale et politique pour les Québécois, fut journaliste, ministre et député au gouvernement du Québec. Ces deux passions, ces deux coeurs ouverts, ces deux âmes du Québec s'aimaient tant et avaient assez de forces pour créer et prêter leurs voix à leur peuple.

Dire "oui" au Québec comprend dire "oui" à Pauline et à Géraud. Souvenons-nous que "demain ce sera votre tour, que diriez-vous?" N'oublions pas que cette position d'attention et de compréhension la richesse et la ferveur de nos National Standards aux États-Unis. Ainsi, Pauline et Géraud ont été et seront toujours des membres de l'AATF. «Tout est politique» n'a-t-elle dit autour de leur table lors de notre première rencontre. On lui répond "oui".

Lors de la cérémonie de compassion pour Pauline Julien, son cher ami Claude Gauthier a chanté "Le plus beau voyage". Il a terminé ainsi: "Je suis québécois ou vivante!" Pour les Québécois qui rêvent d'un Québec où le français sera protégé à jamais, ces paroles ont su les toucher au cœur.

"...tendre, tendre, douce, douce...
On vous réconforte, Pauline, d'avoir été la voix pour tant de francophones dans le monde entier.

Raymond Lévesque nous rappelle "Quand on est de la race des pionniers, on est fait pour être oublié...". N'oublions pas ce que Fernand Robidoux et Pauline Julien nous ont légué...Chantons et parlons français...A ces deux pionniers, nous disons "merci".

Susan Boldrey
Scott Foresman-Addison Wesley
Midwest Regional Consultant
Modern & Classical Languages

Fernand Robidoux (l.) pictured with Raymond Lévesque at the AATF Convention in Montreal.

Dans l'intimité et sur les places publiques, la douceur de leurs paroles ferventes ont aidé à forger l'identité québécoise. Ce fut toujours et c'est encore aujourd'hui un défi énorme à relever. Être Québécois et chanter le Québec sont de tâches générales—de génie. Être pionnier demande qu'on prenne des risques.

Ayant eu l'immense honneur de bien connaître et de passer du temps avec Fernand Robidoux et Pauline Julien et leurs chères familles depuis 1986, je vous offre ici quelques souvenirs, quelques anecdotes et surtout une invitation à découvrir la richesse de leur musique et de leur exemple. Tous les deux ont ouvert la voie vers le monde entier—du Québec jusqu'au Europe—et même jusqu'à chez nous, les membres de l'AATF et nos élèves aux États-Unis.

FERNAND ROBIDOUX

Depuis le début Fernand Robidoux savait donner un sens à la vie. Sa belle carrière a commencé dans les stations de radio au Québec où il invitait à chanter des jeunes qui voulaient débuter dans la chanson. Il avait toujours confiance en tout le monde! Il savait que le Québec avait besoin de se faire connaître et de se connaître aussi. La langue française en serait le véhicule! Il était journaliste pour les débats de l'Assemblée Nationale à Québec aussi, ce qui fut une des maintes expressions de son engagement politique.

Souvenons-nous qu'en 1949 il était inimaginable qu'un Québécois puisse non seulement composer des chansons mais les enregistrer. Désormais il n'aurait plus seulement de celles "made in France"" ou "made in U.S.A. Considéré et adoré comme le Perry Como ou le Jean Sablon du Québec, Fernand disait toujours "J'en avais marre d'être la doublure de quelqu'un d'autre!\ Avec la fameuse "Je Croyais" Fernand a chanté à l'Olympia à Paris—salle où une vingtaine d'années plus tard son fils
Université de Montréal

The Université de Montréal is offering two summer scholarships in 1999 to AATF members to attend one of its three-week programs. These scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for the students in their institution or school.

The scholarship includes: (a) tuition; (b) lodging on the campus; (c) breakfast and lunch from Monday to Friday; (d) books necessary for course work; and (e) access to the sports complex and to the library.

The scholarship recipients will be responsible for all transportation costs, for all meals not specified, for personal and incidental expenses, and for fees covering certain socio-cultural activities offered through the program.

The scholarship recipient may choose one of the two sessions: July 5-July 23, 1999 or July 26-August 13, 1999. The intensive courses available during the first session (July 5-July 23) include: Communication orale, Communication écrite or Atelier d’enseignement du français langue seconde. The second session (July 26-August 13) includes: Communication orale or Culture québécoise contemporaine. Depending on the linguistic proficiency of the recipients, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipients and the summer school coordinators.

For further information on the program at the Université de Montréal, candidates are invited to contact the program director or coordinator:

Serge Bienvenu
Responsable de programme
Université de Montréal
Faculté de l’éducation permanente
École de Français
C.P. 6128, succursale A
Montréal, Québec H3C 3J7
Telephone: (514) 343-6990
FAX: (514) 343-2275

Jumpstreet Scholarships

Thanks to the generosity of Jumpstreet Tours, Inc. which organized guided bus tours of Montréal during the recent convention, enough money was earned through registration for these tours to offer two $1,000 scholarships to AATF members to return to Quebec to study during the summer of 1999.

Recipients must register in an established program of study somewhere in Quebec. One half the award will be paid upon receipt at National Headquarters of proof of registration and the other half upon proof of successful completion of the program.

Eligibility

Applicants for both these scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 1998-99. Preference will be given to a member who has been in good standing since January 1, 1996.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1994-1998) are also not eligible. The recipients of these scholarships must agree to make a presentation at a major foreign language conference in 1999-2000.

Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by March 31, 1999. A number of factors will be weighed in the selection process:

- clarity and specificity of the statement of benefits to the applicant and his/her institution or program;
- teaching assignment (number of classes in French and number of students impacted);
- evidence of professional commitment (local, state, regional, and/or national);
- future career plans in education;
- past travel, study, or residence in a Francophone country;
- letters of recommendation.

Application

Candidates should complete the application form printed on the following pages. Additional copies may be obtained from AATF National Headquarters (Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrate@siu.edu], or you may copy the form in the National Bulletin.

Applicants should do the following:

1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.

2) Request that two letters of recommendation plus four copies be sent directly to Jayne Abrate, Executive Director, AATF. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant’s professional and personal qualities.

3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.

4) Send the original plus four copies of the application form and supplementary pages and postcard to Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

5) The application must be postmarked by March 1, 1999, to be considered for the scholarship.

French Cultural Services

The French Cultural Services have announced that there will be scholarships available for teachers of French in France in the Summer of 1999. See information on page 34 regarding the application procedure.
1999 AATF SUMMER SCHOLARSHIP
APPLICATION FORM
Deadline: March 1, 1999

Scholarship preference (Check one) AATF Region #(1-9) ________________

Université de Montréal Jumpstreet Scholarship to Quebec

Self-assessment of linguistic competence (Check one) moderate high

Name

Last First Middle Maiden

Social Security Number ________________________________

Home Address

Number and Street City State Zip

Telephone: Home: (____) _______ Best time(s) to call __________________

Work: (____) _______ Best time(s) to call __________________

Fax Number: (home/work Circle one): (____) __________________________ E-mail: __________________________

Institution of employment: ________________________________

Institutional Address ________________________________

Number and Street City State Zip

Level of French taught: Elementary Secondary Post-secondary

In 1998-99: Number of French classes ________ Number of French students ________

Number of years teaching ______________

Level of French classes taught: ________________________________

Other subjects taught: ________________________________

AATF Chapter Name/Location: __________________________ President: __________________________

Continuous member of AATF for ______ years, including 1999 (Preference is given to those with three or more years of consecutive membership.)

U.S. citizen Yes No Place of birth: __________________________

Date of birth: __________________________

Have you ever applied for an AATF scholarship? Yes No If yes, year ________

Have you ever received an AATF Summer Scholarship? Yes No If yes, year ________

Have you ever received a scholarship/fellowship for study in a Francophone country? Yes No If yes, year ________

Location From what organization? ________________
Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.

I. ACADEMIC PREPARATION
A. Institution (List all colleges/universities attended.)
   Semester/Quarter credit hours in French  Degree (Type and Major)  Inclusive dates
B. Travel, study and residence in Francophone countries (List all experiences.)
   Inclusive dates  Location  Purpose

II. TEACHING EXPERIENCE
Years (inclusive dates)  Institution  Location (City, State, Zip)

III. CURRICULUM VITAE SUPPLEMENT (OPTIONAL)
List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

IV. RECOMMENDATIONS
List name, address, telephone and fax numbers of two individuals who will be writing a recommendation in support of your application.

V. ESSAYS & TAPE
A. Describe in English your immediate and long-range professional plans as a teacher of French or supervisor.
B. Comment pensez-vous vous servir de l’expérience apportée par ce stage? Soyez aussi précis que possible.
Rédonnez en français.
C. On an audio cassette tape (standard size, good quality, in a plastic case) include the following information at the beginning: your name, address, AATF region number and chapter name. Also write your name on the cassette label. Record a statement in French on why you are applying for this scholarship and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. Organize your thoughts before recording, but do not read from a prepared text. (5 minutes maximum)

VI. RECOMMENDATIONS
A. Request TWO recommendations, one from your principal, dean, or department head, one from another person who is familiar with your work and ability or one from an AATF Chapter or National Officer. The recommendations should address the following points:
   1. Your contributions to your institution and to the profession
   2. Your interaction with students, colleagues and others
   3. Your flexibility and openness to new experiences, increasing demands, and change
   4. Your linguistic competence, if applicable

B. Have your recommender send the original letter PLUS FOUR COPIES directly to Jayne Abrate, Executive Director. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, March 1, 1999.

VII. Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. The AATF Summer Scholarship Chair will return the card to you as verification that your completed application has been received.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

SIGNATURE OF APPLICANT  ___________________________  Date  ___________________________

N.B. Only applications from U.S. citizens can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the program.

Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 4 separate sets of your materials and staple each set. One cassette tape per applicant is sufficient.

ALL MATERIALS, original application form, 4 copies of the application form, 2 letters of recommendation with 4 copies each are to be sent to: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; FAX: 618-453-5733; e-mail: abrate@siu.edu

Deadline: March 1, 1999
PROMOTION IN MOTION: AFFIRM FRENCH

Think back for a moment to your college years when you were officially preparing yourself for a career as a French teacher! You couldn't get enough of the language, the culture, the literature, the techniques for teaching others this wonderful language that meant so much to you! You couldn't wait to create all those super materials that you learned about in methods courses because they would help you fulfill the dream you cherished of bringing your love of French to children and/or adolescents in your classroom!

When you finally were appointed to your first full time position, your enthusiasm was boundless! You decorated your classroom (if you were fortunate enough to have one) with a myriad of colorful posters and hundreds of miscellaneous Francophone realities because you wanted your five overflowing sections of French students to be just as passionate about this romantic language as you were! And, if the spirit moved you, you'd take that plane to France with a sizable group of students who wanted so much to use the language that you had painstakingly taught them. To put it in a nutshell, French was fabulous! Enrollment was high, parental support was outstanding, and job security was guaranteed.

Then, slowly but surely, the United States began to be the home of countless Hispanics who seemed to settle just about everywhere. Spanish became the language of choice and you were forced to confront decreased enrollments in French. Often, to preserve a full-time position in your school, you too had to go back to school to learn Spanish and reluctantly, you accepted to teach it. Like a faded photograph, your excitement and enthusiasm for French began to dim. You became despondent, your creativity suffered, and the seeds of pessimism and defeat began to take root. Like the fond memory of your first homeroom, your first trip, or your first best friend, you tucked the memory of your first French classroom into a corner of your heart, wrapped in the enthusiasm that once was.

Wait a minute! It's 1998! It's time to unwrap that "love of French package" and rekindle the passion you once had! You've been given a second chance! It's time to "AFFIRM FRENCH!"

Attitude. What makes customers return to a restaurant, a hotel, a business? It's often the attitude of the employees who staff these establishments! If we as French teachers want to lure students back or keep the ones we have from one year to the next, we have to make a serious effort. It's time to smile and project to the students that French is not only worthwhile but fun! Show them that you love your job and let them know how lucky they are to be in your classroom!

Flexibility. As we get older, we often tend to be more comfortable with schedules and lesson plans that don't allow for much variation. However, it's time for a bit of fresh air to combat the staleness! In the middle of book exercises or tedious vocabulary drills, pop in a "commercial"! Use the structure or vocabulary that you're teaching and talk about some aspect of the Francophone world! (If you're not that spontaneous, plan it ahead and insert it in your plan book. We won't tell!) Set up a Frenchophone "current events" bulletin board and ask students to cut out articles from newspapers and magazines once a week. Start or end your class each day with a new Francophone fact or facet. From fashion to flights to Paris, switch gears and keep them excited. (You can count these articles as a homework assignment.)

Francophone travel. You haven't done a trip to a French-speaking country in years? Then now is the time to reconsider! Choose a travel company and an itinerary, recruit your students, and think of all the realia, music, books, etc. that you can bring back to decorate your classroom à la françoise! Another alternative is to plan a field trip to a Francophone restaurant, play, art exhibition, etc. Check your specific area for opportunities! Les Mizes is playing all around the country!

Image. Consider this. Dress slacks or skirt, blazer, AATF pin's, T-shirt that promotes French! Foreign language catalogs offer them quite frequently and if you make a stop at the main office and the guidance office sporting this attire, you'll be promoting French to the people with a direct influence on your class size! In addition, consider encouraging your students to promote French in the same way for extra credit! Buy some AATF mouse pads for your computer lab. Give your administrateurs and guidance counselors an AATF mug (for their frequent coffee breaks!) Hand out AATF pens to your "top" students each semester!

Rewards. Invest in stickers and consider rewarding students who receive a perfect score (no bonus points added in) on a quiz or test. Set up a system where a certain number of stickers can be exchanged for a homework or quiz coupon and watch the excitement build! (Students often feel that you're "giving things away" when in reality you're promoting good study skills and increased performance!)

Music. Use this option and you're teaching to one of the multiple intelligences! There are hundreds of tapes/CDs of Francophone singers and there are other that teach specific grammatical structures and concepts. Check in teaching catalogs or purchase them yourself in your travels to Francophone countries!

Food. If you feed them, they will come. Taco Bell, move over! It's time for "elegant" dining in your classroom! French bread, cheeses, crépes, éclairs, crème caramel, couscous, Belgian waffles—the list goes on and on. For a really novel treat in any part of the country where there is snow, collect some clean snow, pour maple syrup over it, and pass out bowls of it to your students. The French-Canadians have done this for years! (Be sure to send samples of anything you serve to the main office and guidance office. You want them to remember you when the students register for classes next year!)

Reach out program. Contact your local newspaper to inform them of any special activities that you're doing with your students. Have foreign language fairs, have your students create plays based on a literary selection and invite the community to a presentation. On a smaller scale, display student work prominently for open house and dress in the colors of a Francophone country when you greet parents. It's all part of projecting an image!

Employment opportunities. Download articles on reasons to study French that relate to jobs and create a binder with copies of these articles along with newspaper classified ads that require/prefer French or foreign language. Major newspapers like the Boston Globe, Washington Post, New York Times, and Chicago Tribune are excellent resources for such a file. Display the binder at open house and keep it available as a reference for your students.

Net activities. Familiarize yourself with the Internet to see what's available. For starters, check out "Tennessee Bob's Famous French Links" at [http://www.utm.edu/departments/french/french.html] and create simple activities that your students can do with a French Web site. It's an "out of class" experience that appeals to the vast majority of students and it's a great way of integrating culture and technology into the curriculum.

Culture. This does not only refer to what's in your textbook or on the Internet! Lancôme, Évian, Orangina, Dior,
MESSAGE TO LANGUAGE TEACHERS FROM PAUL SIMON

National Textbook Company has published a collection of FLES* articles edited by President Gladys Lipton entitled A Celebration of FLES*. Former U.S. Senator Paul Simon agreed to write the foreword for this important volume, and he and National Textbook have kindly allowed us to reprint that Foreword here. We feel his message to teachers of all languages is an uplifting and encouraging one.

Slowly, slowly we are learning the importance of foreign language education to our security, to our ability to provide world leadership, to our economy, and to our culture.

Gladys Lipton has compiled a book that is practical, but is not so buried in practicality that it does not require us to dream a little. I like the comment of Peter Negroni, the Superintendent of Schools of Springfield, Massachusetts, who writes: "I see a place where people dream in more than one language."

I want that too—but before that is achieved we have to simply dream. Readers should ask themselves two basic questions: What kind of a world do I want? What am I willing to do to achieve it?

The realistic answer that most people give to the second question is: not much. At least until they are challenged. And that's what this book does. It gives practical insights from a French class, for example, that can be applied to a Spanish or a German or a Chinese class.

Having served both as a senator and now as a teacher, I can say candidly that in both professions (and all others) there is a tendency to get into a rut, to do things in the same manner, over and over. "We always have done it that way," is the defense mechanism. When the first matches were produced to create fire, I am sure there were those who still wanted to rub two sticks together to start a flame.

This book is a tactful call on people who understand the importance of foreign language instruction to improve their work. I hope the word spreads about the importance of this book.

A decade ago the great threat to the world was nuclear destruction. Thanks to the fall of the Berlin Wall and unbelievable developments in Central and Eastern Europe, that threat has been reduced dramatically. Today the great threat is instability. Sometimes people who speak the same language fight each other, as in Somalia. But frequently the barrier to understanding is language. As I type this I recall a few hours ago meeting a student from Poland on the Southern Illinois University campus. I was able to sum up my total knowledge of Polish, about four phrases, and she beamed. My few words were a small gesture that acknowledged her culture and its importance.

Our culture is weak in doing that. This book will not solve the problem, but it will put one important piece into a mosaic that we must create.

Paul Simon
Southern Illinois University
Carbondale

Reprinted from A Celebration of FLES* by Dr. Gladys Lipton, ©1998. Used with permission of NTC/Contemporary Publishing Group, Inc.

FRENCH GOVERNMENT SCHOLARSHIPS

The French Embassy announces its Stages Pédagogiques de Courte Durée for 1999. Scholarships will be awarded to American teachers to spend three weeks studying in France during July 1999. The themes for this year's stages are:

- français des affaires,
- français de la technologie,
- enseignement précoce du français,
- enseignement bilingue et enseignement en immersion,
- nouvelles technologies de l'information et de la communication appliquées à l'enseignement et à l'apprentissage du français,
- enseignement du français et pluridisciplinarité.

All stages are designed to increase the participants' linguistic, cultural, and methodological competence.

Applicants should select their theme depending on their needs and goals and clearly state the reasons for their choice in the application. Application materials are available from the French consulates listed on page 15, from your local chapter president, and on the AATF Web site [http://aatf.utSA.edu]. All application materials must be received at AATF National Headquarters by March 1, 1999.

AAFT MEDALS

AAFT medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and Hexagone medals are $5.25 each. They are 1-inch in diameter, blue, gold, and white cloisonné enamel. The other two medals are bronze medals from the government mint in Paris. The smaller, 32 mm in diameter, displays Les Armes de Paris for $18. The larger, 41 mm in diameter, has La Minerve and is $22. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Please print.

Name ________________________________

Address ________________________________________________________________

Telephone: (Home) __________________ (Work) ____________________________

Quantity ____________________________ Quantity ____________________________

____ Washington/Lafayette @ $5.25  ____ L’Hexagone @ $5.25

____ Les Armes de Paris @ $18  ____ La Minerve @ $22

Total enclosed: ______________________

Check the Materials Center (page 45) for other promotional items.
MOTS CHASSÉS:


I. Remplir les blancs dans les phrases suivantes en choisissant un mot ou une expression parmi les 4 proposés.

1. Pour assister au concert d'un célèbre groupe de rockers, les fans _______ devant les guichets.
   a. s'acoquinrent  
   b. s'écrasent  
   c. se répandent  
   d. s'initient

2. Cet élève qui fait nombre d'erreurs utilise souvent ________.
   a. un surligneur  
   b. un rapporteur  
   c. un polochon  
   d. du correcteur liquide

3. Si vous avez beaucoup d'enfants, vous paierez moins d'impôts, donc vous bénéficierez d'un ________.
   a. prélèvement automatique  
   b. C.A.C. 40  
   c. abattement fiscal  
   d. plancher de versement

4. Les mangas des B.D. en France ________.
   a. font un malheur  
   b. perdent la boule  
   c. sont tous pourris  
   d. battent leur plein

5. La France métropolitaine s'appelle aussi ________.
   a. Messaline  
   b. L'Hexagone  
   c. une P.M.E.  
   d. une mégalomanie

6. Ma valise est plus facile à tirer grâce à sa ________.
   a. fermeture éclair  
   b. jante  
   c. trousses foure-tout  
   d. poignée téléscopique

7. En été, les eaux chaudes plus ou moins polluées, la mer est un vrai ________.
   a. délice  
   b. bouillon  
   c. requin  
   d. zinc

8. Pour être très sûr de son épargne, il vaut mieux ________.
   a. avoir des S.C.P.I. en Extrême Orient  
   b. jouer en Bourse  
   c. avoir une épargne valorisée au prorata temporis  
   d. s'acoquiner avec des matlosos

9. Un journaliste d'investigation avisé a dans un article financier ________.
   a. soulevé un lièvre  
   b. fait un bide  
   c. cloné un golden boy  
   d. fait de la bronzette

10. À ma mort mes héritiers paieront ________.
    a. un P.E.R.  
    b. des frais de gestion  
    c. un effet de cliquet  
    d. des droits de succession

II. Décomposer les mots suivants et analyser leur formation.

1. (être) vicelard  
2. un pot-de-vin  
3. un dessous-de-table  
4. (être) mégalo  
5. s'acoquiner  
6. se colletter  
7. (une intrigue bien) ficelée  
8. (être) déjanté  
9. un liberticide  
10. (faire) trémpelette

III. Relever les mots et expressions argotiques et/ou familières.

IV. Vous allez voir à la banque votre conseiller financier; vous instiitez un dialogue où, client, vous lui demandez conseil pour faire fructifier votre argent.


Colette Dio  
Nancy, France

Used with permission of the American Association of Teachers of French, National Bulletin, Vol. 24, 3 (January 1999). AATF,  
Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.
PARLONS PAR ONOMATOPÉES! 1

L'onomatopée est la création d'un mot suggérant ou censé suggérer par imitation phonétique la chose dénommée. Elle existe en français comme dans toutes les autres langues. Il incombe aux professeurs d'en expliquer quelques-unes à leurs étudiants. Ce qui suit est une liste partielle des onomatopées les plus courantes que l'on entend en France et un exercice qui permettra aux étudiants de les insérer dans une phrase. Nous avons décidé de ne pas inclure les onomatopées qui imitent les sons des animaux, et de ne pas tenir compte des onomatopées anglaises utilisées très souvent dans les bandes dessinées (BD).

A. atchoum [le "m" se prononce]: son que l'on émet quand on éternue
B. badaboum [le "m" se prononce]: son de quelque chose de lourd qui tombe, qui s'écrase
C. b(b)oining: son des ressorts
D. clap clap [le "p" se prononce]: son des applaudissements
E. crac(k) [le "c" se prononce]: bruit sec imitant un choc, une rupture
F. ding [ding] [il s'agit d'une consonne nasale]: un tintement, un coup de sonnette
G. ding, dink, dong [dans le premier mot, il s'agit d'une consonne nasale; dans les deux autres, il s'agit de voyelles nasales. Les "g" se prononcent]: la sonnerie d'un carillon
H. dring [dring] [il s'agit d'une consonne nasale]: son d'une sonnette, surtout électrique
I. flic-floc [les "c" se prononcent]: un clapotement, un bruit d'eau
J. froufrou: bruit léger que produit le froissement des tissus
K. glouglou: bruit que fait un liquide qui coule dans un conduit ou qui coule d'un récipient
L. hip! hourah! [le "p" se prononce]: cri qui exprime l'enthusiasme. Le "hip" est en général répété trois fois.
M. miam miam [les "m" se prononcent]: exclamations qui expriment le plaisir de manger
N. pan [il s'agit d'une voyelle nasale]: un bruit sec
O. pif paf [les "f" se prononcent]: un bruit sec
P. pin-pon: [il s'agit de voyelles nasales]: bruit des avertisseurs à deux tons
Q. plouf [le "f" se prononce]: bruit que fait un objet en tombant dans un liquide
R. pouet pouet [les "t" finals se prononcent]: son d'un klaxon d'une vieille voiture
S. pouf [le "f" se prononce]: bruit sourd de chute
T. tac-tac [le "c" final se prononce]: bruit de tir interrompu
U. tagada: son des sabots du cheval
V. tué-tuè [les "f" se prononcent]: bruit d'un moteur à explosion d'une vieille voiture
W. tic tac [les "c" se prononcent]: bruit sec et uniformément répété, surtout d'un mécanisme d'horloge
X. toc: bruit d'un heurt, souvent répété
Y. tut tut [les "t" se prononcent]: bruit de klaxon
Z. vian [il s'agit d'une voyelle nasale]: bruit violent, en particulier d'un coup
AA. vrom [le "m" se prononce]: accélération d'un moteur

EXERCICE
Choisissez l'onomatopée qui complète le mieux chaque phrase.

1. Et _______! Il a claqué la porte en partant.
2. _______ _______ _______! Allez! Allez! On va gagner le match!
3. _______! _______! _______! Tiens! J'entends les cloches de Notre-Dame.
4. _______! _______! Quel bruit infernal que fait cette moto. Le motard doit être pressé.
5. Bien qu'elle ait essayé d'entrer sans attirer l'attention sur elle, tout le monde s'est retourné en entendant le _______ de sa robe.
6. _______! _______! Ça y est! Le bébé vide son biberon.
7. _______! _______! Ça y est! Je suis enragé.
8. _______! Va ouvrir! Quelque'un frappe à la porte.
9. _______! _______! Vite! Décroche! Le téléphone sonne.
10. _______! Zut! Les déménageurs ont laissé tomber la table dans les escaliers.
11. _______! _______! Il frappe le parquet de la salle à manger avec sa canne.
12. _______! _______! Ce n'est pas vrai! Les enfants sautent sur le lit!
13. _______! _______! J'entends une vieille voiture qui passe.
14. _______! _______! Ça y est! Il a reçu deux coups de poing sur le nez.
15. _______! _______! Va ouvrir! Quelqu'un sonne à la porte.
16. Le _______ du réveil-matin m'a empêché de dormir.
17. _______! _______! Les enfants pataugent dans l'eau.
18. _______! _______! Les spectateurs expriment leurs satisfaction.
19. _______! et voilà la chaise qui se casse!
20. Avant que le monsieur dans la vieille bagnole ne me double, j'ai entendu _______! _______!
21. _______! _______! Le gâteau a l'air délicieux.
22. _______! Le bébé est tombé sur son derrière.
23. _______! _______! _______! Tiens! Les militaires s'exercent à tirer.
24. _______! _______! Ce sont les pompiers qui passent.
25. _______! _______! Quelqu'un fait du cheval dans le coin.
26. _______! _______! Les automobilistes s'énervent toujours quand il y a des embouteillages.
27. _______! _______! La pierre est tombée dans l'eau.

John J. Janc
Mankato State University (MN)

1. This article was published previously in The Voice of WAFLT, Vol. 26, No.1, Fall 1998, p. 18 (The Wisconsin Association of Foreign Language Teachers). It appears here by permission of the author. Les réponses se trouvent à la page 44.
CULTURE ET INTERNET: PRÉSENTATION CRITIQUE DE SITES FRANCOPHONES (III)


Pour ce numéro, j’ai retenu d’autres moteurs de recherche et sites généraux d’information tels que [www.toile.qc.ca], site de la Toile du Québec qui offre des rubriques dans plusieurs domaines avec de nombreux liens; [www.ttc.org], site américain de la Tocqueville Connection qui est remis à jour tous les vendredis et qui présente des thèmes d’actualité en France, un dialogue franco-américain, des articles divers, la possibilité de commander des produits français en ligne et, depuis peu, une critique de sites Internet français; [francite.com], site de Francité, le moteur de recherche francophone. Guide-Internet, premier magazine des internautes québécois, possède un site intéressant, [www.guide-Internet.com], spécialisé dans les services et sites Internet; l’équipe de ce magazine vient d’éditer le premier annuaire québécois d’Internet, Bottin Internet des sites en français, sous la direction de René Goyette (une publication de Guide-Internet). Les Editions Logiques à Montréal ont déjà publié plusieurs ouvrages dans la collection "Internet, dont Internet—Comment trouver tout ce que vous voulez, de Louis-Gilles Lalonde et André Vuillet. Pour trouver des liens à d’autres sites francophones, on pourra consulter les nombreuses rubriques offertes par le site du Centre international d’études pédagogiques (CIEP) de Sèvres, [www.ciep.fr]. La "Piste francophone" de la Toile du Québec, [www.toile.qc.ca/francophonie], propose des liens avec des sites de pays et régions francophones de tous les continents. Pour l’Afrique, trois sites méritent d’être cités: [www.africanetwork.fr], site d’Afro Network qui se limite pour l’instant au Sénégal et à la République Centrafricaine; [www.africances.fr/afrint/afrique.htm], excellent site de "L’Afrique sur Internet" avec des données sur l’Afrique francophone (classées par pays) et des sites Internet africains; [www.woyaa.com], site bilingue de Woyaal, le grand moteur de recherche africain.

EMPLOI [www.afpa.fr]: site de l'Association nationale pour la formation professionnelle des adultes (AFPA) qui offre des rubriques sur les formations sous forme de stages; divers services offerts aux particuliers, aux entreprises et aux associations; la liste des activités régionales et les actualités.

[www.anpe.fr]: site bilingue de l’Agence nationale pour l’emploi (ANPE) avec des rubriques pour les candidats et les employeurs, ainsi que des informations diverses. Les candidats à un emploi peuvent obtenir des renseignements sur les services offerts par l’ANPE (offres d’emploi, aides à l’emploi, mieux répondre aux offres d’emploi, bâtir son projet, financer ses déplacements) tandis que les employeurs ont accès au curriculum vitae de jeunes diplômés classés par domaines professionnels.

[www.cadresonline.com]: site français consacré aux cadres et qui propose toute une gamme de services: offres d’emplois, estimations de salaires, et des conseils sur la rédaction du CV.

[www.careermosaic.tm.fr]: site gratuit de CareerMosaic France, considéré comme le site par excellence de l’emploi et des offres d’emploi sur Internet. On effectue sa recherche en fonction des catégories suivantes: les offres d’emploi, les entreprises qui se présentent, la "CVthèque" (pour le dépôt et la recherche de CV), la transition de l’école à l’entreprise, les stages, et CareerMosaic dans le monde. Ce site très pratique contient une mine de renseignements et de conseils pour faciliter la recherche d’un emploi (salaires, les secteurs qui promettent, le "bon" CV, les adresses utiles, etc.).

[www.entreprises.fr]: site d’Entreprises France et premier service Internet entièrement dédié aux entreprises françaises (plus de 12 000 références). Rubriques: annuaire, services, forum, dialogues entre chefs d’entreprises), Bourse online, partenaires.

[www.jacan.org]: site bilingue de Jeunes Entreprises qui, grâce à l’appui des milieux financiers, met l’éducation des affaires et de l'économie à la portée des jeunes au Canada. On y propose une initiation aux affaires et des informations utiles qui peuvent être employées dans un cours de français des affaires.

La rubrique "Emplois" de [www.toile.qc.ca], la Toile du Québec, propose des listes d’emplois (dans la province de Québec et à Toronto), la possibilité de créer son CV et de l’enregistrer dans la base de données du site, des conseils de toutes sortes, et des renseignements sur la recherche d’un emploi sur Internet.

[www.travail.gouv.fr]: site officiel du ministère de l’Emploi et de la Solidarité qui offre des rubriques sur le ministère, les ministres, les actualités, le monde du travail, les 35 heures, les emplois jeunes, les offres d’emploi, ainsi que des études statistiques et des publications.


TÉLÉCOMMUNICATIONS ET POSTE

[www.apilo.com]: site attirant de la société Apilo dont le produit Apilo/phone, qui transforme un téléphone ordinaire en un téléphone Internet, a reçu le Prix France Télécom du produit de télécommunications le plus innovant de l’année 1998.

[www.bell.ca]: site bilingue de la branche canadienne de la société Bell de télécommunications qui propose la liste de ses services avec le descriptif et les tarifs, ainsi que différents annuaires (alphabétique, pages jaunes, Canada sans frais).

[www.cegetel.fr]: site du service français de télécommunications Cégetel qui présente son réseau et ses nombreux services avec des rubriques supplémentaires sur l’éducation et les offres d’emploi, ainsi que des liens avec d’autres sites.


En parallèle, on y trouve des pages sur la fréquentation du réseau Internet et le blogue de l’Interne, qui évoque les trajets en Europe, tout en ville et la meme de France Télécom.

[www.minitel.fr]: site des services Minitel qui sont encore au nombre de 18 000. Bien que le Minitel soit en partie délaissé et connu pour la concurrence croissante d’Internet, il est encore très utilisé en France. À noter: on peut s’abonner au Minitel en ligne à partir de ce site.

[www.laposte.fr]: site officiel de la Poste française (site très attirant et bien conçu). Rubriques: produits et services (courrier, colis, services financiers), philatélie, découvrir la poste (statut et objectifs de la Poste), commander en direct, contact, Timelport annuaire. D’autres web pages...
parallèles comprennent des articles d'actualité, écrire au Père Noël et inopressa. Sous la rubrique courrier, par exemple, on peut obtenir des renseignements sur toutes sortes d'envois, y compris le prêt-à-poster, les options, la présentation d'une enveloppe et les tarifs.

[www.postescanada.ca]: site bilingue de la Société canadienne des postes qui propose la commande de produits en direct, la recherche des codes postaux, le calcul des tarifs pour les colis, la confirmation de livraison, la recherche des bureaux de poste et les timbres, ainsi qu'une possibilité de recherche en ligne.

[www.quebec.tel.qc.ca]: site du groupe QuébecTel, entreprise de télécommunications, qui offre une découverte de l'entreprise, des solutions adaptées aux affaires, des renseignements sur les services de résidence, des nouvelles et les nouveautés. La rubrique pour la résidence contient, entre autres, des renseignements pratiques sur les abonnements, les télécartes, les appareils téléphoniques, et les plans interurbains.


TRANSPORTS

[www.adp.fr]: site de la société Aéroports de Paris (ADP) qui propose tous les renseignements nécessaires aux voyageurs: horaires des vols, liaisons routières entre Paris et les aéroports d'Orly et Roissy-Charles de Gaulle (par la route, le bus, le train et le taxi), ainsi qu'un guide pratique comportant des informations spécifiques sur les animaux, les bagages, les enfants non accompagnés, les objets trouvés, les vaccins, le stationnement, et bien d'autres sujets.

[www.airafric.com]: site bilingue de la compagnie aérienne Air Afrique qui, avec ses rubriques sur les destinations et les États membres, peut se prêter à des activités de géographie.

[www.aircanada.ca]: site bilingue de la compagnie Air Canada qui offre, entre autres, les horaires et réservations, les services en vol et au sol, le profil de la société, des forfaits vacances et le catalogue des articles disponibles.

[www.airfrance.fr]: site (en plusieurs langues) du groupe Air France qui contient des renseignements sur la compagnie aérienne, les avantages clients et les horaires, mais aussi sur les actualités et les festivals en France.

[www.autoroutes.fr]: site bilingue de l'Association des sociétés françaises d'autoroutes (ASFA) qui, outre le descriptif de ses publications pratiques et la carte du réseau autoroutier français, permet de calculer les tarifs de péage entre deux destinations données en fonction du type de véhicule employé.

[www.calais-port.com]: site du port de Calais, premier port européen pour les échanges avec la Grande-Bretagne, qui propose des renseignements pratiques sur les ferries, les liaisons avec le port, la Chambre de commerce, l'Office du tourisme et l'Université de Calais.

[www.equipement.gouv.fr/bisonfute/index.htm]: site de la Sécurité routière (avec des informations sur le Brevet de sécurité routière et des conseils sur la conduite) et de Bison Futé qui, pour chaque période de grands départs (vacances scolaires, grandes vacances, fêtes) présente des calendriers, des cartes d'itinéraires pour éviter les embouteillages, et des départs thématiques. Les prévisions Bison Futé sont élaborées au Centre national d'information routière (CNIR) et sont généralement diffusées par les médias avant les périodes de grands départs.


[www.iti.fr]: site des itinéraires de la Prévention routière. Ce serveur calcule pour vous le meilleur itinéraire en Europe (en échange d'une somme modique); il suffit de fournir les villes de départ et d'arrivée (55.500 localités sont répertoriées). Bien que ce service soit payant, le site offre une démonstration gratuite de calcul d'itinéraire au départ du Brabant (région centrale de Belgique); on peut fournir la ville d'arrivée de son choix et obtenir les détails du meilleur itinéraire avec les routes à emprunter, le kilométrage, le prix approximatif du carburant et des péages d'autoroutes.

[www.michelin.fr]: site très attrayant (en 4 langues) de la société Michelin. Dans un premier temps, ce site affiche des rubriques propres à la société: organisation et histoire, métiers, groupe et résultats, histoire de Bibendum. Une rubrique spéciale "1998 BIB, L'année Bibendum" permet aux internautes de vivre chaque mois l'actualité du centenaire de Michelin. Mais ce qui fait l'intérêt de ce site sont les services parallèles traditionnellement offerts par Michelin. On peut ainsi obtenir un plan d'accès pour la boutique de Paris et profiter d'une visite virtuelle. Sous la rubrique "Cartes et guides," on peut suivre la démonstration gratuite du calcul d'un itinéraire pré-défini et recevoir le calcul du kilométrage et de la durée du voyage, l'itinéraire précis avec les numéros des routes et autoroutes à emprunter, les numéros des cartes Michelin à employer, le montant des péages autoroutiers pour tous les types de véhicules, l'affichage de la carte sur l'écran et l'accès aux informations touristiques (hôtels et restaurants); l'utilisation de ce service peut faire l'objet de tout un module pédagogique à tous les niveaux. À noter; ce site propose également des jeux et un grand concours.

[www.paris.org]: le site touristique de Paris comporte une rubrique sur les transports avec une carte du métro, du RER et des autobus parisiens.

[www.peugeot.com]: site officiel (trilingue) du groupe PSA Peugeot Citroën qui contient des informations sur la société (histoire, Peugeot demain, service tourisme), ses magazines, et la gamme de ses produits. La catégorie "gamme" est bien conçue avec la liste des modèles qui sont présentés par un paragraphe illustré d'une photo (voitures, véhicules utilitaires), la boutique Peugeot et les accessoires qui sont aussi décrits et illustrés. Ce site est particulièrement bien adapté à un module pédagogique sur le vocabulaire relatif aux véhicules en général.

[www.pratique.fr]: le site France Pratique est sans doute le plus utile pour s'orienter en France et trouver des renseignements sur tous les aspects de la vie quotidienne (droits, culture, education, voyages/loisirs, argent, forme/santé, Internet). En cliquant sur la rubrique "Droits et vie pratique," puis sur "Transports," on peut obtenir une mine d'informations sur l'automobile (auto-écoles, permis de conduire, assurance automobile, règles de la circulation routière, etc.), l'avion et le rail. Les textes sont concis et peuvent se prêter à des activités pédagogiques à plusieurs niveaux.

[www.ratp.fr]: site de la RATP (Régie Autonome des Transports Parisiens). Rubriques: les jeudis seniors de la RATP, une semaine de transports gratuits, le portatif arrive dans le métro, nouveau réseau Noctambus, une semaine de transports gratuits et autres actualités.

[www.renault.com]: le site (bilingue) de la société Renault est plus récent que celui de Peugeot et ne présente pas encore les mêmes avantages que son concurrent. Mais il reste prometteur dans la mesure où il offre également des renseignements illustrés sur
la gamme des produits et véhicules Renault avec des photos, des descriptifs et des clips vidéo.

[www.stcum.qc.ca]: site bilingue du métro de Montréal qui propose les tarifications et les horaires du métro, des autobus et des trains de banlieue. L’avantage de ce site réside dans le fait qu’il offre non seulement un plan du métro, mais également un plan détaillé et en couleurs de chaque quartier en fonction de la station sélectionnée, avec des renseignements sur les centres d’intérêt du quartier en question.

[www.sytdin.tm.fr]: site de Sytdin, le trafic en temps réel, qui fournit des informations sur les encombrements de la circulation en Île-de-France. La recherche se fait par quartier et le plan apparaît sur l’écran, accompagné de symboles correspondant aux conditions du moment.

[www.sncf.fr]: site bilingue de la Société nationale des chemins de fer français (SNCF) dont les rubriques comprennent les voyages en France (horaires, prix, services) et en Île-de-France (horaires trains et RER, comment se rendre dans les aéroports parisiens, flash info) avec la possibilité de réservations en ligne, le fret, l’entreprise SNCF, les jeunes diplômés (la SNCF recrute), et la recherche à la SNCF.

[www.viarail.ca]: site de Via Rail Canada, la grande société canadienne des chemins de fer. En plus des informations relatives aux horaires, itinéraires, tarifs, et réservations en ligne, ce site élabore offre de nombreuses rubriques dignes d’intérêt telles que “Ainés” et “Étudiants,” un album de photos des régions traversées par les lignes ferroviaires, des publications et des liens avec d’autres sites.

On peut faire figurer ici [www.meteo.fr], le site de Météo-France qui informe l’internaute sur le temps en France, les services spécialisés et les phénomènes de la météo. À ce titre, il peut être employé dans un module sur les transports.


Marie-Christine Weidmann Koop
University of North Texas

JNCL-NCLIS PRIORITIES

Mission
The mission of the Joint National Committee for Languages/National Council for Languages and International Studies (JNCL-NCLIS) is to ensure that all Americans learn and communicate effectively in English and at least one other language.

Goals
Goal 1: Unify the language profession
Objective 1: Unify the language and international education communities to speak with one coherent voice on issues of national concern

Objective
1998-1999: Unify the language and international education communities to speak with one coherent voice on the reauthorization of ESEA (Elementary and Secondary Education Act)

Action Plan
1998-1999: The language and international education communities will work collaboratively to define, create, and gain support for an updated ESEA that reflects the mission of JNCL-NCLIS

1. JNCL-NCLIS staff, board, and delegates will foster a collaborative atmosphere within which to work
2. Member organizations will assist the coalition to achieve the successful reauthorization of ESEA

Goal 2: Promote policies that respect and develop the language capabilities of all Americans

Objective: Initiate, promote, and defend national, state, and local policies that encourage and enhance:
1. The learning of and/or through all languages (including English),
2. International education exchanges, and
3. International studies.

Objective
1998-1999: Initiate, promote, and defend throughout ESEA, policies that encourage and enhance:
1. The learning of and/or through all languages (including English),
2. International education exchanges, and
3. International studies.

Action Plan
1998-1999: The language and international education communities will work collaboratively to:
1. Summarize current ESEA and potential areas of change
2. Create a general policy statement on ESEA
3. Identify issues within ESEA that might be impacted by the JNCL-NCLIS mission
4. Gather evidence to develop positions on ESEA
5. Develop positions on selected issues in ESEA that reflect the mission of JNCL-NCLIS

Goal 3: Increase the public’s awareness of the importance of providing opportunities for all Americans to learn and communicate effectively in English and at least one other language.

Objective: Increase public awareness of and commitment to second language learning and the importance of understanding other peoples and cultures

Objective
1993-1999: Heighten the awareness of JNCL-NCLIS constituency, legislators, and the general public, as to the importance of language learning to support positions developed for ESEA

Action Plan
1998-1999: The language and international education communities will speak with one coherent voice to:

1. Identify people, prepare text, and deliver testimony on ESEA
2. Lobby at all appropriate levels on ESEA
3. Endorse and/or support candidates who support JNCL-NCLIS positions on ESEA

4. Review and disseminate Policy Committee statement on ESEA to members’ constituencies

5. Develop success stories for all constituencies that promote goals of ESEA

6. Sell ESEA to JNCL-NCLIS member constituencies

7. Identify spokespersons for JNCL-NCLIS positions on ESEA

Provide leadership development for member organizations to assist them to take a proactive stance on ESEA:

1. Develop and implement letter-writing campaigns on ESEA at conferences and meetings
2. Develop and implement short sessions or statements at conferences and meetings regarding ESEA
3. Develop coalitions among constituencies to support ESEA
4. Develop materials to be used in publications to support ESEA
5. Hold/support a conference on the future of education

Create white papers on topics critical to varied constituencies regarding second language education and international studies such as:

1. Importance of learning a second language

2. Guiding principles for legislators making decisions about second language education

3. How federal legislation affects you
NEWS FROM LE GRAND CONCOURS

Plans are well underway for Le Grand Concours 1999. The National Committee is pleased to announce the following changes to improve our services to teachers and students.

1) The FLES Contest will end two weeks earlier than the Secondary Contest. Teachers will no longer have to fill out the eligibility forms for FLES. All information will be gathered from the newly designed FLES Answer Sheets. In addition, it will not be necessary for teachers to hand-score their student’s answer sheets to determine eligibility for the speaking portion of the Contest. Answer sheets will be scored and reports listing eligible speakers will be returned to Contest Administrators. As a result of the above changes, FLES results will be available at the same time as the Secondary results.

2) Two new divisions in the Secondary Contest: D and E, will be in effect for students on block or modular schedules. Students in these two divisions will be compared only to other students on comparable schedules. Complete details will be available from your Chapter Contest Administrator and will be published on the Contest Web Site [http://aaf.tusco.edu/Concours]. This will allow fairer placement of students on these schedules and will also enable us to recognize TWENTY additional categories of winners (ten ranks in each Division!).

We will continue to award National prizes to students in the top ten ranks in each level and division. Prizes will include plaques, videos, books, medals and certificates. A Certificat de Mérite is awarded to every student who enters. In addition, we will continue to recognize teachers who enroll 100% of their classes and offer “special” prizes throughout the year. See the Winter/Spring issue of Le Grand Concours sent to all members in December for further details.

Venez nombreux
Le Grand Concours, 1999

Contest Dates
FLES (Grades 1 — 6): March 1 — 10
Secondary: March 1 — 23

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NATIONAL FLES* POSTER CONTEST

Don’t forget the National FLES* Poster Contest for students in both public and private schools across the U.S. Students in grade K-8 are eligible, and sponsoring teachers must be members of AATF. The theme of the 1998-1999 Contest is Le Français: la clé du monde francophone/French is the Key to the Francophone World. The posters should be relevant to French-speaking countries throughout the world and should show significant cultural aspects of these countries.

Contest entries should be submitted to your local Chapter President. Three winners from each chapter will then be submitted to the national level by May 1, 1999. For complete information as well as the entry form which must accompany each poster, see page 23 of the November National Bulletin or contact your local chapter president. The names and addresses of chapter presidents can be found in the AATF Membership Directory or on the Web site.

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!

The AATF National Commission on Cultural Competence is pursuing its work. Members who have responded to our call to become active members have been assigned to appropriate subcommittees in order to work on our objectives. Two sessions are planned for the spring of 1999, Central States in Little Rock and SCOLT. We are also organizing a special workshop on the teaching of French culture for the AATF convention in St. Louis; more information about this will appear in the next issue of the National Bulletin. Ann Williams-Gascon, chair of a Commission subcommittee, is applying for a grant in order to organize workshops on the teaching of culture at various locations in the U.S. In this issue, you will find two articles: “Parlons par onomatopées” by John Janc, on page 36 and “Culture et Internet: présentation critique de sites francophones (III)” by Marie-Christine Koop, on page 37.

Now the time to become involved!

We would like to invite AATF members to participate in the work of the Commission as follows:
- For information on membership: Sharon Rapp, Foreign Language Dept., Conway Senior High School West, 2300 Prince Street, Conway, AR 72032-3749; [sbrapp@juno.com]
- For short articles describing classroom activities of a cultural nature: Karen Campbell, Wellwood International School, 2901 Smith Avenue, Baltimore, MD 21208; [kkcdancer@aol.com]
- For announcements and items of interest: Marie-Christine Koop, Dept. of Foreign Languages, University of North Texas, Denton, TX 76203-1127; [koop@unt.edu].

For updated information and upcoming events, visit the Commission Web site at [http://courses.unt.edu/koop/aatfculture.htm]

Marie-Christine Koop
University of North Texas

Sharon Rapp
Conway High School West

PROMOTION IN MOTION: AFFIRM FRENCH

Think back for a moment to your college years when you were officially preparing yourself for a career as a French teacher! You couldn’t get enough of the language, the culture, the literature, the techniques for teaching others this wonderful language that meant so much to you! You couldn’t wait to create all those super materials that you learned about in methods courses because they would help you fulfill the dream you cherished of bringing your love of French to children and/or adolescents in your classroom!

When you finally were appointed to your first full time position, your enthusiasm was boundless! You decorated your classroom (if you were fortunate enough to have one) with a myriad of colorful posters and hundreds of miscellaneous Francophone realia because you wanted your five overflowing sections of French students to be just as passionate about this romantic language as you were! And, if the spirit moved you, you’d take that plane to France with a sizable group of students who wanted so much to use the language that you had painstakingly taught them. To put it in a nutshell, French was fabulous! Enrollment was high, parental support was outstanding, and job security was guaranteed.

Then, slowly but surely, the United States began to be the home of countless Hispanics who seemed to settle just about everywhere. Spanish became the language of choice and you were forced to confront decreased enrollments in French. Often, to preserve a full-time position in your school, you too had to go back to school to learn Spanish and reluctantly, you accepted to teach it. Like a faded photograph, your excitement and enthusiasm for French began to dim. You became despondent, your creativity suffered, and the seeds of pessimism and defeat began to take root. Like the fond memory of your first homeroom, your first tricycle, or your first best friend, you tucked the memory of your first French classroom into a corner of your heart, wrapped in the enthusiasm that once was.

Wait a minute! It’s 1998! It’s time to unwrap that “love of French package” and rekindle the passion you once had! You’ve been given a second chance! It’s time to “AFFIRM FRENCH”!

ATTITUDE. What makes customers return to a restaurant, a hotel, a business? It’s often the attitude of the employees who staff these establishments! If we as French teachers want to lure students back or keep the ones we have from one year to the next, we have to make a serious effort. It’s time to smile and project to the students that French is not only worthwhile but fun! Show them that you love your job and let them know how lucky they are to be in your classroom!

FLEXIBILITY. As we get older, we often tend to be more comfortable with schedules and lesson plans that don’t allow for much variation. However, it’s time for a bit of fresh air to combat the staleness! In the middle of book exercises or tedious vocabulary drills, pop in a “commercial”! Use the structure or vocabulary that you’re teaching and talk about some aspect of the Francophone world! (If you’re not that spontaneous, plan it ahead and insert it in your plan book. We won’t tell!) Set up a Francophone “current events” bulletin board and ask students to cut out articles from newspapers and magazines once a week. Start or end your class each day with a new Francophone fact or facet. From fashion to lights to Paris, switch gears and keep them excited. (You can count these articles as a homework assignment.)

Francophone travel. You haven’t done a trip to a French-speaking country in years? Then now is the time to reconsider! Choose a travel company and an itinerary, recruit your students, and think of all the realia, music, books, etc. that you can bring back to decorate your classroom à la franco! Another alternative is to plan a field trip to a Francophone restaurant, play, art exhibition, etc. Check your specific area for opportunities! Les Miz is playing all around the country!

IMAGE. Consider this. Dress slacks or skirt, blazer, AATF pin’s, T-shirt that promotes French! Foreign language catalogs offer them quite frequently and if you make a stop at the main office and the guidance office sporting this attire, you’ll be promoting French to the people with a direct influence on your class size! In addition, consider encouraging your students to promote French in the same way for extra credit! Buy some AATF mouse pads for your computer lab. Give your administrators and guidance counselors an AATF mug (for their frequent coffee breaks)! Hand out AATF pens to your “top” students each semester!

REWARDS. Invest in stickers and consider rewarding students who receive a perfect score (no bonus points added in) on a quiz or test. Set up a system where a certain number of stickers can be exchanged for a homework or quiz coupon and watch the excitement build! (Students often feel that you’re ”giving things away” when in reality you’re promoting good study skills and increased performance!)

MUSIC. Use this option and you’re teaching to one of the multiple intelligences! There are hundreds of tapes/CDs of Francophone singers and there are othe rs that teach specific grammatical structures and concepts. Check in teaching catalogs or purchase them yourself in your travels to Francophone countries!

FOOD. If you feed them, they will come. Taco Bell, move over! It’s time for “elegant” dining in your classroom! French bread, cheeses, crêpes, éclairs, crème caramel, couscous, Belgian waffles—the list goes on and on. For a really novel treat in any part of the country where there is snow, collect some clean snow, pour maple syrup over it, and pass out bowls of it to your students. The French-Canadians have done this for years! (Be sure to send samples of anything you serve to the main office and guidance office. You want them to remember you when the students register for classes next year!) In addition, don’t forget to celebrate all the holidays—la bûche de Noël, Mardi Gras cake, les œufs de Pâques—and try a petit déjeuner à la française (croissants and chocolat chaud) the first Friday of every month for your morning classes and un goûter de pâtisseries for your afternoon sections. They’ll love it!

REACH out program. Contact your local newspaper to inform them of any special activities that you’re doing with your students. Have foreign language fairs, have your students create plays based on a literary selection and invite the community to a presentation. On a smaller scale, display student work prominently for open house and dress in the colors of a Francophone country when you greet parents. It’s all part of projecting an image!

EMPLOYMENT opportunities. Download articles on reasons to study French that relate to jobs and create a binder with copies of these articles along with newspaper classified ads that require/ prefer French or foreign language. Major newspapers like the Boston Globe, Washington Post, New York Times, and Chicago Tribune are excellent resources for such a file. Display the binder at open house and keep it available as a reference for your students.

NAT activities. Familiarize yourself with the Internet to see what’s available. For starters, check out “Tennessee Bob’s Famous French Links” at [http://www.utm.edu/departments/french/french.html] and create simple activities that your students can do with a French Web site. It’s an “out of class” experience that appeals to the vast majority of students and it’s a great way of integrating culture and technology into the curriculum.

Culture. This does not only refer to what’s in your textbook or on the Internet. L’Ancôme, Évian, Orangina, Dior,
MESSAGE TO LANGUAGE TEACHERS FROM PAUL SIMON

National Textbook Company has published a collection of FLES* articles edited by President Gladys Lipton entitled A Celebration of FLES*. Former U.S. Senator Paul Simon agreed to write the foreword for this important volume, and he and National Textbook have kindly allowed us to reprint that Foreword here. We feel his message to teachers of all languages is an uplifting and encouraging one.

Slowly, slowly we are learning the importance of foreign language education to our security, to our ability to provide world leadership, to our economy, and to our culture.

Gladys Lipton has compiled a book that is practical, but is not so buried in practicality that it does not require us to dream a little. I like the comment of Peter Negroni, the Superintendent of Schools of Springfield, Massachusetts, who writes: "I see a place where people dream in more than one language."

I want that too—but before that is achieved we have to simply dream. Readers should ask themselves two basic questions: What kind of a world do I want? What am I willing to do to achieve it?

The realistic answer that most people give to the second question is: not much. At least until they are challenged. And that's what this book does. It gives practical insights from a French class, for example, that can be applied to a Spanish or a German or a Chinese class.

Having served both as a senator and now as a teacher, I can say candidly that in both professions (and all others) there is a tendency to get into a rut, to do things in the same manner, over and over. "We always have done it that way," is the defense mechanism. When the first matches were produced to create a fire, I am sure there were those who still wanted to rub two sticks together to start a flame.

This book is a call on people who understand the importance of foreign language instruction to improve their work. I hope the word spreads about the importance of this book.

A decade ago the great threat to the world was nuclear destruction. Thanks to the fall of the Berlin Wall and unbelievable developments in Central and Eastern Europe, that threat has been reduced dramatically. Today the great threat is instability. Sometimes people who speak the same language fight each other, as in Somalia. But frequently the barrier to understanding is language. As I type this I recall a few hours ago meeting a student from Poland on the Southern Illinois University campus. I was able to sum up my total knowledge of Polish, about four phrases, and she beamed. My few words were a small gesture that acknowledged her culture and its importance.

Our culture is weak in doing that. This book will not solve the problem, but it will put one important piece into a mosaic that we must create.

Paul Simon
Northern Illinois University
Carbondale

Reprinted from A Celebration of FLES* by Dr. Gladys Lipton, @1998. Used with permission of NTC/Contemporary Publishing Group, Inc.

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**FRENCH GOVERNMENT SCHOLARSHIPS**

The French Embassy announces its Stages Pédagogiques de Courte Durée for 1999. Scholarships will be awarded to American teachers to spend three weeks studying in France during July 1999. The themes for this year's stages are:

- français des affaires,
- français de la technologie,
- enseignement précoce du français, enseignement bilingue et enseignement en immersion,
- nouvelles technologies de l'information et de la communication appliquées à l'enseignement et à l'apprentissage du français,
- enseignement du français et pluridisciplinarité.

All stages are designed to increase the participants' linguistic, cultural, and methodological competence.

Applicants should select their theme depending on their needs and goals and clearly state the reasons for their choice in the application. Application materials are available from the French consulates listed on page 15, from your local chapter president, and on the AATF Web site [http://aatf.utexas.edu/]. All application materials must be received at AATF National Headquarters by March 1, 1999.

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**AATF MEDALS**

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and Hexagone medals are $5.25 each. They are 1-inch in diameter, blue, gold, and white clousomé enamel. The other two medals are bronze medals from the government mint in Paris. The smaller, 32 mm in diameter, displays Les Armes de Paris for $18. The larger, 41 mm in diameter, has La Minerve and is $22. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailec 4510, Southern Illinois University, Carbondale, IL 62901-4510. Please print.

Name ___________________________
Address _________________________
Telephone: (Home) __________ (Work) __________
Quantity ______________________ Quantity ______________________
 Washington/Lafayette @ $5.25  L'Hexagone @ $5.25
 Les Armes de Paris @ $18  La Minerve @ $22
Total enclosed: __________________

Check the Materials Center (page 45) for other promotional items.
**MOTS CHASSÉS:**


I. Remplir les blancs dans les phrases suivantes en choisissant un mot ou une expression parmi les 4 proposés.

1. Pour assister au concert d’un célèbre groupe de rockers, les fans _________ devant les guichets.
   a. s’acquiersent  
   b. s’écrasent  
   c. se répandent  
   d. s’initient

2. Cet élève qui fait nombre d’erreurs utilise souvent _________.
   a. un surligneur  
   b. un rapporteur  
   c. un polochon  
   d. du correcteur liquide

3. Si vous avez beaucoup d’enfants, vous paierez moins d’impôts, donc vous bénéficierez d’un _________.
   a. prélèvement automatique  
   b. C.A.C. 40  
   c. abattement fiscal  
   d. plancher de versement

4. Les mangas des B.D. en France _________.
   a. font un malheur  
   b. perdent la boule  
   c. sont tous pourris  
   d. battent leur plein

5. La France métropolitaine s’appelle aussi _________.
   a. Messaline  
   b. L’Hexagone  
   c. une P.M.E.  
   d. une mégalomane

6. Ma valise est plus facile à tirer grâce à sa _________.
   a. fermeture éclair  
   b. jante  
   c. trouse fourre-tout  
   d. poignée téléscopique

7. En été, les eaux chaudes plus ou moins polluées, la mer est un vrai _________.
   a. délice  
   b. bouillon  
   c. requin  
   d. zinc

8. Pour être très sûr de son épargne, il vaut mieux _________.
   a. avoir des S.C.P.I. en Extrême Orient  
   b. jouer en Bourse  
   c. avoir une épargne valorisée au prorata temporis  
   d. s’acquiner avec des mafiosos

9. Un journaliste d’investigation avisé a dans un article financier _________.
   a. soulevé un lièvre  
   b. fait un bide  
   c. cloné un golden boy  
   d. fait de la bronzette

10. À ma mort mes héritiers paieront _________.
    a. un P.E.R.  
    b. des frais de gestion  
    c. un effet de cliquet  
    d. des droits de succession

II. Décomposer les mots suivants et analyser leur formation.

1. (être) vicelard
2. un pot-de-vin
3. un dessous-de-verre
4. (être) mégalade
5. s’acquimer
6. se colater
7. (une intrigue bien) ficelée
8. (être) déjanté
9. un liberticide
10. (faire) tremperette

III. Relever les mots et expressions argotiques et/ou familières.

IV. Vous allez voir à la banque votre conseiller financier; vous instauriez un dialogue où, client, vous lui demandez conseil pour faire fructifier votre argent.


Colette Dio
Nancy, France

PARLONS PAR ONOMATOPÉES!

L'onomatopée est la création d'un mot suggérant ou censé suggérer par imitation phonétique la chose dénommée. Elle existe en français comme dans toutes les autres langues. Il incombe aux professeurs d'en expliquer quelquesunes à leurs étudiants. Ce qui suit est une liste partielle des onomatopées les plus courantes que l'on entend en France et un exercice qui permettra aux étudiants de les insérer dans une phrase. Nous avons décidé de ne pas inclure les onomatopées qui imitent les sons des animaux, et de ne pas tenir compte des onomatopées anglaises utilisées très souvent dans les bandes dessinées (BD).

A. atchoum [le "m" se prononce]: son que l'on émet quand on éternue
B. badaboum [le "m" se prononce]: son de quelque chose de lourd qui tombe, qui s'écrase
C. b(j)oinng: son des ressorts
D. clap clap [le "p" se prononce]: son des applaudissements
E. crac(k) [le "c" se prononce]: bruit sec imitant un choc, une rupture
F. ding [ding] [il s'agit d'une consonne nasale]: un tintement, un coup de sonnette
G. ding, ding, dong [dans le premier mot, il s'agit d'une consonne nasale; dans les deux autres, il s'agit de voyelles nasales. Les "g" se prononcent]: la sonnerie d'un carillon
H. dring [dring] [il s'agit d'une consonne nasale]: son d'une sonnette, surtout électrique
I. flic-flac [les "c" se prononcent]: un clapotement, un bruit d'eau
J. fromfrou: bruit léger que produit le froissement des tissus
K. glouglou: bruit que fait un liquide qui coule dans un conduit ou qui coule d'un récipient
L. hip! hourra! [le "p" se prononce]: cri qui exprime l'enthousiasme. Le "hip" est en général répété trois fois.
M. miam miam [les "m" se prononcent]: exclamation qui exprime le plaisir de manger
N. pan [il s'agit d'une voyelle nasale]: un bruit sec
O. pif paf [les "f" se prononcent]: un bruit sec
P. pin-pon: [il s'agit de voyelles nasales]: bruit des avertisseurs à deux tons
Q. plouf [le "f" se prononce]: bruit que fait un objet en tombant dans un liquide
R. pouet pouet [les "t" finals se prononcent]: son d'un klaxon d'une vieille voiture
S. pouf [le "f" se prononce]: bruit sourd de chute
T. tacatac [le "c" final se prononce]: bruit de tir interrompu
U. tagada: son des sabots du cheval
V. teuf-teuf [les "f" se prononcent]: bruit d'un moteur à explosion d'une vieille voiture
W. tic-tac [les "c" se prononcent]: bruit sec et uniformément répété, surtout d'un mécanisme d'horloge
X. toc: bruit d'un heurt, souvent répété
Y. tut tut [les "t" se prononcent]: bruit de klaxon
Z. vlaan [il s'agit d'une voyelle nasale]: bruit violent, en particulier d'un coup
AA. vroom [le "m" se prononce]: accélération d'un moteur

EXERCICE
Choisissez l'onomatopée qui complète le mieux chaque phrase.

1. Et _______! Il a claqué la porte en partant.
2. _______ _______ _______! Allez! Allez! On va gagner le match!
3. _______! _______! _______! Tiens! J'entends les cloches de Notre-Dame.
4. _______! _______! Quel bruit infernal que fait cette moto. Le motard doit être pressé.
5. Bien qu'elle ait essayé d'entrer sans attirer l'attention sur elle, tout le monde s'est retourné en entendant le _______ de sa robe.
6. _______! Ça y est! Le bébé vide son biberon.
7. _______! Ça y est! Je suis enroumé.
8. _______! Va ouvrir! Quelqu'un frappe à la porte.
9. _______! _______! Vite! Décroche! Le téléphone sonne.
10. _______! Zut! Les déménageurs ont laissé tomber la table dans les escaliers.
11. _______! _______! Il frappe le parquet de la salle à manger avec sa canne.
12. _______! _______! Ce n'est pas vrai! Les enfants sautent sur le lit!
13. _______! J'entends une vieille voiture qui passe.
14. _______! Ça y est! Il a reçu deux coups de poing sur le nez.
15. _______! _______! Va ouvrir! Quelqu'un sonne à la porte.
16. Le _______ du réveil-matin m'a empêché de dormir.
17. _______! _______! Les enfants pataugent dans l'eau.
18. _______! _______! Les spectateurs expriment leurs satisfaction.
19. _______! et voilà la chaise qui se casse!
20. Avant que le monsieur dans la vieille bagnole ne me double, j'ai entendu _______ ! _______!
21. _______! _______! Le gâteau a l'air délicieux.
22. _______! Le bébé est tombé sur son derrière.
23. _______! _______! _______! Tiens! Les militaires s'exercent à tirer.
24. _______! Ce sont les pompiers qui passent.
25. _______! _______! Quelqu'un fait du cheval dans le coin.
26. _______! _______! Les automobilistes s'énervent toujours quand il y a des embouteillages.
27. Et _______! La pierre est tombée dans l'eau.

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1. This article was published previously in The Voice of WAFLT, Vol. 26, No.1, Fall 1998, p. 18 (The Wisconsin Association of Foreign Language Teachers). It appears here by permission of the author. Les réponses se trouvent à la page 44.

CULTURE ET INTERNET: PRÉSENTATION CRITIQUE DE SITES FRANCOPHONES (III)


Pour ce numéro, j’ai retenu d’autres moteurs de recherche et sites généraux d’information tels que [www.toile.qc.ca], site de la Toile du Québec qui offre des rubriques dans plusieurs domaines avec de nombreux liens; [www.ttc.org], site américain de la Tocqueville Connection qui est remis à jour tous les vendredis et qui présente des thèmes d’actualité en France, un dialogue franco-américain, des articles divers, la possibilité de commander des produits français en ligne et, depuis peu, une critique de sites Internet français; [francite.com], site de Francite, le moteur de recherche francophone. Guide-Internet, premier magazine des internautes québécois, possède un site intéressant, [www.guide-internet.com], spécialisé dans les services et sites Internet; l’équipe de ce magazine vient d’éditer le premier annuaire québécois d’Internet, Bottin Internet des sites en français, sous la direction de René Goyette (une publication de Guide-Internet). Les Éditions Logiques à Montréal ont déjà publié plusieurs ouvrages dans la collection "Internet," dont Internet—Comment trouver tout ce que vous voulez, de Louis-Gilles Lalonde et André Vuillot. Pour trouver des liens à d’autres sites francophones, on pourra consulter les nombreuses rubriques offertes par le site du Centre international d’études pédagogiques (CIEP) de Sèvres, [www.ciep.fr]. La "Piste francophone" de la Toile du Québec, [www.toile.qc.ca/francophonie], propose des liens avec des sites de pays et régions francophones de tous les continents. Pour l’Afrique, trois sites méritent d’être cités: [www.afric-network.fr], site d’AfriNetwork qui se limite pour l’instant au Sénégal et à la République Centrafricaine; [www.africanes.fr/afrinat/france.htm], excellent site de "L’Afrique sur Internet" avec des données sur l’Afrique francophone (classées par pays) et des sites Internet africains; [www.woyaa.com], site bilingue de Woyaal, le grand moteur de recherche africain.

EMPLI
[www.afpa.fr]: site de l’Association nationale pour la formation professionnelle des adultes (AFPA) qui offre des rubriques sur les formations sous formes de stages; divers services offerts aux particuliers, aux entreprises et aux associations; la liste des activités régionales et les actualités.
[www.anpe.fr]: site bilingue de l’Agence nationale pour l’emploi (ANPE) avec des rubriques pour les candidats et les employeurs, ainsi que des informations diverses. Les candidats à un emploi peuvent obtenir des renseignements sur les services offerts par l’ANPE (offres d’emploi, aides à l’emploi, mieux répondre aux offres d’emploi, bâtir son projet, financer ses déplacements) tandis que les employeurs ont accès au curriculum vitae de jeunes diplômés classés par domaines professionnels.
[www.cadresonline.com]: site français consacré aux cadres et qui propose toute une gamme de services: offres d’emploi, estimations de salaires, et des conseils sur la rédaction du CV.
[www.careeromosaic.tm.fr]: site gratuit de CareerMosaic France, considéré comme le site par excellence de l’emploi et des offres d’emploi sur Internet. On effectue sa recherche en fonction des catégories suivantes: les offres d’emploi, les entreprises qui se présentent, la "CVthèque" (pour le dépôt et la recherche de CV), la transition de l’école à l’entreprise, les stages, et CareerMosaic dans le monde. Ce site très pratique contient une mine de renseignements et de conseils pour faciliter la recherche d’un emploi (salaires, les secteurs qui promettent, le "bon" CV, les adresses utiles, etc.).
[www.entreprises.fr]: site d’Entreprises France et premier service Internet entièrement dédié aux entreprises françaises (plus de 12 000 références). Rubriques: annuaire, services, forum (dialogues entre chefs d’entreprises), Bourse online, partenaires.
[www.jacan.org]: site bilingue de Jeunes Entreprises qui, grâce à l’appui des milieux financiers, met l’éducation des affaires et de l’économie à la portée des jeunes au Canada. On y propose une initiation aux affaires et des informations utiles qui peuvent être employées dans un cours de français des affaires.

La rubrique “Emplois” de [www.toile.qc.ca], la Toile du Québec, propose des listes d’emplois (dans la province de Québec et à Toronto), la possibilité de créer son CV et de l’enregistrer dans la base de données du site, des conseils de toutes sortes, et des renseignements sur la recherche d’un emploi sur Internet.
[www.travail.gouv.fr]: site officiel du ministère de l’Emploi et de la Solidarité qui offre des rubriques sur le ministère, les ministres, les actualités, le monde du travail, les 35 heures, les emplois jeunes, les offres d’emploi, ainsi que des études statistiques et des publications.

TÉLÉCOMMUNICATIONS ET POSTE
[www.aplio.com]: site attrayant de la société Aplio dont le produit Aplio/phone, qui transforme un téléphone ordinaire en un téléphone Internet, a reçu le Prix France Télécom du produit de télécommunications le plus innovant de l’année 1998.
[www.bell.ca]: site bilingue de la branche canadienne de la société Bell de télécommunications qui propose la liste de ses services avec le descriptif et les tarifs, ainsi que différents annuaires (alphabétique, pages jaunes, Canada sans frais).
[www.cegetel.fr]: site du service français de télécommunications Cégétel qui présente son réseau et ses nombreux services avec des rubriques supplémentaires sur l’éducation et les offres d’emploi, ainsi que des liens avec d’autres sites.
[www.francetelecom.com]: site de France Télécom. Rubriques: produits, services, magazines, événements et toute l’actualité. En parallèle, on y trouve des pages tournisme, ITI (le bon itinéraire pour les trajets en Europe), tout en ville et la une de France Télécom.
[www.minitel.fr]: site des services Minitel qui sont encore au nombre de 18 000. Bien que le Minitel soit en perte de vitesse et subisse la concurrence croissante d’Internet, il est encore très utilisé en France. À noter: on peut s’abonner au Minitel en ligne à partir de ce site.
[www.laposte.fr]: site officiel de la Poste française (site très attrayant et bien conçu). Rubriques: produits et services (courrier, colis, services financiers), philatélie, découvrir la poste (statut et objectifs de la Poste), commander en direct, contact, Télépost annuaire. D’autres rubriques
parallèles comprennent des articles d'actualité, écrits au Père Noël et infopresse. Sous la rubrique courrier, par exemple, on peut obtenir des renseignements sur toutes sortes d'envois, y compris le prêt-à-poster, les options, la présentation d'une enveloppe et les tarifs.

[www.postescanada.ca]: site bilingue de la Société canadienne des postes qui propose la commande de produits en direct, la recherche des codes postaux, le calcul des tarifs pour les colis, la confirmation de livraison, la recherche des bureaux de poste et les timbres, ainsi qu'une possibilité de recherche en ligne.

[www.quebecatel.qc.ca]: site du groupe QuébecTel, entreprise de télécommunications, qui offre une découverte de l'entreprise, des solutions adaptées aux affaires, des renseignements sur les services de résidence, des nouvelles et les nouveautés. La rubrique pour la résidence contient, entre autres, des renseignements pratiques sur les abonnements, les télécartes, les appareils téléphoniques, et les plans interurbains.


TRANSPORTS

[www.adp.fr]: site de la société Aéroports de Paris (ADP) qui propose tous les renseignements nécessaires aux voyageurs: horaires des vols, liaisons routières entre Paris et les aéroports d'Orly et Roissy-Charles de Gaulle (par la route, le bus, le train et le taxi), ainsi qu'un guide pratique comportant des informations spécifiques sur les animaux, les bagages, les enfants non accompagnés, les objets trouvés, les vaccins, le stationnement, et bien d'autres sujets.

[www.airafrique.com]: site bilingue de la compagnie aérienne Air Afrique qui, avec ses rubriques sur les destinations et les États membres, peut se prêter à des activités de géographie.

[www.aircanada.ca]: site bilingue de la compagnie Air Canada qui offre, entre autres, les horaires et réservations, les services en vol et au sol, le profil de la société, des forfaits vacances et le catalogue des articles disponibles.

[www.airfrance.fr]: site (en plusieurs langues) du groupe Air France qui contient des renseignements sur la compagnie aérienne, les avantages clients et les horaires, mais aussi sur les actualités et les festivals en France.

[www.autoroutes.fr]: site bilingue de l'Association des sociétés françaises d'autoroutes (ASFA) qui, outre le descriptif de ses publications pratiques et la carte du réseau autoroutier français, permet de calculer les tarifs de péage entre deux destinations données en fonction du type de véhicule employé.

[www.calais-port.com]: site du port de Calais, premier port européen pour les échanges avec la Grande-Bretagne, qui propose des renseignements pratiques sur les ferries, les liaisons avec le port, la Chambre de commerce, l'Office du tourisme et l'Université de Calais.

[www.equipement.gouv.fr/bisonfute/index.htm]: site de la Sécurité routière (avec des informations sur le Brevet de sécurité routière et des conseils sur la conduite) et de Bison Futé qui, pour chaque période de grands départs (vacances scolaires, grandes vacances, fêtes) présente des calendriers, des cartes d'itinéraires pour éviter les embouteillages, et des dépilans thématiques. Les prévisions Bison Futé sont élaborées au Centre national d'information routière (CNIR) et sont généralement diffusées par les médias avant les périodes de grands départs.


[www.iti.fr]: site des itinéraires de la Prévention routière. Ce serveur calcule pour vous le meilleur itinéraire en Europe (en échange d'une somme modique); il suffit de fournir les villes de départ et d'arrivée (55.500 localités sont répertoriées). Bien que ce service soit payant, le site propose une démonstration gratuite de calcul d'itinéraire au départ du Brabant (région centrale de Belgique); on peut fournir la ville d'arrivée de son choix et obtenir les détails du meilleur itinéraire avec les routes à emprunter, le kilométrage, le prix approximatif du carburant et des péages d'autoroutes.

[www.michelin.fr]: site très attrayant (en 4 langues) de la société Michelin. Dans un premier temps, ce site affiche des rubriques propres à la société: organisation et histoire, métiers, groupes et résultats, histoire de Bibendum. Une rubrique spéciale "1998 BIB, L'Année Bibendum" permet aux internautes de vivre chaque mois l'actualité du centenaire de Michelin. Mais ce qui fait l'intérêt de ce site sont les services parallèles traditionnellement offerts par Michelin. On peut ainsi obtenir un plan d'accès pour la boutique de Paris et profiter d'une visite virtuelle. Sous la rubrique "Cartes et guides," on peut suivre la démonstration gratuite du calcul d'un itinéraire pré-défini et recevoir le calcul du kilométrage et de la durée du voyage, l'itinéraire précis avec les numéros des routes et autoroutes à emprunter, les numéros des cartes Michelin à employer, le montant des péages autoroutiers pour tous les types de véhicules, l'affichage de la carte sur l'écran et l'accès aux informations touristiques (hôtels et restaurants); l'utilisation de cet service peut faire l'objet de tout un module pédagogique à tous les niveaux. À noter: ce site propose également des jeux et un grand concours.

[www.paris.org]: le site touristique de Paris comporte une rubrique sur les transports avec une carte du métro, du RER et des autobus parisiens.

[www.peugeot.com]: site officiel (trilingue) du groupe PSA Peugeot Citroën qui contient des informations sur la société (histoire, Peugeot demain, service tourisme), ses magazines, et la gamme de ses produits. La catégorie "gamme" est bien conçue avec la liste des modèles qui sont présentés par un paragraphe illustré d'une photo (voitures, véhicules utilitaires), la boutique Peugeot et les accessoires qui sont aussi décrits et illustrés. Ce site est particulièrement bien adapté à un module pédagogique sur le vocabulaire relatif aux véhicules en général.

[www.pratique.fr]: le site France Pratique est sans doute le plus utile pour s'orienter en France et trouver des renseignements sur tous les aspects de la vie quotidienne (droits, culture, éducation, voyages/loisirs, argent, forme/santé, Internet). En cliquant sur la rubrique "Droits et vie pratique," puis sur "Transports," on peut obtenir une mine d'informations sur l'automobile (auto-écoles, droits permis de conduire, assurance automobile, règles de la circulation routière, etc.), l'avion et le rail. Les textes sont concis et peuvent se prêter à des activités pédagogiques à plusieurs niveaux.

[www.ratp.fr]: site de la RATP (Régie Autonome des Transports Parisiens). Rubriques: les jeudis seniors de la RATP, une semaine de transports gratuits, le port des cartes de circulation, les horaires de métro, l'horaire de navigation sur le réseau Noctambus, une semaine de transports gratuits et autres actualités.

[www.renault.com]: le site (bilingue) de la société Renault est plus récent que celui de Peugeot et ne présente pas encore les mêmes avantages qu’il concourt. Mais il reste prometteur dans la mesure où il offre également des renseignements illustrés sur
la gamme des produits et véhicules Renault avec des photos, des descriptifs et des clips vidéo.

[www.stcum.qc.ca]: site bilingue du métro de Montréal qui propose les tarifications et les horaires du métro, des autobus et des trains de banlieue. L’avantage de ce site réside dans le fait qu’il offre non seulement un plan du métro, mais également un plan détaillé et en couleurs de chaque quartier en fonction de la station sélectionnée, avec des renseignements sur les centres d’intérêt du quartier en question.

[www.sytdin.tm.fr]: site de Sytdin, le trafic en temps réel, qui fournit des informations sur les encombrements de la circulation en Île-de-France. La recherche se fait par quartier et le plan apparaît sur l’écran, accompagné de symboles correspondant aux conditions du moment.

[www.sncf.fr]: site bilingue de la Société nationale des chemins de fer français (SNCF) dont les rubriques comprennent les voyages en France (horaires, prix, services) et en Île-de-France (horaires trains RER, comment se rendre dans les aéroports parisiens, flash info) avec la possibilité de réservations en ligne, le fret, l’entreprise SNCF, les jeunes diplômés (la SNCF recrute), et la recherche à la SNCF.

[www.viarail.ca]: site de Via Rail Canada, la grande société canadienne des chemins de fer. En plus des informations relatives aux horaires, itinéraires, tarifs, et réservations en ligne, ce site élaboré offre de nombreuses rubriques dignes d’intérêt telles que “Âînés” et “Etudiants,” un album de photos des régions traversées par les lignes ferroviaires, des publications et des liens avec d’autres sites.

On peut faire figurer ici [www.meteo.fr], le site de Météo-France qui informe l’interneutre sur le temps en France, les services spécialisés et les phénomènes de la météo. À ce titre, il peut être employé dans un module sur les transports.


Marie-Christine Weidmann Koop
University of North Texas

**JNCL-NCLIS PRIORITIES**

**Mission**

The mission of the Joint National Committee for Languages/National Council for Languages and International Studies (JNCL-NCLIS) is to ensure that all Americans learn and communicate effectively in English and at least one other language.

**Goals**

Goal 1: Unify the language profession

Objective 1: Unify the language and international education communities to speak with one coherent voice on issues of national concern

Objective 1998-1999: Unify the language and international education communities to speak with one coherent voice on the reauthorization of ESEA (Elementary and Secondary Education Act)

**Action Plan**

1998-1999: The language and international education communities will work collaboratively to define, create, and gain support for an updated ESEA that reflects the mission of JNCL-NCLIS

1. JNCL-NCLIS staff, board, and delegates will foster a collaborative atmosphere within which to work

2. Member organizations will assist the coalition to achieve the successful reauthorization of ESEA

**Goal 2:** Promote policies that respect and develop the language capabilities of all Americans

Objective: Initiate, promote, and defend national, state, and local policies that encourage and enhance:

1. The learning of and/or through all languages (including English)
2. International education exchanges, and
3. International studies.

**Objective**

1998-1999: Initiate, promote, and defend throughout ESEA, policies that encourage and enhance:

1. The learning of and/or through all languages (including English)
2. International education exchanges, and
3. International studies.

**Action Plan**

1998-1999: The language and international education communities will work collaboratively to:

1. Summarize current ESEA and potential areas of change
2. Create a general policy statement on ESEA
3. Identify issues within ESEA that might be impacted by the JNCL-NCLIS mission
4. Gather evidence to develop positions on ESEA
5. Develop positions on selected issues in ESEA that reflect the mission of JNCL-NCLIS

6. Create language for sections of ESEA that reflects the positions of JNCL-NCLIS

**Goal 3:** Increase the public’s awareness of the importance of providing opportunities for all Americans to learn and communicate effectively in English and at least one other language.

**Objective**

1998-1999: Heighten the awareness of JNCL-NCLIS constituency, legislators, and the general public, as to the importance of language learning to support positions developed for ESEA

**Action Plan**

1998-1999: The language and international education communities will speak with one coherent voice to:

1. Identify people, prepare text, and deliver testimony on ESEA
2. Lobby at all appropriate levels on ESEA
3. Endorse and/or support candidates who support JNCL-NCLIS positions on ESEA
4. Review and disseminate Policy Committee statement on ESEA to members’ constituencies
5. Develop success stories for all constituents that promote goals of ESEA
6. Sell ESEA to JNCL-NCLIS member constituencies
7. Identify spokespersons for JNCL-NCLIS positions on ESEA

Provide leadership development for member organizations to assist them to take a proactive stance on ESEA:

1. Develop and implement letter-writing campaigns on ESEA at conferences and meetings
2. Develop and implement short workshops or statements at conferences and meetings regarding ESEA
3. Develop coalitions among constituencies to support ESEA
4. Develop materials to be used in publications to support ESEA
5. Hold/support a conference on the future of education

Create white papers on topics critical to varied constituencies regarding second language education and international studies such as:

1. Importance of learning a second language
2. Guiding principles for legislators making decisions about second language education
3. How federal legislation affects you
NEWS FROM LE GRAND CONCOURS

Plans are well underway for Le Grand Concours 1999. The National Committee is pleased to announce the following changes to improve our services to teachers and students.

1) The FLES Contest will end two weeks earlier than the Secondary Contest. Teachers will no longer have to fill out the eligibility forms for FLES. All information will be gathered from the newly designed FLES Answer Sheets. In addition, it will not be necessary for teachers to hand-score their student's answer sheets to determine eligibility for the speaking portion of the Contest. Answer sheets will be scored and reports listing eligible speakers will be returned to Contest Administrators. As a result of the above changes, FLES results will be available at the same time as the Secondary results!

2) Two new divisions in the Secondary Contest: D and E, will be in effect for students on block or modular schedules. Students in these two divisions will be compared only to other students on comparable schedules. Complete details will be available from your Chapter Contest Administrator and will be published on the Contest Web Site [http://aaf.tuasa.edu/concours]. This will allow fairer placement of students on these schedules and will also enable us to recognize TWENTY additional categories of winners (ten ranks in each Division!)

We will continue to award National prizes to students in the top ten ranks in each level and division. Prizes will include plaques, videos, books, medals and certificates. A Certificat de Mérite is awarded to every student who enters. In addition, we will continue to recognize teachers who enroll 100% of their classes and offer "special" prizes throughout the year. See the Winter/Spring issue of Le Grand Concours sent to all members in December for further details.

Venez nombreux!
Le Grand Concours, 1999

Contest Dates
FLES (Grades 1 — 6): March 1 — 10
Secondary: March 1 — 23

National Committee
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Sid Teltelbaum
National Director
Le Grand Concours

NATIONAL FLES® POSTER CONTEST

Don't forget the National FLES® Poster Contest for students in both public and private schools across the U.S. Students in grade K-8 are eligible, and sponsoring teachers must be members of AATF. The theme of the 1998-1999 Contest is Le Français: la clé du monde francophone/French is the Key to the Francophone World. The posters should be relevant to French-speaking countries throughout the world and should show significant cultural aspects of these countries.

Contest entries should be submitted to your local Chapter President. Three winners from each chapter will then be submitted to the national level by May 1, 1999. For complete information as well as the entry form which must accompany each poster, see page 23 of the November National Bulletin or contact your local chapter president. The names and addresses of chapter presidents can be found in the AATF Membership Directory or on the Web site.

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!

The AATF National Commission on Cultural Competence is pursuing its work. Members who have responded to our call to become active members have been assigned to appropriate subcommittees in order to work on our objectives. Two sessions are planned for the spring of 1999, Central States in Little Rock and SCOLT. We are also organizing a special workshop on the teaching of French culture for the AATF convention in St. Louis; more information about this will appear in the next issue of the National Bulletin. Ann Williams-Gascon, chair of a Commission subcommittee, is applying for a grant in order to organize workshops on the teaching of culture at various locations in the U.S. In this issue, you will find two articles: "Parlons par onomatopées" by John Janc, on page 36 and "Culture et Internet: présentation critique de sites francophones (III)" by Marie-Christine Koop, on page 37.

Now is the time to become involved!

We would like to invite AATF members to participate in the work of the Commission as follows:

- **For information on membership:** Sharon Rapp, Foreign Language Dept., Conway Senior High School West, 2300 Prince Street, Conway, AR 72032-3749; [sbrapp@uno.com]
- **For short articles describing classroom activities of a cultural nature:** Karen Campbell, Wellwood International School, 2901 Smith Avenue, Baltimore, MD 21208; [kkd dancer@aol.com]
- **For announcements and items of interest:** Marie-Christine Koop, Dept. of Foreign Languages, University of North Texas, Denton, TX 76203-1127; [koop@unt.edu]

For updated information and upcoming events, visit the Commission Web site at [http://courses.unt.edu/koop/aatfculture.htm]
FUNDING IDEAS FOR BRINGING A MUSIC PROGRAM TO YOUR SCHOOL

In speaking with many of my teacher collaborators who want to bring a French music program to their students, I have discovered that funding is often a major stumbling block. The following fund-raising suggestions that have worked have been gathered from teachers:

- school-based funds: administration, your department, parents’ organizations, internal fund-raising activities like crêpe sales or candy sales.
- public admission sales for an evening show. This may be the simplest easiest way to support the school visits. At $10 per ticket, one house of 200 people would pay the bill entirely for a day in the school and the evening concert and still leave you some seed money to begin again next year.
- grants from the state Arts Council and the school district’s arts-in-education funds. In Illinois our nonprofit presenters (including schools) qualify for 35% support for public programs, under the Illinois Arts Tour Roster program of the Illinois Arts Council. The Quick Start program (with an annual deadline of August 31) also funds artist-in-residency projects up to 50%. Other states have similar programs.
- AATF Small Grants Projects (see page 4).
- local posts of the Veterans of Foreign Wars, when the theme of the show is appropriate, may be interested in supporting the program, especially if you can invite the WWII veterans to join the audience.
- "French-flavored” business in the area, for example, a French bakery or restaurant, a travel agency, a European bookstore, a music store, may lend support in exchange for some recognition in the program.
- corporate in-kind donations from hotels (in Wisconsin, Comfort Suites offered us two lovely rooms), discount flights, or car rentals.
- chapters of the Alliance Française (some are more active than others)
- collaboration with neighboring colleges and universities, especially their adult education and outreach departments, or with other schools.

These ideas are by no means comprehensive. This is a modest collection of the more obvious and interesting sources. Whole library sections are devoted to grantmaking foundations, and each state has its own funding sources through its department or council for education, humanities, and the arts.

Any teacher planning such events should always check with their school officials before proceeding.

I hope this is of help as you set out to bring chansons to your students. Please pass along any other funding suggestions you may have.

Claudia Hommel (888) 590-9360

CORRECTION

In the November issue (24.2:5) there was an error in the article on Ronald W. Tobin, former editor-in-chief of The French Review. He is Associate Vice-Chancellor for Academic Affairs of the University of California at Santa Barbara, not at Los Angeles.

FOUR QUÉBEC AUTHORS PRESENTED THEIR WORKS AT AATF MONTREAL

Pictured from left to right are: Marie-Claire Blais, France Théoret, Dr. Myrna Delson-Karan, Louise Dupré, and Madeleine Monette.

Four of Québec’s finest authors read from their works and gave their predictions on the future of Québec literature in the 21st century at a plenary session during the AATF annual meeting in Montreal last July. The session was organized by Dr. Myrna Delson-Karan, Education Attaché for the Government of Québec.

Marie-Claire BLAIS has been called "The Muse of Québec" and is the author of 40 books. She won France’s Prix Médicis for her novel, Une saison dans la vie d’Emmanuel, which has been translated into 15 languages. She received the Governor General’s Award in Canada for her most recent work, Soifs. Ms. Blais is from Montreal but spends her winters in Key West, Florida. American themes penetrate her work. She is a member of the Royal Society of Canada, The Order of Canada, The Order of Québec, The French-Canadian Academy, and The Royal Academy of Belgium.

Louise DUPRÉ, novelist and poet, is Professor of Literature at the University of Québec in Montréal where she teaches creative writing and women’s studies. She has published 10 works, some of which have been translated into English, Spanish, Italian, and Dutch. Her collection of poetry, Le paupier familière, was chosen as the "Book of the Month" selection by the review, Nos livres, and received the Alfred DesRochers Prize. Ms. Dupré was also the recipient of the Grand Prize for poetry by the Fondation des Forges for her work, Noir déjà. Her most recent work, La memoria, won the Rimel Prize of the Academy of Québec Letters.

Madeleine MONETTE is a native of Montreal but now lives and writes in New York City. Her talent was quickly recognized when her first novel, le Double Suspect, won the Robert Cliche prize. Two other novels, Petites violeurs et Amandes et melons, were selected for the Molson Prize and the Edgar-Lesparre Prize respectively. Her most recent work, la Femme furieuse, was nominated for the Grand Prize by readers of Le Monde and for the France-Québec-Philippe Rossillon. Ms. Monette was the first recipient of the Gabrielle Roy Scholarship which gave her the opportunity to live and work in Roy’s summer home on the banks of the St. Lawrence.

France THÉORET holds a doctorate in French from Sherbrooke University in Québec and taught for many years at Abbeville College. She now devotes herself full-time to writing and has produced any works, among which are Brodie Mary, Nous parlerons comme er écrit, intérieures, et l’Homme qui peignait Staline. Her works, La Nef des sorcières and Transist have been adapted and performed on television. Ms. Théoret has been published in over 60 reviews in Québec, Canada, and abroad, including Paris, Mexico, Italy, and Portugal. She is a member of the Board of Directors of the Union of Québec Writers and is a frequent speaker throughout the world.
QUÉBEC: UNE DEMI-VICTOIRE POUR BOUCHARD*

Lundi 30 novembre 1998, les Québécois se rendent aux urnes pour élire un nouveau gouvernement provincial. Ils ont à choisir entre trois candidats: Lucien Bouchard au Parti Québécois (PQ), Jean Char est au Parti Libéral du Québec (PLQ) et Mario Dumont à l'Action Démocratique du Québec (ADQ). Bien que les résultats ne soient pas étonnants, ils réservent quand même quelques petites surprises—de bonnes et de mauvaises pour les trois leaders.

Commencons par les bonnes nouvelles puisque ce sont elles que les chefs mettent en évidence dans leurs discours télévisés. Mario Dumont, le tout jeune chef d'un tout jeune parti, est le premier à prendre la parole. Il se réjouit d'être réélu à l'Assemblée nationale, d'être le seul chef dont le parti est en phase ascendante, et d'avoir non seulement augmenté mais doublé le pourcentage de son vote populaire d'une campagne à l'autre (de 6% en 1994 à 12% en 1998).

Quelques moments plus tard, c'est un Jean Charest souriant et visiblement très soulagé qui s'adresse aux Québécois. Il a gagné son siège de député à la suite d'une campagne serrée devant une adversaire de taille, Marie Malavoy, la très populaire députée en place. De plus, contrairement à toutes les attentes, son parti obtient la majorité du vote populaire (43,7%) et améliore sa position à l'Assemblée avec 48 députés—un de plus qu'à l'Assemblée sortante. C'est là une grande victoire morale.

Lucien Bouchard ne tarde pas à suivre. Il remercie les Québécois de lui avoir fait "confiance"—le thème de la campagne. Avec une très faible majorité parlementaire (75 sièges sur 125), c'est lui qui formera le nouveau gouvernement.

Cependant, derrière la façade de la victoire se cachent des échecs et des déceptions, pour tous les trois. Il est vrai que l'ADQ a fait des progrès, surtout parmi les jeunes, et que son leader reçoit pratiquement autant de couverture médiatique que les chefs des deux grands partis, mais en termes concrets, il n'y a pas de véritable changement. Dumont continuera à être orphelin à l'Assemblée alors qu'il souhaitait de faire élire 20 députés. Son plus grand impact aura été d'avoir modifié la donne pour les deux autres partis dans certains comtés serrés, où les voix que l'ADQ enlève au PQ et au PLQ auront causé le succès ou l'échec des uns ou des autres. L'avenir du parti demeure incertain vu la fragilité de ses structures et ses moyens.

Pour Charest, la campagne et l'année 98 auront été des plus dures, étant donné son itinéraire du printemps à l'automne. Les premiers mois le trouvent confortablement installé sur la scène politique fédérale comme chef du Parti Conservateur à la Chambre des Communes où il savoure de beaux succès. Entre une campagne et l'autre, il avait réussi à multiplier par dix le nombre de députés de son parti (de 2 en 1993 à 20 en 1997) et ne cachait pas son ambition d'être un jour Premier Ministre du Canada. Sa popularité au Québec et sa réputation de "sauveur" de parti en détresse ne faisaient aucun doute. C'est alors que le PLQ, en perte de vitesse et en difficulté de leadership, lui propose de changer de bord. Après maintes hésitations, Charest accepte de passer à la politique provinciale—une traversée qui ne manquera pas de cahotements. Au printemps, les sondages lui donnent jusqu'à 20 points d'avance sur son adversaire, mais petit à petit, "l'effet Coca Cola" s'installe et les bulles finissent par disparaître. Si au début de la campagne les deux partis sont à peu près à égalité dans les sondages, les chiffres commencent à être inquiétants à l'approche du jour J: Bouchard est inattouchable! Heureusement pour Charest, les scénarios les plus sombres qui annonçaient la fin de sa carrière politique ne se sont pas réalisés—le résultat du PLQ étant quand même honorable.

Pour Bouchard, la victoire est sans éclat. Le balayage n'a pas eu lieu. Pire, non seulement son parti a légèrement baissé sa majorité parlementaire, il se place derrière l'opposition en terme de vote populaire (42,7%). Pour le souverainiste Bouchard, le message est très clair. Les Québécois ne se sont pas rangés en masse derrière lui pour accorder la solide posture qu'il souhaitait avoir, surtout vis-à-vis d'Ottawa, pour entreprendre de nouvelles négociations constitutionnelles et, éventuellement, réaliser "les conditions gagnantes" d'un nouveau référendum sur la souveraineté. S'il lui font confiance pour former un nouveau gouvernement, les Québécois ne veulent plus de discours séparatistes. Aujourd'hui, tous les sondages l'indiquent, ils sont plus concernés par une amélioration des services de santé et du système éducatif, par la création d'emplois et l'allègement des impôts.

Ce bilan s'achève quand même sur une note positive car pour la majorité des citoyens—fédéralistes et souverainistes—le résultat de l'élection est satisfaisant. Étant donné le peu de différence entre les programmes des deux partis au cours de cette campagne, et leur position de centre-droite—le PLQ étant traditionnellement de droite et le PQ de gauche—de nombreux Libéraux auraient souhaité voter pour Bouchard si ce n'était la question réféendaire. Ils reconnaissent ses compétences de gestionnaire et approuvent des mesures qu'il a prises depuis 1995. Hollywood n'aurait pas pu inventer une fin plus heureuse à cette campagne!

Samia I. Spencer
Auburn University (AL)

*Cet article a pu être réalisé grâce à une bourse du Gouvernement du Québec.

PROFESSIONAL DEVELOPMENT AVAILABLE

The Center for Language Education and Research (CLEAR) at Michigan State University is offering six professional development institutes on the MSU campus during the summer of 1999. Two of the institutes focus on teaching methods and materials development and four of the institutes focus on integrating technology into the foreign language classroom. Stipends are available to selected participants who are currently working in the U.S.

May 14 - 16  Teaching of African Languages
June 16 - 20  Writing in the FL Classroom
June 21 - 30  CALL Materials Development—Introductory Techniques
July 12 - 21  The Internet in FL Instruction—Introductory Techniques
August 2 - 6  CALL Materials Development—Advanced Techniques
August 9 - 13  The Internet in FL Instruction—Advanced Techniques

For additional information, please contact: CLEAR, A712 Wells Hall, Michigan State University, East Lansing, MI 48824. Tel: (517) 432-2286; E-mail: [clear@pilot.msu.edu]; URL: [http://clear.msu.edu].

ALLONS EN FRANCE
VIDEO

This new video highlighting the adventures of the Grand Concours lauréats in France during the 1998 Coupe du Monde is now available. The eleven winners received an all-expenses paid trip to France. From the send-off reception at the French ambassador's residence to the Grande Finale, ending with the Bastille Day parade down the Champs-Elysées and the Presidential Garden Party, all their unforgettable experiences are documented. $12.00 (includes postage and handling).

NEH SUMMER INSTITUTE FOR COLLEGE AND UNIVERSITY TEACHERS

Institutes provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields of scholarship. Lasting between four and six weeks, institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities.

Participants in Summer Institutes receive between $2800 and $3700, depending on the length of the institute, to cover the costs of travel, books, and other research expenses, and living expenses.

For detailed eligibility requirements, applicants should consult the written application materials. Selection committees for seminars and institutes are directed to give first consideration to applicants who have not participated in an NEH-sponsored seminar or institute in the last three years.

Detailed information on seminars and institutes and application materials are available from project directors. Please use the telephone numbers and mail and e-mail addresses given below to request information on the seminar and institute in which you are interested. When using e-mail, please include your regular mailing address since directors will send application materials through the mail. You may request information about as many projects as you like, but you may apply to no more than two projects. The application deadline is March 1, 1999.

Please direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the National Endowment for the Humanities’ Seminars and Institutes Program may be directed to (202) 606-8463 or e-mail: [sem-inst@neh.gov].

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506. TDD (for the hearing-impaired only) (202) 606-8282.

Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy
June 21–July 31, 1999 (6 weeks)
Directors: Richard J. Golsan and Nathan Bracher
Faculty: Renmy Desquenes, Sara Farmer, Christopher Flood, Jeffrey Herf, Lynn Higgins, Annette Levy-Willard, Henry Rousso, Jeffrey Schnapp
Information: Nathan Bracher
Texas A&M University
Dept. of Modern & Classical Languages
College Stations, TX 77843-4238
Telephone: (409) 845-2125 or 7425
E-mail: [k-may01@tamu.edu]
(Institute Location: Paris and Caen, France)

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A Celebration of FLES* Sequential FLES, FLEX, and Immersion

Gladys C. Lipton, Editor
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Authors: Evelyn Cell Armstrong (CA); Pat Barr-Harrison (MD); Christine Brown (CT); Lynne B. Bryan (GA); Suzanne Cane (RI); Astrid M. DeBuhr (MO); Patricia R. Duggar (LA); Juliette Eastwich (MD) and Elizabeth Tomlinson (MD); Paul A. Garcia (MO); Virginia L. Gramer (IL); Dora F. Kennedy (MD); Philip Korfe (SD); Katherine C. Kurk (KY) and Hilary W. Landwehr (KY); Gladys C. Lipton (MD); Lena L. Lucietto (LA); Elizabeth Miller (CA); Peter Negroni (MA); Maureen Regan-Baker (CT); Kathleen Riordan (MA); Harriet Saxon (NJ); Rebecca Valette (MA); Alan S. Wax (IL) and Lydia Hurst, Kathleen Durkin, Diane Merenda (IL); Deborah Wilburn Robinson (OH), and a FOREWORD by Senator Paul Simon.

STUDENTS MEET FRENCH ASTRONAUT

Seventeen 3rd, 4th, and 5th grade students at the Portland French School have won a creative writing contest that will allow them to travel to the Johnson Space Center in Houston and the Kennedy Space Center at Cape Canaveral.

In Houston in October, the students met Michel Tognini, a colonel in the French airforce, who will be part of a crew of two women and three men who will be on the space shuttle Columbia in January. The 48-year-old father of four will take reading materials on his space mission. His reading list will include the works (in French) of the Portland students.

In January the students will be on hand at the Kennedy Space Center to watch Colonel Tognini and the rest of the crew blast off into space.

The students need to raise $25,000 in order to make the two trips. Contributions are welcome. Checks should be made out to “Portland French School-NASA,” and sent to Portland French School, 6318 SW Corbett, Portland OR 97201.

Here’s an opportunity to help students studying French gain recognition and, at the same time, help promote the study of French.

Ray Verzasconi
PNCFL Executive Director

1999 AATF CONVENTION
ST. LOUIS, MISSOURI JULY 11-14, 1999
MARRIOTT PAVILION HOTEL

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 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).

AATF PUBLICATIONS

AATF COMMISSION ON CULTURAL COMPETENCE


AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE


Prices are subject to change without notice.

RÉPONSES
Voici le corrigé de l’exercice à la page 36.

AATF MATERIALS CENTER

Prices quoted in this list include POSTAGE AND HANDLING. Make checks payable to AATF. Payment should accompany orders except for school purchase orders. Prices listed apply only to stocks on hand. Pictures of some promotional items are available on the AATF Web site: [http://aaf]. Please allow 3-4 weeks for delivery.

REPORTS OF THE AATF FLES' COMMISSION
1. The FLES* Image: A Picture is Worth a Thousand Words! Lena L. Lucietto, Editor, Dec. 1996. $9.00
2. Attracting French FLES* Students. Gladys Lipton, Editor, July 1996. $9.00
3. Reaching All FLES* Students. Gladys Lipton, Editor, July 1995. $9.00
4. FLES* Methodology I. Gladys Lipton, Editor, July 1994. $9.00
5. Expanding FLES* Horizons. Gladys Lipton, Editor, July 1993. $9.00
7. Implementing FLES* Programs. Gladys Lipton, Editor, July 1991. $8.00
8. Innovations in FLES* Programs. Gladys Lipton, Editor, July 1990. $8.00
10. So You Want to Have a FLES* Program! Gladys Lipton, Editor. July 1986. $7.50.

AATF TASK FORCE ON THE PROMOTION OF FRENCH
AATF Promotional Video: Open Your World With French/Le français m'ouvre le monde (10 min.) designed to encourage American students to study French. $15.00 (members)/$18.00 (non-members)
NEW! Promotional Video: Forward with French (10 min.) Interviews with business people in New York state who use French in their work. $15.00 (members)/$18.00 (non-members)
NEW! Video: Allons en France (10 min.) Story of the 11 student-winners who spent two weeks in France during the Coupe du Monde. $12.00

Tee-shirt: Le français m'ouvre le monde, navy blue shirt has a map of the world with areas where French is the official language highlighted and the areas listed in French on the back. Please specify size (L, XL, XXL). $18.00 ($19 for XXL).

AATF Travel Guide (119 pp) gives advice for teachers planning student trips abroad or exchanges, including resources, orientation, liability, sample forms. $12.00 (members)/$15.00 (non-members).

AATF Guide to Support from Embassies (62 pp) outlines sources of information from the governmental agencies of France, Belgium, Quebec, and Switzerland. 8.00 (members)/$10.00 (non-members).

AATF PROMOTIONAL FLYERS (sample copy available on request)
Top 10 Reasons to Learn French ... offered free of charge to members; $5 per hundred for postage and handling (while supplies last).
French is More Than ... offered free of charge to members; $7.50 per hundred for postage and handling (while supplies last).
Speaking French: an investment in the future; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)
Why French FLES*? offered free of charge to members; $5.00 per hundred for postage and handling (while supplies last).
NEW! Bumper Stickers: Forward with French. 2 for $1.00; 10 for $4.00.

AATF COMMISSION ON PEDAGOGY
A Poitiers entre mai et octobre, a 23- min. video accompanied by a pedagogical guide with exercises for several levels; pilot tested by secondary teachers. Many helpful suggestions. Filmed in France. $25.00 (members)/$30.00 (non-members).

MEDALS
La Minerve, 41 mm bronze (from government mint in Paris) $22.00.
Les Armes de Paris, 32 mm bronze (from government mint in Paris) $18.00.
AATF medallions, 1 in.; blue, gold, and white cloisonné enamel; reverse side plain; two designs; please specify. Each $5.25. Specify (1) Busts of Washington and Lafayette with letters AATF; or (2) French hexagon, with "American Association of Teachers of French" around perimeter.
NEW! AATF pins, .5 in. square with letters AATF. Each $4.00

MISCALANNY
Tee-shirt: Le français en Amérique du Nord, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER $10.00. (while supplies last; only a few are left)
NEW! Tee-shirt: Fête Nationale de la Francophonie, black shirt with gold design; see order form on page 43. $13.00 (includes postage and handling).
NEW! Cycling cap: Fête Nationale de la Francophonie, white and black with gold design; see order form on page 43. $5.00 (includes postage and handling).
AATF Certificate of Merit. Each 15 cents.

Paris Monumental, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of métro. $6.00.

Paris Île-de-France. Full color illustrated guide to Paris. 95 pp. $10.00.

AATF Coloring Book, 16 pp. 8" x 11" for FLES* students, $1.00 each.

French FLES* Stickers: "AATF, FRENCH FOR KIDS, FLES* in Grades K-8" for $1.00.


Meilleurs vœux cards (10 + envelopes), sponsored by the Louis Pasteur Foundation. $15.00.

Swiss Kit. New updated version! General information on Switzerland, including geography, maps, history, economy, politics, and social systems, and short stories. $4.00 for the first copy; $1.00 each additional copy (while supplies last).

NEW! AATF PROMOTIONAL ITEMS
AATF Mouse pads: ici on parle français! Each $5.00
AATF Mugs: White with blue logo and name. Each $6.00
AATF Notepads: Le français en Amérique du Nord (1/2 sheet, 50 sheets per pad); Each $1.50.
AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for $3.00; 10 for $5.00.
AATF Ball-Point Pens: AATF engraved in gold on blue marbelized pen. Each $8.00 (discounts for quantities).
AATF Portfolio-size zippered bag: "Le Français m'ouvre le monde." Navy blue nylon with white handles. $10.00 (while supplies last).

To obtain any of these materials send your check or money order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

NEW RUBRIC FOR THE FRENCH REVIEW

Chris Pinet, Editor in Chief of the French Review, announces a new rubric sure to appeal to all those who teach the French language. Beginning with Volume 73 (1999-2000), we will present "In Your Corner: Focus on the Classroom," Under this heading we will publish articles which discuss successful classroom practices at all levels of French. The maximum length for manuscripts will be 2500 words and the minimum, 1500 words. As with all manuscripts submitted to the French Review, these articles will undergo peer review to ensure high quality. Unlike other pedagogical articles, however, the authors of these submissions will not be required to present a theoretical dimension in their essay. We do expect the articles to be the fruit of experience from applications over time which add an original approach or insight to teaching. I encourage our membership and readers not only to submit their work for this new rubric but also to identify "Focus on the Classroom..." as the area where they want their work to be considered. The ball is now in your "corner!"

Chris Pinet, Editor in Chief
The French Review
Dept. of Modern Langs. & Lits.
Montana State University
Bozeman, MT 59717
E-mail: [umipc@montana.edu]

What's New in the French Review?

Vol. 72, No. 3 (February 1999)
- "Francophone African Literature and the Hexagon: Building Bridges for the New Millennium" (Geoffrey R. Hope)
- "Functions of Nonverbal Communications in Teaching and Learning a Foreign Language" (Linda Q. Allen)
- "Au sujet de quoi? La fonction du sujet grammatical, du complément d'objet direct, et de la construction prescriptive en français parlé" (William J. Ashby)
- Caribbean Films in the French Curriculum: Strengthening Linguistic and Multicultural Competency" (Flore Zéphir)

Vol. 72, No. 4 (March 1999)
- "Metalinguistic Competence of Beginning French Students" (Camille K. Vande Berg)
- "Place à la littérature dans le cours de conversation!" (Sylvie Vanbaelen)
- "Between Cultural Studies and "Cultural Competence" (Edward C. Knox)

As well as articles on Voltaire, Queneau, Barthes, Cocteau, Genet, and Tahar Ben Jelloun, and, of course, "La Vie des mots."

CONCOURS TV5 "À LA MANIÈRE DE FUNAMBULE" GAGNE UN VOYAGE D'UNE SEMAINE EN FRANCE GRÂCE À FUNAMBULE

TV5 invite les élèves et professeurs du monde entier à participer au concours "À la manière de Funambule", nom de sa nouvelle émission hebdomadaire. Cette émission se propose de découvrir le monde francophone à partir d'un mot chaque semaine. Ce «mot thème» est illustré par 6 reportages tournés dans 6 pays différents.

Les classes candidates écriront un synopsis détaillé, illustré de dessins et/ou photos, sur un sujet qui pourrait faire l'objet d'un reportage devant être diffusé dans l'émission Funambule (à ne pas dépasser 10 pages maximum). Le dossier devra être envoyé avant le 15 avril 1999.

Après avoir sélectionné un des mots de la liste suivante: CINÉMA, TÉLÉVISION, CAFÉ, NUIT, FEU, VOYAGE, la classe choisira le sujet le plus représentatif du thème évoqué par le mot et le traitera au travers d'une rencontre avec un ou plusieurs personnages. Le sujet choisi devra s'inscrire dans la vie quotidienne de la ville ou la région d'origine des participants.

Ce concours est organisé en collaboration avec le CAVILAM et avec l'appui de la Fédération Internationale des Professeurs de Français.

Pour participer au concours et obtenir le règlement ou pour toute autre information, contacter:

TV5—Nafissah Fella
Concours "À la manière de Funambule" Réseaux Educatifs et Culturels dans les Amériques
1755, Boulevard René-Lévesque Est
Bureau 101
Montréal (Québec) H2K 4P6, Canada
Téléphone: (514) 522-5322
Télécopieur: (514) 522-5372
Courriel: [concours@tv5.org]

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

An official AATF membership card is available to members. To obtain one, send a postcard to: AATF Membership Card, Maiccode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The card may help travelers to France obtain reduced entrance fees to national monuments and museums. Chapter treasurers can order cards in bulk for distribution to their members.

Septième Congrès Régional de la Nouvelle Angleterre 30 avril-1er mai 1999
Le Français: un pari sur l'avenir
Holiday Inn, Worcester, Massachusetts
Marquez vos calendriers!!!
SOUTHEAST CONFERENCE ON FOREIGN LANGUAGE AND LITERATURE, March 4-6, 1999, Rollins College, Winter Park, FL. Information: Karoline Mann, Foreign Languages, Rollins College, 1000 Holt Avenue, #2752, Winter Park, FL 32789.

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 6-9, 1999, Stanford, CT. Information: A.A.A.L., P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 421-8404; E-mail: [aaaloffice@aail.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 9-14, 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.edu]; URL: [http://www.tesol.com].

OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL CONFERENCE, March 11-13, 1999, Columbus, OH. Information: Conference Manager, 841 N. Wood Street, Logan, OH 43138. Telephone: (740) 385-6317; E-mail: [annfrench@hocking.net].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, March 11-13, 1999, Cavalier Hotel, Virginia Beach, VA. Information: Lynne McClendon, Executive Dir. SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; FAX: [lynnemcc@mincsprr.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, SAB 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: PNCL, 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) 245-1976; 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: CSCFL, Rosalie Cheatham, Exec. Director, University of Arkansas at Little Rock, 2601 S. University Ave., Little Rock, AR 72204. Telephone: (501) 569-8159; FAX: (501) 569-3220; E-mail: [rcheatham@uark.edu].

KENTUCKY FOREIGN LANGUAGE CONFERENCE, April 22-24, 1999, University of Kentucky, Lexington, KY. Information: Jeannine Blackwell, Dept. of German, 1069 Patterson Tower, University of Kentucky, Lexington, KY 40506-0027. Telephone: (606) 257-3929; E-mail: [jblack@pop.uky.edu]. Web site: [http://www.uky.edu/ArtsSciences/KFCL/]

SEVENTH NEW ENGLAND REGIONAL CONFERENCE, April 30-May 1, 1999, Holiday Inn, Worcester, MA. Information: Lison Basells-Bitoun, Conference Co-Chair, 56 Hobson Street, Brighton, MA 02135, or Christian de Robert, Education Director of the French Library and Cultural Center, Boston, MA.

AATF VERMONT CHAPTER, "How Do I Teach the Standards," May 2, 1999, Barre, VT. Information: Isabelle Kaplan, Bennington College, Bennington, VT 05201-6001; Telephone: (802) 440-4379; FAX: (802) 447-4269; E-mail: [kaplan@bennington.edu].

COLLOQUE INTERNATIONAL: LITTÉRATURES ALÉGIÉNÈRES CONTEMPORAINES: ÉCRITURE NOUVELLE ÉCRITURE, May 13-16, 1999, Toronto, Canada. Information: Najib Redouane, Études Françaises, University of Toronto ou Yvette Béanyoun-Szmidi, Études Françaises, Glendon, York University, 2275 Bayview Avenue, Toronto, Ontario, Canada M4N 3M6. Telephone: (416) 962-7822; FAX: (416) 925-7251; E-mail: [yszmidt@yorku.edu].

ADFL SEMINAR WEST, June 3-6, 1999, Palo Alto, CA. Information: Association of Departments of Foreign Languages, Attn. Elizabeth Welles, 10 Astor Place, New York, NY 10003-6931. E-mail: [elizabeth.welles@ma.org].

COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM, June 1999, Oxford, OH. Information: CALICO, Dept. of Modern Langs., Southwest Texas State University, 601 University Dr., San Marcos, TX 78686-4616. Telephone: (512) 245-2360; FAX: (512) 245-8296; E-mail: [rif02@swt.edu].

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

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA, October 28-30, 1996, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheboro, NC 27205. Telephone: (336) 684-4985; FAX: (336) 686-3600; E-mail: [martint@interpath.com].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Nov. 19-21, 1999, Dallas, TX. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10707-6801. Telephone: (914) 963-8830; FAX: (914) 963-1275; URL: [http://www.actfl.org].

NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS, November 4-10, 1999, throughout the United States. Information: Jacqueline Thomas, 200 Walden, Portland, TX 78374; FAX: (512) 953-0805; or Margot Steinhardt, 2535 Bel-Air Drive, Glenview, IL 60025-4759; E-mail: [mms@lake.cusd2.k12.il.us].

MODERN LANGUAGE ASSOCIATION, December 29-30, 1999, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9883; E-mail: [convention@mla.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 19-21, 2000, Vancouver (BC) Canada. Information: AAAA, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 21-25, 2000, Vancouver (BC) Canada. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conv@tesol.edu]; URL: [http://www.tesol.com].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 15-18, 2000, Washington, DC. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 17-20, 2000, Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [aaf.utsa.edu/].
REMINDER: IMPORTANT DEADLINES AND DATES

February 1, 1999  Submission of items for April 1999 National Bulletin
February 15, 1999  Scholarship Applications due, Fond International de Coopération Universitaire (Sept. issue)
February 26-27, 1999  Annual Meeting of the Louisiana AATF (see page 13)
March 1, 1999  AATF Summer Scholarship Applications due (pp. 30)
March 15, 1999  Application deadline for AATF Small Grant Awards (page 4)
March 1, 1999  Application deadline for AATF Chapter Grants for National French Week (page 4).
April 1, 1999  Application deadline for Prix de la paix Contest (Nov. issue)
April 15, 1999  Application deadline for NEH Summer Institutes and Seminars for school teachers (Nov. issue)
April 30-May 1, 1999  Application deadline for NEH Summer Institutes and Seminars for college and university teachers (page 43)
April 1, 1999  Application deadline for AATF Excellence in Teaching Awards (pages 16)
April 1, 1999  Application deadline for AATF Dorothy Ludwig Memorial Scholarships (page 9)
April 15, 1999  Application deadline for "À la manièrè de Funambule" contest (page 45)
April 30-May 1, 1999  Septième Congrès Régional de la Nouvelle Angleterre (page 45)
May 1, 1999  National FLES* Poster Contest (Nov. issue)
May 1, 1999  Deadline for submissions for the MLA Prize for Independant Scholars and the Aldo and Jeanne Scaglione Prize for French and Francophone Studies (Nov. issue)
July 11-14, 1999  AATF Convention, St. Louis (page 5)
August 1, 1999  Submission of items for September 1999 National Bulletin
August 1, 1999  Deadline for submissions for French Review special issue on Paris (page 10)
September 1, 1999  Submission of items for November 1999 National Bulletin
November 1, 1999  Submission of items for the January 2000 National Bulletin
November 4-10, 1999  National French Week: La Semaine du français (page 1)

Start preparing now for National French Week: La Semaine du Français
(November 4-10, 1999)
Celebrate French in your school and community!

AATF National Headquarters: Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrate@siu.edu]